

# Student's Workbook



# This Book Belongs To

**Name** :.....

**Place and Date of Birth** :.....

**Hobby** :.....

**Intended Major** :.....



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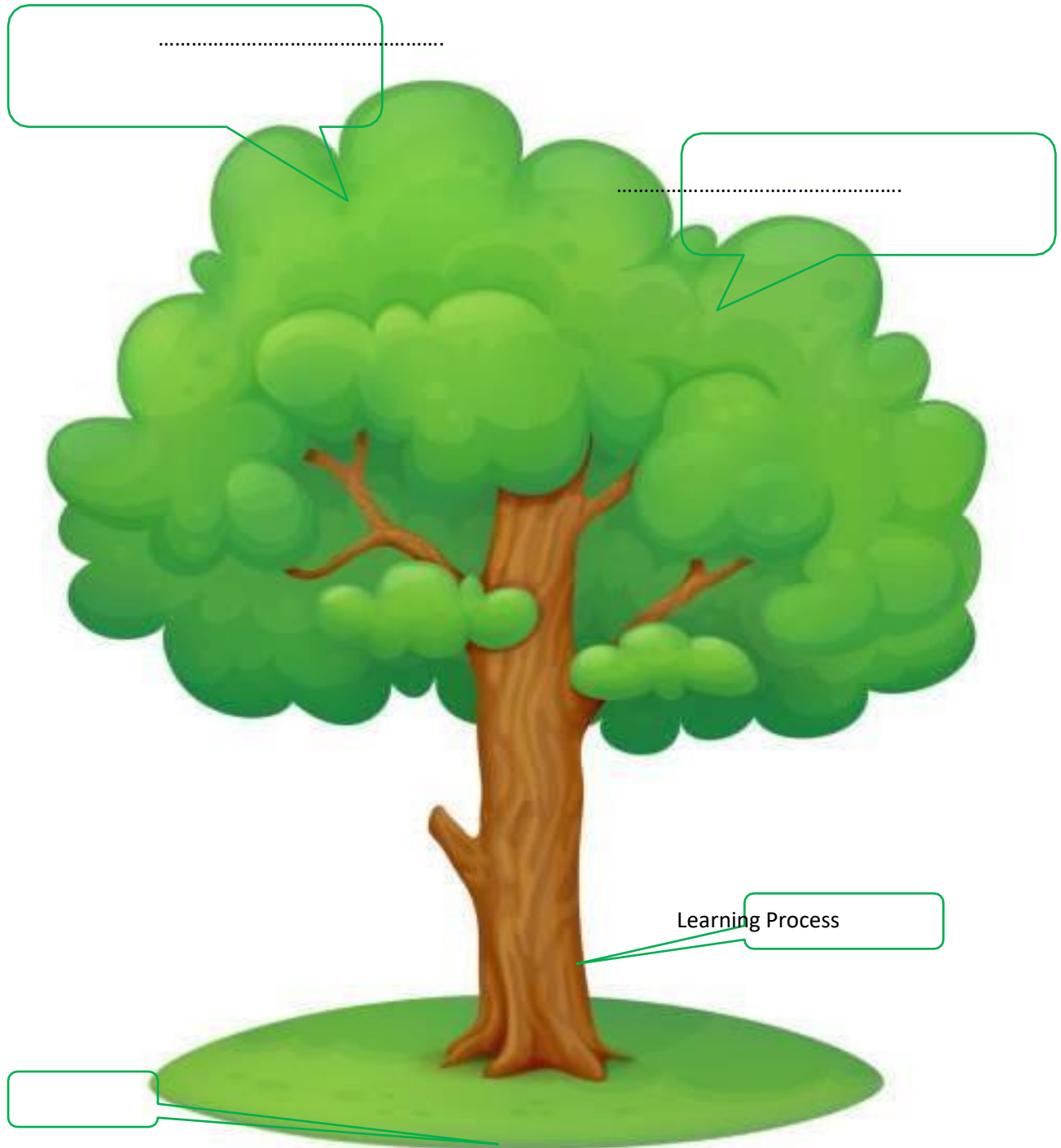
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# Orientation Class

## Student Expectation Sheet

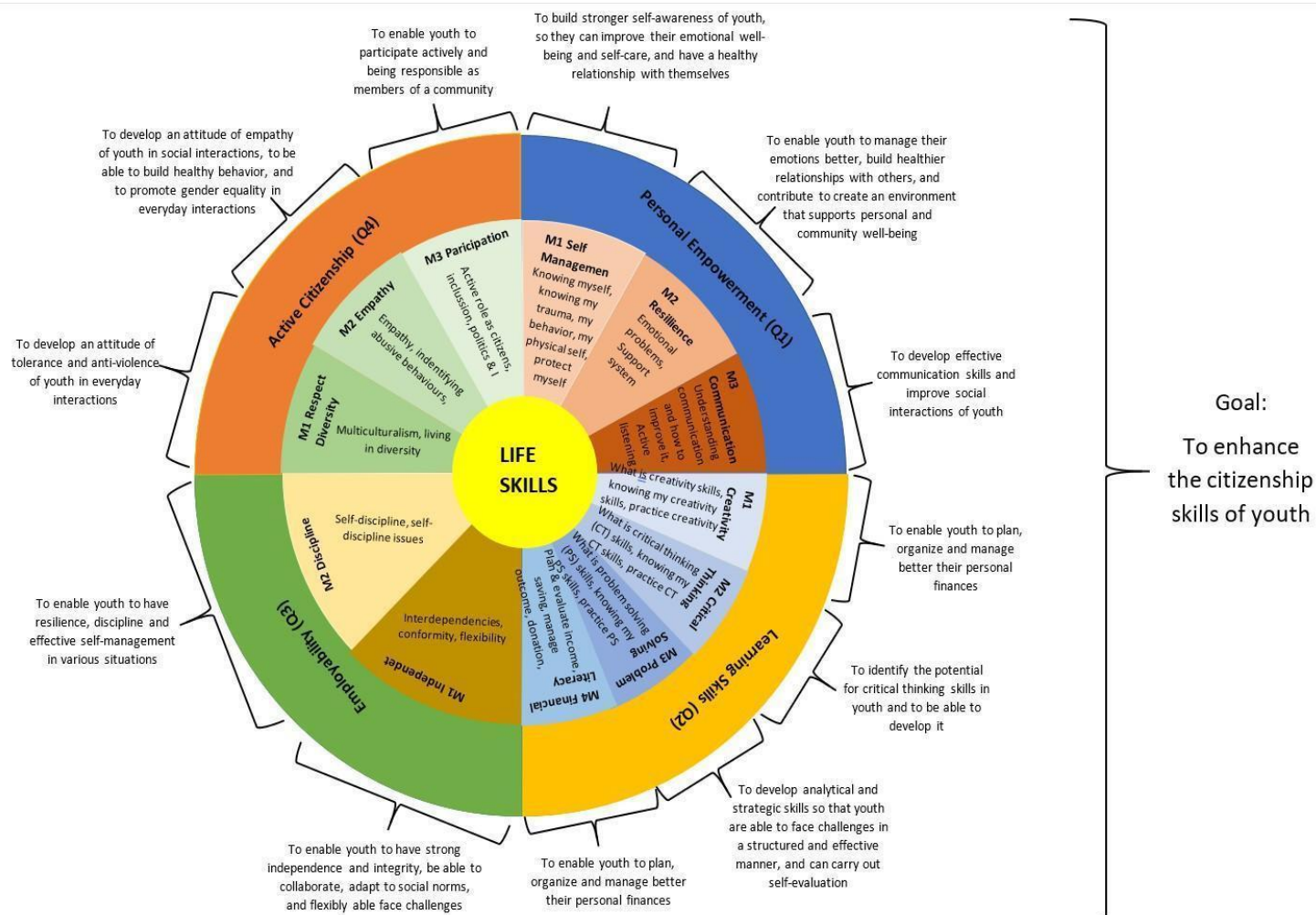


Learning Process

## Life Skills

## Attachment

### Life Skills Curriculum Diagram



## Life Skills Curriculum Table

Life Skills' Goal: To enhance citizenship skills in youth					
Domain	Key Skills	Topic	Sub Topic	Module Objectives	Basic competencies
Self Empowerment	Self Management	Knowing Myself	<ul style="list-style-type: none"> <li>Who am I?</li> <li>Accepting and Developing Yourself</li> </ul>	To build stronger self-awareness of youth, so they are able to improve their emotional well-being and self-care, and have a healthy relationship with	<ul style="list-style-type: none"> <li>Self management</li> <li>Adaptability and flexibility</li> </ul>
		Trauma	<ul style="list-style-type: none"> <li>Trauma</li> <li>Restoration</li> </ul>		
		My habit	<ul style="list-style-type: none"> <li>My Habits + Building Habits (Discipline Module, Discipline Issues Topics)</li> <li>Time Management</li> </ul>		
		My body	<ul style="list-style-type: none"> <li>My body</li> <li>Taking Care of My Body: Maintaining Hygiene, Body Health + Specific Issues Related to Discipline (Discipline Module, Discipline Issues Topic)</li> </ul>		

		Protected and Protected	<ul style="list-style-type: none"> <li>● Rights and Responsibilities</li> <li>● Protection</li> <li>● Taking Care of My Body: Protecting Myself</li> </ul>	themselves	
	Resilience	Emotional Problems	<ul style="list-style-type: none"> <li>● What are Emotional Problems?</li> <li>● Avoiding Emotional Problems?</li> <li>● How to Overcome Emotional Problems</li> <li>● Managing stress (Module: Self Management, My Habits Topic) + Flexibility and Stress Management (Independence Module, Topic Becoming a Flexible Person)</li> </ul>	To enable youth to manage emotions better, build healthier relationships with others, and contribute to create an environment that supports personal and community well-being=	
		My Support System	<ul style="list-style-type: none"> <li>● What is a Support System?</li> <li>● Forms of Support System</li> <li>● Building a Strong Support System</li> <li>● Becoming a Good and Strong Support System</li> </ul>		

	Communication	Understanding Communication and Improving Communication Skills	<ul style="list-style-type: none"> <li>• Understanding Communication Skills</li> <li>• Things that can improve and hinder communication skills</li> <li>• The Impact of Poor Communication Skills</li> <li>• Digital Literacy (Me and Social Media) + Growing in the Digital Era (Independence Module, Topics on Becoming a Person Involved in the Living Environment)</li> <li>• Interpersonal Communication</li> <li>• Active Listening</li> </ul>	To develop effective communication skills and improve social interactions in youth	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>* Digital literacy</li> </ul>
		Active Listening			

Study Skills	Creativity	What is Creativity ?	<ul style="list-style-type: none"><li>● Paying Attention to Creativity Around + Flexibility and Innovation (Independence Module, Topic of Becoming a Flexible Person)</li><li>● Understanding Creativity</li><li>● Benefits of Creativity</li></ul>	To identify creative potential in youth and be able to develop this potential	* Critical thinking & problem solving * Creativity and innovation
		Getting to Know Your Creativity	<ul style="list-style-type: none"><li>● Recognizing the Potential of Creative Thinking</li><li>● Supporting and Inhibiting Factors of Innovation</li></ul>		
		Practicing Creativity	<ul style="list-style-type: none"><li>● Provoking Creative Thinking</li><li>● Creating Creative Products</li></ul>		
	Critical thinking	What is Critical Thinking?	<ul style="list-style-type: none"><li>● Reactive Behavior Phenomenon</li><li>● Understanding Critical Thinking</li></ul>	To identify the potential for critical thinking skills in youth and be able to develop	
		Recognizing the Potential of Critical Thinking	<ul style="list-style-type: none"><li>● Recognizing Automatic Thought Tendencies</li><li>● Critical Thinking Challenges</li><li>● Do I Think Critically</li></ul>		
		Practicing Critical Thinking	<ul style="list-style-type: none"><li>● Critical Thinking Reference</li><li>● Critical Thinking Practice</li></ul>		



				this potential	
	Solution to problem	Concept of Problem Solving	<ul style="list-style-type: none"> <li>• What are Problem Solving Skills</li> </ul>	To develop analytical and strategic skills so that youth are able to face challenges in a structured and effective manner, and can carry out self-evaluation	

			<ul style="list-style-type: none"> <li>Supporting and Inhibiting Factors for Problem Solving</li> </ul>	and strategic so that young people are able to face challenges in a structured and effective way, and can carry out self-evaluation.	
		Identify Strengths and Weaknesses	<ul style="list-style-type: none"> <li>Identify Strengths and Weaknesses of Problem Solving Abilities</li> </ul>		
		Practice Problem Solving Skills	<ul style="list-style-type: none"> <li>Effective Methods of Problem Solving</li> <li>Identify the Root of the Problem</li> <li>Steps / Stages of Problem Solving + Becoming a Problem Solver (Resilience Module, Emotional Problems Topic)</li> </ul>		
	Financial Literacy	Financial plan	Pay attention to the financial plan	To enable youth to plan, organize and manage personal finances better	* Financial literacy
		Evaluation of Income	Evaluation of Incoming Money		
		Saving	Save diligently		
		Manage Expenditures	Manage Outgoing Money / Expenditures		
		Allocation of Donations for Social	Allocation of Donations for Social Affairs		

		Affairs			
		Debt Research	Debt Research		
Work Ability	Independent	Becoming a Person Who is Interdependent with Others	<ul style="list-style-type: none"> <li>• Independence and Interdependence</li> <li>• Relationships with Parents, Other Adults, and Peers</li> <li>• Maintaining Relationships in Life</li> </ul>	To enable youth to have strong independence and integrity, be able to collaborate, adapt to social norms, and flexibly able face challenges	*Self management *Adaptability and flexibility
		Become a Person Who Conforms to Applicable Norms	<ul style="list-style-type: none"> <li>• Conformity and Compliance</li> <li>• Adolescent Compliance and Rebellion</li> <li>• Conformity, Peer Pressure, and Risky (Negative) Behavior</li> <li>• ProSocial Risk Behavior</li> <li>• Social Intelligence</li> </ul>	challenges flexibly	
		Become a Flexible Person	<ul style="list-style-type: none"> <li>• Flexibility as a Noble Function</li> <li>• Flexibility and Growth Mindset</li> </ul>		

	Discipline	Self Discipline	<ul style="list-style-type: none"> <li>• Determination and Self-Discipline</li> <li>• Myths and Views About Self-Discipline</li> <li>• Steps of Self-Discipline</li> </ul>	To enable youth to have resilience, discipline and effective self-management in various situations	
		Self Discipline Issues	<ul style="list-style-type: none"> <li>• Discipline Issues in Teenagers</li> <li>• Strategies Related to Self-Discipline</li> </ul>		
Active Citizenship	Valuing Diversity	Diversity	<ul style="list-style-type: none"> <li>• Diversity vs Uniformity</li> <li>• Relevance and Contextualization</li> </ul>	To develop an attitude of tolerance and non-violence among youth in their daily interactions	*Cultural awareness and global citizenship *Ethical responsibility
		Living in Diversity	<ul style="list-style-type: none"> <li>• Promoting the Values of Tolerance</li> <li>• Non-Violence</li> </ul>		
	Empathy	Empathy	<ul style="list-style-type: none"> <li>• Basic Concepts of Empathy</li> <li>• Empathy Factors</li> <li>• Me and my Empathic abilities</li> </ul>	To develop an attitude of empathy towards	* Empathy & compassion *Conflict resolution
		Identifying Violent Behavior around me	<ul style="list-style-type: none"> <li>• What is Violent Behavior?</li> <li>• Recognizing Emotionally Abusive behavior</li> <li>• Causes &amp; Impact of Emotionally Violent Behavior</li> <li>• Overcoming Emotional Abuse</li> <li>• Signs of Emotionally Abusive</li> </ul>	youth in social interactions, able to develop healthy behavior,	

			Behavior <ul style="list-style-type: none"> <li>● Know Yourself</li> <li>● Differences between Healthy Behavior and Emotional Abuse</li> <li>● Building Healthy Behavior</li> </ul>	and promote gender equality in daily interactions	
		Gender	<ul style="list-style-type: none"> <li>● Basic Concepts of Gender</li> <li>● Gender Equality &amp; Inequality</li> <li>● Causes and Consequences of Gender Inequality</li> <li>● Getting to Know Stereotypes</li> <li>● Gender Inclusivity</li> <li>● Promoting Gender Equality and Inclusivity</li> </ul>		
	Participation	Active Role as a Citizen	<ul style="list-style-type: none"> <li>● Participation</li> <li>● Involvement &amp; Participation + Adolescent Involvement in Various Life Circumstances (Independence Module, Topic of Becoming a Person Involved in Their Life Circumstances)</li> <li>● Active Participation of Teenagers as Citizens</li> </ul>	To enable youth to be actively involved and responsible as members of a community and society	*Cultural awareness and global citizenship *Ethical responsibility

		Inclusivity	<ul style="list-style-type: none"> <li>● Individual &amp; Social Inclusion</li> <li>● Emotional &amp; Functional Inclusion</li> </ul>		
		Politics and Me	<ul style="list-style-type: none"> <li>● Society &amp; Politics in Indonesia (How Teenagers Participate in Politics)</li> <li>● Political Process in Indonesia</li> </ul>		

## LEARNING PROCESS PLAN IN 1 YEAR

Orientation	1st month		2nd month		3rd month		4th month	
Orientation Class  Pre tes	Module Self-Management (11) Communication (3)	Sharing Class with material of 1 <sup>st</sup> month	Resilience (4) Creativity (3) Think Critical (3) Problem Solving (2) Financial Literacy (3)	Sharing Class with material of 2 <sup>nd</sup> month	Independence (10) Discipline (5)	Sharing Class with material of 3 <sup>rd</sup> month	Diversity (2) Empathy (5) Participation (4)	Post test
Batch 2								
Orientation Class  Pre tes	Resilience (4) Independence (10)	Sharing Class with material of 1 <sup>st</sup> month	Self-Management (11) Communication (3)	Sharing Class with material of 2 <sup>nd</sup> month	Creativity (3) Think Critical (3) Problem Solving (2) Financial Literacy (3) Discipline (4)	Sharing Class with material of 3 <sup>rd</sup> month	Discipline (1) Diversity (2) Empathy (5) Participation (4)	Post test
Batch 3								
Orientation Class  Pre tes	Empathy (5) Discipline (5) Creativity (3)	Sharing Class with material of 1 <sup>st</sup> month	Self-Management (11) Resilience (4)	Sharing Class with material of 2 <sup>nd</sup> month	Communication (3) Think Critical (3) Problem Solving (2) Financial Literacy (3) Independence (5)	Sharing Class with material of 3 <sup>rd</sup> month	Independence (5) Diversity (2) Participation (4)	Post test

## **CREATION OF GOOGLE ACCOUNT, FOLDER IN GDRIVE, AND UPLOAD FILES TO PERSONAL FOLDER**

**Following are the steps to create an email account on Google (Gmail):**

### **1. Go to Google Registration Page**

- Visit the Gmail registration page.

### **2. Fill in the Registration Form**

- Enter the requested information:
  - **First Name and Last Name.**
  - **Username** (the email address you want to create, for example namakamu@gmail.com).
  - **Password** and confirm password.

### **3. Click "Next"**

- After filling in the form, click the **"Next"** button.

### **4. Phone Number Verification**

- Enter your active phone number for verification.
- Google will send a verification code via SMS.
- Enter the code in the column provided.

### **5. Fill in Additional Information**

- Enter the following information:
  - **Recovery Email Address** (optional, useful for recovering account if forgotten password).
  - **Date of birth.**
  - **Gender.**

### **6. Agree to the Terms and Conditions**

- Read it **Terms and Conditions** from Google.
- Click **"I agree"** to complete registration.

### **7. Gmail Account Ready to Use**

- Once successful, you will be directed to your Gmail inbox.
- Now you can use your email address to send and receive messages.

**Here are the steps to create a Google Drive account:**

### **1. Go to Google Registration Page**

- Go to the Google account page.



## 2. Fill in the Registration Form

- Enter the requested information, such as:
  - **First Name and Last Name.**
  - **Username** (new email address) (if you don't have an email then you must create an email account first)
  - **Password** and confirm password.

## 3. Click "Next"

- After filling in the data, click the **"Next"** button.

## 4. Phone Number Verification

- Enter an active telephone number for verification.
- Google will send a verification code via SMS.
- Enter the code received in the column provided.

## 5. Complete Additional Information

- Enter:
  - **Recovery Email Address** (optional).
  - **Date of birth.**
  - **Gender.**

## 6. Agree to the Terms and Conditions

- Read it **Terms and Conditions** from Google.
- Click **"I agree"** to continue.

## 7. Access Google Drive

- Once the Google account is successfully created, open **Google Drive**.
- You now have access to 15GB of Google Drive storage for free.

If you already have a Google account, you can log in directly to Google Drive without needing to re-register

## Here are the steps to create a folder in Google Drive:

### 1. Open Google Drive

- Enter **Google Drive** using your Google account.

### 2. Click the "New" Button

- On the left side of the screen, click the **"New"** (power +) button.

### 3. Select "Folder"

- From the menu that appears, select **"Folder"**.

#### **4. Give the Folder a Name**

- Enter the desired folder name in the window that appears.
- Click "**make**" to save.

#### **5. Folder Ready to Use**

- The folder will appear in the list of files and folders in your **Google Drive**.

You can double-click the folder to open it and save the files inside.



# **SELF-MANAGEMENT MODULE**

## CLASS ON GETTING TO KNOW MYSELF

## Activity 1

Characteristic Reflection (Special characteristics or traits possessed by students that differentiate them from other people, can be physical attributes, behavior, personality, skills, or beliefs) Personal according to the following areas:

[illegible]

Type B

NAME :

SEX :

Instruction.

Each number has four different words. Choose one word that represents you the most by giving a cross (x) in front of the chosen word.

1	Adventurer	Energetic	Flexible	Meticulous
2	Persuade	Humorous	Peaceful	Honest
3	Wishful thinking	Friendly	Obeys	Willing to sacrifice
4	Compete	Convincing	In control	Considerate
5	Big power source	Refreshing	Trustworthy	Respectful
6	Confident	Energized	Satisfying	Caring
7	Strong principle	Promoter	Patient	Planner
8	Certain	Spontaneous	Kind	Scheduled
9	Straightforward	Optimistic	Respect	On command
10	Always encouraging	Funny	Hospitality	Loyal
11	Independent	Trustworthy	Diplomatic	Detailed
12	Feeling certain	Carefree	Consistent	Analyzer
13	Able stand alone	Inspiring	Not attacking	Idealist
14	Decisive	Charismatic	A little humour	Quiet
15	Quick act	Easy to get along with	Mediator	Loves music
16	Strong will	Articulate	Tolerant	Thinker
17	Mentor	Joyful	Good listener	Critical
18	Likes to lead	Agile	Satisfied	Planner
19	Productive	Famous	Fun	Perfectionist
20	Brave	Warm	Balance	Discipline
1	Pretending to lead	Insolent	No expression	Moody
2	Unsympathetic	Indiscipline	Not interested	Pessimistic
3	Opponents	Repetitive	Quiet	Rarely laugh
4	Honest	Forgetful	Cowardly	Arrogant
5	Impatient	Blocking	Not firm	Insecure
6	Despicable	Unpredicted	Not involved	Not famous
7	Stubborn	Unplanned	Uncertain	Hard to let go
8	Insensitive	Exploding	Complaining	Pessimistic
9	Argue	Bad temper	No purpose	Not suitable
10	Manipulative	Show off	Simple	Negative attitude
11	Suppressive	Want to be praised	Worry	Withdraw
12	Not wise	Talkative	Shy	Over-sensitive
13	Show off	Disorganized	Doubt	Less friendly
14	Less tolerant	Temporary	Ignorant	Reclusive
15	Unfair	Untidy	Grumbling	Too careful
16	Stubborn	Arrogant	Slow	Ignorant
17	Bossy	Loud voice	Lazy	Loners
18	Grumpy	Hard to concentrate	Compromise	Suspicious
19	In a rush	Restless	Reluctant	Vengeful
20	Unsympathetic	Moody	Less confident	High prestige

TOTAL			
D	I	S	C

### Activity 3

## Getting to Know and Develop Myself

(List of characteristics that are strengths, past or unchangeable characteristics, characteristics that can be changed, and how to change them)

1. List at least 5 characteristics that are your strengths!

2. List at least 5 things in your past or characteristics that you cannot change!

3. List at least 5 characteristics that you can change!

4. List at least 2 practical ways you can change the characteristics you can change (point 3)!

## Closing Activity

### **Personal Reflection and Evaluation**

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

#### 1. Self Reflection

What did I learn about myself through this day-long learning experience? How did I feel during and after today's learning experience?

What strengths and weaknesses do I see from my learning experience throughout the day?

#### 2. Process Reflection

What went well during the day's learning process, and why? What can I do differently tomorrow for better results?

How do I prepare myself before learning, and is that preparation enough?

#### 3. Reflection on Results

Are the results I achieved today in line with my initial expectations? What makes this outcome a success or failure?

#### 4. Learning Reflection

What are the main challenges I face, and how do I address them?

What new skills or knowledge did I gain?

How can I use what I have learned in the future?

#### 5. Reflections on Interactions with Others

How do I communicate and collaborate with others?

Was there a moment where I could have listened or responded better?

What did I learn about interpersonal relationships through today's learning experience?

# CLASS ON TRAUMA

## Activity 1

### Short Film Analysis Worksheet

Discuss the following in your group:

1. What events have caused the characters to experience trauma?
2. What do you think the meaning of the word trauma is?
3. What type of trauma has the character experienced? Give reasons!
4. What symptoms do the characters seem to be experiencing?
5. What health and mental impacts did the characters experience?
6. What things do you think the character could do to reduce the trauma he experienced?
7. What things do you think the people closest to the character can do to help reduce or heal the trauma they have experienced?
8. Write down the results of the discussion on a flipchart and make it look as attractive as possible



# Personal Trauma Reflection Worksheet

Write down the trauma you have experienced in the student workbook. Events in the past that have caused trauma in the present, whether due to bullying, accidents, neglect, sexual violence, verbal violence and so on. (If you don't have trauma, you can write down unpleasant events that you have experienced, even though they didn't cause trauma). The aim of this activity is for students to be able to better recognize their trauma and understand the root of the problem so they can find the best solution. After writing it, students can share it in front of the class voluntarily without coercion.

[illegible]

## Reflection and Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

### 1. Self Reflection

What did I learn about myself through this day-long learning experience? How did I feel during and after today's learning experience? What strengths and weaknesses do I see from my learning experience throughout the day?

### 2. Process Reflection

What went well during the day's learning process, and why?  
What can I do differently tomorrow for better results?  
How do I prepare myself before learning, and is that preparation enough?

### 3. Reflection on Results

Are the results I achieved today in line with my initial expectations?  
What makes this outcome a success or failure?

### 4. Learning Reflection

What are the main challenges I face, and how do I address them? What new skills or knowledge did I gain?  
How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

How do I communicate and collaborate with others?  
Was there a moment where I could have listened or responded better? What I learned about interpersonal relationships through today's learning experience.

# CLASS ON RECOVERY

## Inspirational Figure Articles



### **A Glimpse into the Life of Oprah Winfrey**

The inspiring story of Oprah Winfrey will begin with her personal life and childhood. Being the most successful celebrity and presenter in the world today, who would have thought that the childhood that Oprah had to experience was not as easy as we previously imagined.

Oprah Winfrey was born in Kosciusko, Mississippi on January 29, 1954. She is the daughter of Vernon Winfrey and Vernita Lee. Oprah herself has three siblings, two girls named Patricia Lee and Patricia Lofton and one boy named Jeffrey Lee.

Oprah Winfrey's childhood started the inspirational story of her life until she became successful and famous as she is today. As a child, he was raised by his grandmother, Hattie Mae, on a farm until he was six years old. At the age of three, Oprah began to show her natural talent in being able to appear gracefully in public when speaking at her grandmother's church gathering.

Then, at the age of 6, Oprah returned to live with her mother in Milwaukee. Not much like when she was on the farm, when she lived with her mother, Oprah and her family were still in a very poor situation even though her mother already had a job as a maid.

Every day, Oprah's mother had to go to work early in the morning and wouldn't come home until evening. For this reason, the time her mother can give to Oprah and her siblings is very limited.

The inspiring story of Oprah Winfrey's life is not always sweet, this was proven when she turned nine. Oprah experienced sexual harassment by her cousin, who was 19 years old at the time. In fact, at the age of 14, Oprah also gave birth to a baby, but the baby died not long after he was born.

After giving birth, Oprah decided to run away from home for a week. After returning home afterwards, Oprah's mother decided to send Oprah to live with her father and new wife, which is what started the inspiring story of Oprah Winfrey's future success.

## **Inspirational Story of Oprah Winfrey's Career Journey**

Oprah Winfrey's inspiring story begins when she lived with her father, who was known as a very strict and very disciplined person. At that time, when he was 14 years old, he swore to himself that if he was able to survive and live with his father, he would change and prove who he really was to the eyes of the world.

Oprah Winfrey's father himself has indeed remarried a woman named Zelma. They are both known to have a fairly respected position in Tennessee society. His father worked as a barber, city council member, and as an official at a church. Her father will never again tolerate Oprah's attitude if she cannot be controlled.

In fact, Oprah Winfrey's success cannot be separated from the very strict upbringing of her father and Oprah's stepmother. All the inspirational stories that Oprah can tell today come from her upbringing which in fact was able to make Oprah the big, successful figure she is today.

Every week, apart from having to study very hard, Oprah was required by her father and stepmother to make a book reading report which had to be given to her father and stepmother. The goal is to train Oprah to discover new vocabulary and make Oprah love learning more. Initially, Oprah hated the rules imposed by her father and stepmother, but over time Oprah realized that this was what actually made her able to change into a better person.

Oprah's inspiring story continued until she was in high school, where she began to open herself to her new environment and was able to achieve brilliant academic grades. Until the peak, when he was in high school he was chosen to represent his school at a young women's conference held at the White House. Then he was also able to get a prize of \$1,000 for writing a speech entitled "The Negro, the Constitution, and the United States"

Oprah's inspiring story then continues in her career journey. At the age of 17, he managed to get a job as a news announcer at a local radio station. At that time he earned a salary of \$100 per week which was very large for a high school student in the 1970s.

Then, he continued this work even when he was already studying at university. Oprah Winfrey's career continued to develop and at the age of 19, she was recruited by a television station in Nashville to become a journalist and news reporter.

In 1976, Oprah Winfrey's career took off, when she was appointed as co-host on the morning talk show entitled People Are Talking. This talk show is very suitable for Oprah's personality where she succeeded in providing inspirational stories, honesty, jokes and simplicity of heart through this talk show and made the ratings of this show increase rapidly.

Several years later around 1984, Oprah got a big opportunity to host her own show entitled A.M Chicago. Unexpectedly, the show he hosted was a huge success and was able to be broadcast in all major cities in the United States. The format of the show he presents remains the same, namely by presenting inspirational stories and finding honesty in other people's lives.

The Oprah Winfrey Show, which was Oprah's peak success, aired in 1986, which was able to continue the success of Oprah's previous show and quickly became the most popular show on United States television at that time. Through this, Oprah can continue to share inspiring stories with many people and inspire them.

After that, in 2000 Oprah began to spread her wings in the field of magazine editing and released her own magazine entitled "The Oprah Magazine" which was also successful in the market with its main market being mainly women. And then she also played as an actress in several popular films in America.

Well, that's the inspiring story of Oprah Winfrey who managed to rise from being a poor black girl to become the most successful presenter in the world with wealth reaching 2.8 billion US dollars.

Through this inspiring story, Oprah proves that nothing is impossible as long as we are able to believe in ourselves and work hard.

<https://daihatsu.co.id/tips-and-event/tips-sahabat/detail-content/cerita-inspiratif-perjalanan-making-oprah-winfrey's-dream-come-true/>



## **Andika Ramadhan, a former street child who has now succeeded in becoming CEO of Clorismen**

No one ever thought that Andika Ramadhan Febriansah, a street child who dropped out of school, could become the Chief Executive Officer (CEO).

He started the skin care brand Clorismen with his friends in 2016. The business he runs has now reached billions in turnover. It was there that he achieved his financial success.

Apart from the negative things he did while studying, he is not a child who gives up easily and just accepts the situation. After being DO'd, he wanted to continue his education, but his parents couldn't afford it.

Finally he decided to leave home and continue living on the streets. The situation at that time was so difficult and made him regret it. However, his determination to survive paid off.

In 2009, his father advised Andika to attend a Master's school (terminal mosque) in the Depok area. Master is a free school created specifically for street children. The school that Mr. Romli created became a turning point in Andika's life. There, he studied hard until he achieved quite well.

Andika became the first student council president at the school. He also became more mature in improving his life for the future. While continuing his education, he opened a business selling various snacks such as bread, pancakes and wet cakes.

After graduating from Master's school, he managed to enter the Jakarta State University (UNJ) majoring in History in 2012. At that time he was still experiencing financial difficulties which made him confused about paying the Rp. 4 million tuition fee. Like it or not, while studying, Andika worked odd jobs to continue his studies.

In 2015, Andika succeeded in receiving a Bidik Misi scholarship until the end of his studies. After graduating, he started making Clorismen with his flock. At that time, Clorismen himself was inspired by the lack of skin care products for men.

Together with 3 other people, the four of them worked together to raise capital of IDR 50 million. Clorismen's sales activities started online, which still reaches a small market. As time progressed, the business began to become widely known, thanks to Andika's skills.

He officially became CEO of Clorismen in 2019 thanks to his epic performance. In fact, his turnover at that time reached IDR 1.5 billion to IDR 2 billion per month. Clorismen resellers are starting to spread to thousands of people from Sabang to Merauke.

Today's success has never made him forget about the past that shaped him into the Andika he is today. In fact, he always makes time to visit the Master's school in Depok. For him, it was the place that raised him.

Every time he visits, he often motivates the children to keep trying in order to achieve success because it is not something that is impossible to achieve.

<https://linkumkm.id/news/detail/11621/andika-ramadhan-mantan-anak-jalanan-yang-kini-succeeded-becoming-ceo-clorismen>





## The story of Sophia Amoruso, a former thief who is now nicknamed “Cinderella of Tech”

Sophia Amoruso, is known as a beautiful woman who is clever and creative in running her business. Starting his brilliant career with only US\$200 (Rp. 2,740,000) in capital, he opened a shop buying and selling used clothes on eBay.

After a fairly short journey of 5 years in developing his business, he managed to collect profits of US\$28 million (Rp. 383.6 billion).

As a company that started from point zero, of course this is a business with a fairly fast pace of success. It is not surprising that Inc Magazine named Nasty Gal as one of the companies experiencing rapid growth in 2012.

In 2016, Forbes magazine awarded Sophia Amoruso as one of the richest female CEOs with her own business, with a company value of US\$280 million (Rp. 3.83 trillion).

In fact, her success has made her compared to Taylor Swift, the youngest woman with her own business and able to achieve success through enormous financial income.

During the leadership of Sophia Amoruso, a cool-handed woman from the United States born in 1983, Nasty Gal experienced great success.

From 2008 to 2011, Nasty Gal's sales skyrocketed 10,160 (ten thousand one hundred and sixty) percent, making Nasty Gal one of the fastest growing retail companies.

In 2012, the company reported revenues of more than US\$100 million (Rp. 1.37 trillion), revenues raised of US\$49 million (Rp. 671.3 billion) from venture capital firm Index Ventures – an early investor in Asos and Net-a-Porter – and land rental proceeds 500,000 square meters.

Unexpectedly, if we look at Sophia Amoruso's previous life, it turns out that she once stole several items from a shop.

At that time, Sophia Amoruso was still 20 years old and she stated that it was an experience that made her at the lowest point in her life.

Luckily the shop owner didn't call the police and put him in jail.

And he recorded his bad experience in his book, the first series from #GIRLBOSS 2014.

Apart from that, he has also changed jobs, such as shopkeeper at a shop *outlet mall*, information section in a bookstore, administration section at a college, even as a men's clothes ironer in a laundry, and various other jobs he has held.

In November 2016, without its original chief executive, Sophia Amoruso, the Los Angeles-based clothing brand filed for bankruptcy protection.

Some of the company's vendors claim to owe up to US\$100,000 (Rp. 1.37 billion).

In February 2017, the retail company *online* Boohoo.com bought Nasty Gal for US\$20 million (Rp. 274 billion).

After founding Nasty Gal as *e-tailer* Independently, in 2014 Sophia Amoruso published her biography entitled #Girlboss.

The #GirlBoss book is *New York best selling book* written by Sophia Amoruso, CEO of Nastygal.com.

This book, which tells the story of Sophia Amoruso's success, won an award as *Winner of the 2014 Goodreads Choice Award for Best Business Book*.

Apart from discussing her life and career, Sophia Amoruso also discusses various tips for young women who want to be successful and become a CEO or boss. The book is very inspiring and very motivating for its readers, especially women.

Seeing Sophia Amoruso's success through sales of her #Girlsboss book which became *best seller*, his inspiring story was then adapted into a Netflix series in 2017.

Directed by Christian Ditter and writer of Pitch Perfect, alongside Kay Cannon *written and executive producer*, the Girlboss TV series is very popular and even eagerly awaited every episode by those who are inspired by Sophia Amoruso's life story.

Sophia Amoruso, Charlize Theron and Laverne McKinnon of Denver & Delilah are also on board to direct the series.

Seeing his success story, many people are inspired by his creativity and high fighting spirit.

Below are some lessons we can learn from the life story of a beautiful career woman who was once a thief in a shop, but now through her success has stolen the attention of the business world.

<https://www.finansialku.com/lifestyle/kisah-sukses-sophia-amoruso/>

## Activity 1

# Article Analysis Worksheet

After finishing reading the related article, discuss the following things:

1. State the character's background
2. What things are experienced by the characters?
3. How do they recover and how long does it take to recover?
4. What growth happened to them (what changed)
5. What is the impact of this growth/change
6. In your opinion, what are the inhibiting factors to experiencing trauma recovery?
7. In your opinion, what are the practical steps to overcome trauma?
8. Write on the flipchart and give an attractive appearance to the flipchart

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Activity 2

# Personal Recovery Reflection Worksheet

Recall the trauma you have experienced (if you don't have trauma, you can write down the unpleasant events you have experienced, even though they didn't cause trauma), then list the following things,

1. What efforts have you made to recover and not be disturbed by the trauma you experienced?
2. What efforts have people who know you made to help you recover from the trauma you experienced?
3. What help or assistance do you still need so that you can quickly recover completely?

This image shows a blank sheet of white paper with horizontal dashed lines for writing. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

## Weekly Activities

## Weekly Mission Worksheet (Journal)

Mission Title:

## Recovering from My

## Past Trauma Weekly

### Assignments:

1. Tell us about your background (family and what you did before entering the orphanage)
2. What traumatic stories have you experienced (If you don't have trauma, you can write down unpleasant events that you have experienced, even though they didn't cause trauma)
3. Tell us about the efforts you have made to recover
4. What do you want to do to grow/change for the better?

[illegible]

## Reflection and Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

### 1. Self Reflection

What did I learn about myself through this day-long learning experience? How did I feel during and after today's learning experience? What strengths and weaknesses do I see from my learning experience throughout the day?

### 2. Process Reflection

What went well during the day's learning process, and why? What can I do differently tomorrow for better results?  
How do I prepare myself before learning, and is that preparation enough?

### 3. Reflection on Results

Are the results I achieved today in line with my initial expectations? What makes this outcome a success or failure?

### 4. Learning Reflection

What are the main challenges I face, and how do I address them? What new skills or knowledge did I gain?  
How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

How do I communicate and collaborate with others?  
Was there a moment where I could have listened or responded better? What did I learn about interpersonal relationships through today's learning experience?

# CLASS ON MY HABITS

## Activity 1

### Group Instruction Sheet

1. Carefully read the materials and instructions given below!
2. Create educational props regarding the attached material. (Educational props are everything that can be used as a means or equipment for playing that contains educational (educational) value, and can develop all students' abilities)
3. Conditions for educational props: educational, interesting, informative, creative
4. Choice of APE forms can be:
  - Learning posters containing explanations accompanied by pictures of the material
  - Game tools that can be used to learn material
  - Comics about learning material
  - Videos containing explanations of learning material
5. After the APE is finished, the group will display it/paste it in their respective areas.
6. Groups prepare their respective areas well (tidy or decorated) so that they are ready for visits by other students from other groups.
7. The group appoints 1 presenter (the person who will explain) the material contained in the APE to other groups who will visit their area
8. Other group members will visit other group areas (clockwise) and will listen to material presentations from other groups
9. Time to create APE and prepare each exhibition area: 40'
10. Materials for making APE can maximize existing ATK (flipcharts, markers, crayons, color HVS, color metaplan, etc.)
11. Learning Materials: (attached)

Notes:

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## Group 1 Material Sheet

### Conscious Habits

Habits that you can easily recognize are conscious habits. These conscious habits have a high tendency to disappear when you shift your attention. Some examples are smoking after eating, exercising every day, jogging in the afternoon, or waking up to an alarm every morning. Conscious habits you can recognize just by overview.

### Success Habits

Success is something we all want. However, success requires hard work and effort. Let's think about some new habits you might want to create in your life.

- I. Goal setting: identifying goals and knowing what to do to achieve them.
- II. Prioritization: knowing what tasks are important and doing them first. Making a list can help you determine priorities.
- III. Wake up early: waking up half an hour earlier every day can help you create a more effective routine and start your day. Many of the most successful people start their day at 5 am. You've probably heard of the 5am Success Club. This gives you time to exercise, meditate, write to-do lists, and do the things we think we don't have time for. Meanwhile, everyone at home was asleep. 5 o'clock guarantees privacy and time for yourself without distractions.
- IV. Visualization: being able to visualize what you want and what you and your life will look like when you achieve it is a powerful habit for developing success. Visualization is also known as hypnosis which many people associate with their success and mastery of skills.
- V. Healthy eating and dieting: eating healthily and developing a healthy eating pattern are other key habits for achieving success. Mind and body are interconnected. Choosing the right foods to fuel your body with good energy will give you the best chance of getting things done. It also optimizes your body with vitamins and minerals to fight disease rather than choosing bad foods that your body continually struggles to break down and process.

- VI. Fitness and exercise: a number of studies have shown a correlation between regular physical activity and better work performance. Get moving and these benefits can be yours. Increase energy and productivity. Think faster, work smarter, move faster, and have more stamina to complete tasks and projects.
- VII. Self-education: knowing yourself well is an important habit for achieving success. Understanding your strengths and weaknesses is important. Eric Thomas, Hip Hop preacher, said, "Ask your true self to stand up." By thinking about yourself, you can identify the future you really want to create. Knowing what you don't know is even more powerful because it gives you direction to learn new skills and educate yourself to take on new projects and forge new beginnings.
- VIII. Socialize: meeting successful people in the field you want to develop can help you gain knowledge, tips and insights. You'll also build friendships, partnerships, and surround yourself with positive role models. We can learn a lot by being around the right people.

If you want to be successful, adopt successful habits and let these habits create the success you want. Motivate yourself in every way possible and never give up on yourself.



## Group 2 Material Sheet

### **Hidden Habits**

Hidden habits make up the majority of our habits, and unlike conscious habits that you can recognize with just a glance, hidden habits can be quite difficult to spot. In many cases, it is other people who tend to show us some of these behaviors because they are usually expressed by external factors or sources, since we are generally completely unaware of them. These habits can be very tricky because they work in auto-pilot mode by our brain. When these habits kick in, you may not realize it because they have become an integral part of our decision-making process, lifestyle and conditioning.

### **How to Identify Hidden Habits**

In an effort to uncover your hidden habits, ask yourself these questions:

#### **Physical Habits:**

- How much water do you drink every day?
- Do you tend to slouch or sit/stand straight?
- How and when do you exercise?
- Do you tend to lie on the couch for long periods of time?

#### **Social Habits:**

- What words or phrases do you say often?
- Are there some movements or actions you tend to do?
- Do you make or avoid eye contact with others?
- Do you talk to people or avoid them?
- Do you arrive early or late to your appointment?

#### **Energy Habits:**

- How often and when do you eat snacks during the day?
- What do you do when you wake up in the morning?
- What is your daily routine like?
- Every night before bed, what pattern do you do?

### Mental Habits:

- How do you react to negative news?
- When you see a friend posting photos of a luxury vacation on social media, what feeling do you get?
- When you receive criticism, what is your first response?
- How do you deal with stress?

### Productivity Habits:

- How often do you check your phone for new notifications?
- How do you determine whether a task is more important than another?
- Do you write a to-do list or act on the spot?
- Do you have a system for avoiding procrastination and getting things done?



## Group 3 Material Sheet

### **Good Habits**

Habits are patterns of responding to certain situations that are repeated in the same situation. Habits can be appropriate, that is, in accordance with social norms, have a positive impact on physical, emotional or cognition. However, it can also be inappropriate, namely habits that have a negative impact. Examples of good habits include maintaining cleanliness, diligently praying, greeting and helping other people and so on. Examples of bad habits are not caring about the environment, being disobedient to the rules and so on.

Everyone will always be faced with choosing good or bad behavior. Choices will determine a person's success and quality of life. Many successful figures or people have been faced with situations where they have to make a choice of action. One of them is Oprah Winfrey who has a proactive habit or acts based on principles and reading/study habits.

### **The Impact of Good Habits**

Good habits have an impact on all aspects of life, namely physical, mental and social health. The following are the benefits of good habits.

1. Helps achieve goals

Life's biggest goals and dreams usually feel like an impossible task. But you will be much more successful in achieving your goals when you practice good habits in your daily life. You will never own the home of your dreams or start your own business unless you form regular habits that help you achieve these great things. It takes a lot of self-discipline to stick with Long-term goals. Developing good habits will support the achievement of your dreams and ambitions.

2. Increase productivity and efficiency

Everyday life is filled with never-ending distractions. Whether it's notifications from your phone or the constant temptation of social media, technology has placed more demands on our attention than ever before. This makes it difficult for us to stay productive and focus on the things that matter. One good habit you can start developing is monitoring where you spend your precious attention and focus. Try making small changes like deleting unnecessary apps on your phone or stopping using social media. You will see a huge positive impact on your productivity and efficiency. Little things like going for a walk

during your breaks instead of wasting time on social media will make your day more productive.

3. Helping you become the person you want to be

It's hard to ignore the power of habits when it comes to your personal growth and development. There are many benefits of good habits that can help you improve your emotional health and overall well-being. For example, taking a moment every night to write in a gratitude journal will make you a more grateful and joyful person. It may be difficult to slow down and intentionally think about something you're grateful for, but it's a powerful habit that can help you find growth. Use these gratitude list ideas to get started!

4. Improve overall quality of life

Practicing good habits regularly can improve your overall quality of life by helping you stay physically, mentally, and emotionally healthy. And when you become an overall healthy person, you will find yourself living your best life! And when you live your best life, you will feel compelled to pursue opportunities for personal growth. This in turn will help you feel motivated to pursue your dreams and big goals in life. And a life spent chasing big dreams is a life well lived!

5. Improves mood

When you feel that you are working towards achieving your goals, improving yourself, you are building good habits, you will notice that your overall level of happiness increases. When we feel happy, our overall mood changes. Rather than feeling stressed and anxious, someone who practices good habits will be a happier and more enjoyable person. Happier people enjoy their lives more, have better health, and maintain closer relationships with loved ones.

6. Increase energy levels

Maintaining healthy daily habits is one of the best ways to increase your energy levels. Living a fast-paced lifestyle makes it easy for you to rely on caffeine as a temporary source of energy. However, eating healthy, a balanced diet and getting enough sleep is a better long-term solution to overcome low energy levels. Eating too much sugar or drinking coffee may feel good in the moment, but both will make you feel sluggish throughout the day. The best way to increase energy is to have normal blood sugar levels and get yourself a better sleep routine.

7. Bringing out the best in us

When you practice healthy habits, your increased energy levels will have a positive impact in all areas of your life. You may have noticed that it feels good to know that you are eating healthy regularly and exercising regularly. This feeling gives you an extra pep in your step! Compare this feeling with how you feel when you don't get enough sleep and consume too much sugar, fast food, or caffeine. How do you feel on a regular basis?

8. Makes it easier for us to help other people

The chaos and demands of everyday life sometimes make it difficult to leave a positive impact on the lives of others. However, whether it is a family member or a close friend, it is important to show our loved ones that we care through thoughtful and positive actions. One of the benefits of good habits is that they help us make positive actions a priority. Keeping yourself accountable to your own good habits will make it easier to ensure that you do at least one kind thing every day for someone you love.

9. Has lifelong health benefits

One of the most important benefits of good habits is that they can help you live a healthy and active lifestyle. Whether your goal is to reduce your risk of cardiovascular disease, maintain a healthy weight, or improve your overall well-being, sticking to healthy habits has many healthful benefits. Regular exercise and a healthy diet will result in better heart health and a better physique. So, if you want to be a healthy person who makes exercise a priority, forming good habits will make this possible!

## **Nine Steps to Creating New Good Habits**

Changing habitual behavior, whatever the reason, takes hard work, and it can be done and achieved with students who are willing to change it. Many people mistakenly think that change will occur when there is motivation. When it comes to creating new habits, motivation is NOT a game changer. What you need is discipline. Many people tend to ignore the power of the first step, namely knowing the "why" or your goal for change. The first step has the ability to change the course of your life forever. When it comes to changing habits, you need to dig deeper and

find the reasons why you want the change. Your “why” becomes your driving force, and your “why” will keep you going when the road ahead gets tough. It is a known fact that habits take at least 21 days to master and become automatic behavior. Of course, the right time depends on the complexity of the new habit you want to create or break. The author of the book "Atomic Habits" says that it takes that long to change a habit. No matter how long it takes to create a new habit, repetition and practice are essential.

Here are 9 simple steps to create new habits that will guide you to success:

1. Step 1: identify your goals. What do you want to achieve? Write it down. Where do you want to be at the end of 21 days.
2. Step 2: identify the components of your habit. Every habit consists of three main components.
  - I. Cue: sometimes called a trigger. This is what triggers habits (good or bad).
  - II. Behavior: this is what happens when the cue occurs.
  - III. Rewards (rewards): these are the results obtained from the behavior.

For example: Delay –

- I. Cue: being asked to do a task that you find boring or time consuming
  - II. Behavior: you make excuses for not doing the task, you put it aside by saying that you will do it later.
  - III. Reward (reward): you do something else you like.
2. Step 3: Create a cue (trigger) for the new habit you want to create.
3. Step 4: Identify potential obstacles and setbacks and how you will deal with them. By doing this beforehand, you will be able to overcome these obstacles. Remember that you need to practice your new habit every day for a minimum of 21 days to get data to measure your results.
4. Step 5: Imagine yourself achieving your goals and becoming successful. By imagining yourself successfully doing a new habit, you



will create a positive connection in your subconscious mind and it will become more real.

5. Step 6: Take time every day to practice your new habit for at least 21 days. You will know when you have successfully learned your new habit when you do it without planning or having to consciously think about it.
6. Step 7: Make yourself accountable to others. By doing this, you strengthen your desire to achieve successful results. Depending on the goal you choose, you may decide to get a coach or mentor. Support from other people is also good.
7. Step 8: Take positive action. Identify the steps you need to take and do them. Believe that you can achieve it. It's all in the mind. Whatever you believe is right – for you.
8. Step 9: Give yourself credit. Create a reward system for when you have achieved your goals and created new habits. You will look forward to getting it if you make it something you really want.

## 6 Things to Avoid When Creating New Good Habits

Here are 6 things to avoid when creating new good habits:

### 1. Become Stiff

If you are too rigid in your thinking and behavior, then you are setting yourself up for failure. Although success requires planning, you must continually evaluate your plans and change them as your goals and priorities change. Successful people understand the importance of change. They accept it and live with it instead of fighting or ignoring it. By being flexible, you reduce the stressful aspect of change. They also adopt more creative ways of thinking as they develop ways to adjust plans. Embrace change and work with it, not against it, and you will build resilience.

### 2. Be a Coward

Fear is a negative emotion. Successful people understand that and develop a positive attitude towards doing things. They also have self-control; complete knowledge about themselves. This helps them know

their strengths and weaknesses. Visualization can guide them and keep them on the right track because it allows them to change their outlook on life and create new approaches. You can learn to replace fear with positive thoughts and attitudes. And the best way to do that is to focus on what you want and visualize it. Every day.

### 3. Lack of Self-Confidence

The key to success is positive action and self-confidence. If you believe that you can and act as if you can, then you will find that you can do it. Successful habits require action because they will bring about change that will ultimately lead to success. If you allow yourself to believe your negative self-talk and image, it will allow fear to creep in and it will not help you on your journey to success. If you want to be successful, you must have a positive mindset and attitude. You must be willing to take action, make a plan and believe in yourself and your success. Use positive affirmations to help you create a more confident you. Invest in a coach to help you improve if that is an option.

## VII. Lack of Planning

Without a plan, you are setting yourself up for failure. You can't achieve anything if you don't plan because you won't know what you want, how to get it, or why it is important. Successful people plan for success. They plan to create successful habits that will help them achieve their goals. All you need to do is write down your goals and break them down into smaller parts. Those small pieces are then moved to the to-do list. Then all you need to do is work through the list and cross out what is not necessary. Planning is not difficult. Trying to achieve a goal without a plan is difficult.

## VIII. Adopting False Beliefs and Negative Self-Talk

Successful people are positive thinkers. They don't let false beliefs and negative self-talk hold them back. Instead, they identify these behaviors and replace them with positive beliefs. Again, this is where self-knowledge and self-mastery are key. Everyone has a self-defeating negative voice in our heads. But you don't need to listen to it or let it be louder than your positive voice. Get to know your thoughts and replace negative beliefs with positive and empowering beliefs. The more you believe in yourself, the better you will feel on your journey to greatness.

## IX. Not Taking Personal Responsibility

Successful people take responsibility for their actions and their consequences. They accept failure as part of the growth process and view it as a learning tool. During the planning process, they try to identify potential pitfalls and obstacles so they can plan how to deal with and overcome them. If you blame other people for things that go wrong, you can't take all the credit when things go well. You are 100% responsible for what happens in your life or not. When you take responsibility, you put yourself in a position of power. Meaning, no matter what happens, you can do something instead of waiting for someone or something to change, you can change it.



## **Bad habits**

Habits are patterns of responding to certain situations that are repeated in the same situation. Habits can be enforced, namely in accordance with social norms, have a positive impact on physical, emotional or cognition. However, it can also be inappropriate, namely habits that have a negative impact. Examples of good habits include maintaining cleanliness, diligently praying, greeting and helping other people and so on. Examples of bad habits are not caring about the environment, being disobedient to the rules and so on.

Everyone will always be faced with choosing good or bad behavior. Choices will determine a person's success and quality of life. Many successful figures or people have been faced with situations where they have to make a choice of action. One of them is Oprah Winfrey who has a proactive habit or acts based on principles and reading/study habits.

## **Impact of Bad Habits**

Most of us have bad habits that we are aware of. We might think that the only consequence of these habits is feelings of guilt or a little shame. However, bad habits have far-reaching and invisible impacts that can affect our health. Bad habits in sleeping hours, diet or hygiene can cause various physical and mental health problems, such as depression, insomnia and heart disease. Bad habits can have far-reaching and unseen consequences that significantly impact our overall health and well-being. By understanding the impact of our bad habits, we can make changes to improve our health and well-being for good.

### **1. Increased risk of health conditions and disease**

Bad habits can increase your risk of developing serious health conditions and illnesses. Those who smoke are more likely to experience stroke, lung cancer, and heart disease. Likewise, excessive alcohol consumption can cause liver cirrhosis, pancreatitis, and an increased risk of some types of cancer. Additionally, those who engage in unhealthy habits are more likely to experience obesity and type 2 diabetes as well as an increased risk of developing high blood pressure and high cholesterol.

## 2. Premature aging

Premature aging is one of the most significant and often invisible consequences of bad habits. Smoking, for example, has been linked to premature wrinkles, age spots, and an overall older appearance. The same goes for excessive drinking and unhealthy eating habits, which contribute to poor skin health and general aging. Bad sleeping habits can also contribute to accelerated brain aging, insufficient sleep hours have an impact on the production of Human Growth Hormone which plays a role in rejuvenating body cells.

## 3. Decreased mental health

Just as bad habits can harm your physical health, some bad habits can also have a negative impact on your mental health. The habit of isolating yourself and not having adequate social contact can increase the risk of depression, for example, or cause you to feel more anxious or stressed. In addition, habitual dependence on caffeine and alcohol can lead to an increased risk of insomnia, which can harm our mental health. Research has found that bad habits can also increase the risk of developing substance abuse problems. Research has also found that smokers and heavy drinkers are more likely to experience emotions such as anger and frustration, which can lead to further mental health problems.

## 4. Reduced motivation

Bad habits can also have a negative impact on our motivation levels. People who have unhealthy habits often feel lethargic and lack the energy and drive to complete tasks or face new challenges. This is sometimes caused by poor nutrition, as unhealthy foods make us feel sluggish and unmotivated. Likewise, those who smoke often feel tired and don't have the energy to exercise, which can further reduce motivation levels. Bad habits can increase the risk of developing chronic conditions such as diabetes and heart disease. These conditions can cause fatigue, which can further reduce our motivation levels. Additionally, those who consume excessive amounts of alcohol are more likely to experience difficulty concentrating, which can reduce motivation and mental health.

## Stop Bad Habits

Sometimes, we don't realize we've developed a bad habit until it's too late. This means that these bad habits have become part of our daily lives and occur automatically without much conscious effort. Once a habit is ingrained, it will be very difficult to break. As time goes by, we often find ourselves with various bad habits that have accumulated over the years. These habits often interfere with our lives, either by wasting time, money, or preventing us from achieving certain goals in life. It is best to avoid bad habits rather than wait for a 'cure'. How can we fight small habits to ensure that we use our time effectively and avoid long-term consequences? Here are 5 ways to break bad habits and gain control of your life.

### 1. Recognize the Triggers

We often have one thing that makes us return to our bad habits. We can be on the right track and doing really well and the next minute find ourselves back at square one with our bad habits. It's possible to just stop eating junk food, alcohol or smoking. You need to recognize the things that throw you off track. Some of the most common triggers are emotional tension, boredom, bad company, and mixing things up. Combining things means that when people drink alcohol, they automatically smoke. Or if you drink coffee, you automatically pair it with eating cake. Try to avoid situations that could force you to return to your bad habits. Track all the things that trigger you to do bad habits. And keep track of all the things you pair together that trigger a chain reaction of the habit you want to break. Recognizing your triggers is the first step to successfully breaking a bad habit.

### 2. Stay alert

Going on autopilot is one of the most dangerous things to do when you want to break a habit. A habit is "a persistent or regular tendency or practice." This means that once an activity becomes a habit, we tend to do it unconsciously, without any effort at all. Therefore, you find yourself repeating the same, regular and familiar habits without realizing it. This is where awareness comes into play. By remaining alert, you will be in complete control of what you do. You won't find yourself slipping back into old habits because you will be in control of all your actions. Acting mindfully means you are present in the moment, aware of your feelings, triggers, thoughts, and reactions. Awareness brings awareness and awareness allows you to change things you don't want to do. This is where change really begins.

### 3. Replacing Bad Habits

Bad habits usually have a purpose in life. Sometimes bad habits are done to calm you down, to help you calm down, to help you become part of a group, or to help you relieve stress and tension. This is why we refuse to change bad habits. Everything has its benefits, otherwise we wouldn't do it. Even when the pain outweighs the benefits, we can still resist change. To successfully break a bad habit, you need to replace it with something equally satisfying. If you have a habit of eating well or smoking when stressed, you need to find alternative ways to deal with stress that provide the same benefits. This is the key to long term change. For example, if you want to change your habit of eating junk food, you cannot switch from eating chocolate cake to dry biscuits. There really is no comparison. If you choose to replace a pleasant habit with something that is not as good, you will return to that habit quickly. It is also important when you choose something to replace your bad habit, that the new habit is easily accessible, portable and you can do it at any time. The easier it is for you to replace these habits, the more successful you will be.

### 4. Get Help

Breaking some habits is not an easy task. You can feel as if you are being punished, have to not eat, experience cravings, and this can trigger strong emotions. This can make you feel weak and doubt your ability to succeed. This is why asking for help or support from a professional or even a good friend can help you get through these difficult times. you need to recognize your limits and when you need to contact someone. You can even join various support groups through Facebook to be with like-minded people who are going through similar experiences. Never let a habit get you down just because you are too proud or embarrassed to seek help. You don't have to carry all the burden alone and remember that everyone needs to feel needed, so asking for help can be a good thing for you and your friends.

### 5. Be patient

Letting go of old habits is a gradual process that requires patience and persistence. It takes time to break the habit for good. You have to be patient and strong. Don't consider yourself a victim of this habit. The habit has no power over you. Once you decide to take action, change the habit and break it once and for all, you will gain control. Remember that it takes a long time to develop these habits, so give yourself a

realistic time frame for when you will conquer them. Knowing what you want in life will give you direction and point you on the right path. Align your goals with your values and you can change any habit more quickly and purposefully.

Progress looks different for everyone, so make sure you are realistic with how long it will take and what you will experience along the way. Reward yourself along the way so you have things to look forward to. Note the progress you've made and note what works so you can do more. Motivate yourself in every way possible and never give up.



## Reflection and Evaluation Sheet

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# CLASS ON BUILDING HABITS

## Activity 1

### Related Individual Worksheets Creating Good Habits

Read carefully the examples of behavior given in the following table, then determine whether the examples of behavior are included in the behavior that makes it visible (A), makes it interesting (B), makes it easy (C), or makes it satisfying (D) by putting a cross (x) in each column.

No	Example Behavior	A	B	C	D
1	After exercising, I will play games				
2	View sport as an opportunity to increase stamina and develop skills				
3	Prepare equipment for the next day (clothes, shoes, bags, drinking bottles, etc.) the night before				
4	Listen to music on your cellphone to be more focused when studying				
5	I will write notes about priority tasks and stick them on the mirror or cupboard as reminders so they are easy to see				
6	Prepare prayer equipment in a visible place in the room so that it is easy to find it when needed				
7	View saving as a way to increase purchasing power in the future				
8	Read one page every night (don't read all the way through) before bed				
9	Delete or deactivate gaming and social media applications when you want to focus				
10	Open and read a notebook before going to class or in the evening (not studying immediately for tomorrow's class)				
11	Give yourself a reward after succeeding with a new habit				
12	Exercise for five minutes then stop. However, do it every day of the week				
13	After doing good things, I will praise myself				
14	Thank yourself after completing a task				
15	To increase productivity, we can stop following social media celebrities				

16	Discuss with people who have the same goals so they can support each other				
17	When I wake up in the morning, I will set an alarm and put it near the bed				
18	Register for the automatic job application program (enter your CV into the job search site)				
19	Buy a cheaper quota package				
20	Join a community that suits your hobby				
21	Every time we manage to restrain ourselves from giving in to the urge to shop, we praise ourselves and practice personal hygiene				
22	If we want to practice guitar more often, put the guitar in the middle of the room				
23	Turn off group chat notifications when you want to concentrate				
24	Set your phone to silent mode when in class				
25	If we want to drink more water, fill a water bottle every morning and place it somewhere visible				
26	Every time we manage to refrain from snacking on fast food, we put the money we don't use into savings labeled "New Clothes" (allocation of money to more useful things)				
27	If you want to live an organized life, put your daily schedule somewhere visible				
28	Sign up for a free course program				
29	Give yourself a small reward after completing a task				
30	If you want to diligently read books, place the book in a place that is easy to reach and visible				
	Fill in the blanks with other examples from everyday life				
31	.....	X			
32	.....		X		
33	.....			X	
34	.....				X

## Related Individual Worksheets Eliminating Bad Habits

Carefully read the examples of behavior given in the following table, then determine whether the examples of behavior are included in behavior that makes it invisible (E), makes it unattractive (F), makes it difficult (G), or makes it disappointing (H) by placing a cross (x) in each column.

No	Example Behavior	E	F	G	H
1	If you feel like you can't get anything done, leave your phone in another room for a few hours				
2	Save money when traveling so you don't snack on unhealthy food when you want to lose weight				
3	If you want to stop eating sugar, focus on diabetes that can be caused				
4	If you play too many games, uninstall the application and store your cellphone in a companion				
5	Don't fill your internet quota if you are tempted to play games continuously				
6	Punish yourself when you start to be tempted to smoke again				
7	If you want to quit smoking, keep cigarettes out of sight				
8	If you want to stop smoking, focus on the consequences, not on the pleasure it provides				
9	If you don't clean up your own food, you have to clean up other people's food at a later time				
10	If you want to stop gossiping, stay away from environments that support gossip				

11	If you don't say thank you, you could be fined				
12	Confess to your mentor when you are tempted to look at pornographic images again				
13	Throw away pornographic images and keep them out of reach of eyes and hands				
14	If you start smoking (having a bad habit) again, then give a gift to a friend				
15	If I don't tidy up my food waste it will be difficult for other people				
16	Do not read unimportant news				
17	Ran around the field five times when not doing assignments				
18	If we don't exercise on a predetermined schedule, we have to treat a friend				
19	Gossiping will worsen my mood and the hearts of others				
20	Get rid of half the portion of rice before starting to eat				
	Fill in the blanks with other examples from everyday life				
21	.....	X			
22	.....		X		
23	.....			X	
24	.....				X

## Weekly Activities

## Weekly Mission Worksheet (Journal)

Mission Title:

## Creating Good Habits

### Weekly Tasks:

1. Name 1 good habit that I want to create and 1 bad habit that I want to get rid of in my life
2. Tell me the steps you will take to make it successful

[illegible]

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# CLASS ON TIME MANAGEMENT

## Activity 1

### Individual Assignment Sheet

#### Related to 4 Time Quadrants Time

quadrant description:

1. Activities in Quadrant I are activities that are important, urgent, time-limited, immediate, crisis, problem, emergency. Activities that must be carried out immediately.
2. Activities in Quadrant II are activities that are not urgent but important
3. Activities in Quadrant III are activities that are urgent but not important
4. Activities in Quadrant IV are activities that are not urgent and not important

#### Task:

1. Identify each activity outside of study hours/schedule or when outside the orphanage for the past 1 week and group the list of activities into 4 time quadrants
2. Analyze which quadrant is done most often in personal life, if the list made most often is in quadrant 4 then give it number 1, if the list with the second most frequently is in quadrant 2 then give it number 2 and so on

Quadrant I	Quadrant II
Quadrant IV	Quadrant III



Activity 2

Individual Task Sheet Related to Organizing Quadrant II

Answer the guided questions below to help you organize non-urgent but important activities.

Determine what things are not urgent in your life but are important to do, for example: within 1 year I want to master English. Fill in the things you want to master in the following points,

.....

.....

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.....

Fill in the 4 main organizing activities in quadrant II in the following weekly period:

1. **Role Identification.**

Week 1	Week 2	Week 3	Week 4	Week 5
Learn vocabulary from YouTube / friends / mentors	Learn the structure from YouTube / friends / mentors	Learn to talk to friends/mentors	Learn to make sentence from youtube/ friend / mentor	Teaching to a friend in need

Note: identify your role in your development per week, in the example above, weeks 1 – 4, your role is as a student who is studying, in the 5th week your role has started to change, apart from being a student who is studying, you are also a teacher for friends who need it. Identify your role in the next 5 weeks in order to achieve your future goals.

Week 1	Week 2	Week 3	Week 4	Week 5

## 2. Selecting Targets.

Week 1	Week 2	Week 3	Week 4	Week 5
Mastering min. 10 new vocabulary	Mastering min. 5 English structure	Able to speak min. 2 days in a week	Able to make min. 5 sentences i n a day	Able to teach min. 10 vocabulary new to friends

Note: choose targets in your development per week, in the example above, it appears that there are new targets that you want to achieve per week. Determine your goals in the next 5 weeks in order to achieve your goals in the future.

Week 1	Week 2	Week 3	Week 4	Week 5

### 3. Schedule/Delegation.

Week 1	Week 2	Week 3	Week 4	Week 5
-wake up sleep: memorize 2 new vocabulary -during lunch: memorize 2 new vocabulary -etc	-Rest morning: memorize1 new structure, etc	-during breaks learn to speak and respond in English, etc	-After completing the activity, write down min. 2 sentences in a personal book, etc.	-check vocabulary which is made by friend study, etc

Note: make a schedule in your development per week, in the example above, it appears that there are weekly schedules that need to be worked on. Determine your schedule for the next 5 weeks in order to achieve your goals in the future.

Week 1	Week 2	Week 3	Week 4	Week 5

4. **Daily Adaptation**, by organizing on a weekly basis, daily planning is more about setting activity priorities and responding more flexibly to unexpected events, relationships and experiences.

Week 1	Week 2	Week 3	Week 4	Week 5
If you wake up late, you can memorize 2 new vocabulary during the break / have lunch -etc	-If you don't have time to memorize then you can memorize after a day's activities finished, etc	-If you don't have time to have a conversation, do it in between studying in class, etc	- if there is no time at all then it can be done before sleep, etc.	-if you can't meet at some time Can be arranged on weekends, etc

Note: make planning as flexible as possible by considering the possibilities that could occur each day as in the example above. Determine the flexibility you can do in the next 5 weeks in carrying out the schedule you have determined.

Week 1	Week 2	Week 3	Week 4	Week 5

## Weekly Activities

## Weekly Mission Worksheet (Journal)

Mission Title:

## Managing My

Time Weekly

### Tasks:

1. Based on the time quadrant you have filled in, write down what commitments you want to change (at least 2)
2. Based on the tips given by Maudy Ayunda, write down at least 1 commitment you will make to change point number 1

[illegible]

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# CLASS ON MY BODY

## Activity 2

### Group Activity Sheet

#### **Make Educational Posters**

1. The aim of this activity is for students to better understand knowledge about the names of body parts and their functions and to provide education to their peers
2. Each group makes an educational poster about the body parts and their functions (use the available ATK: flipchart, meta plan, markers, crayons, etc.)
3. Posters consist of interesting writing and pictures that also educate other teenagers, they can also include jargon and an invitation to know the names and functions of body parts.
4. Posters are made as attractive and creative as possible to attract young people to read them

Notes:

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# CLASS ON MAINTAINING CLEANLINESS AND BODY HEALTH

## Activity 1

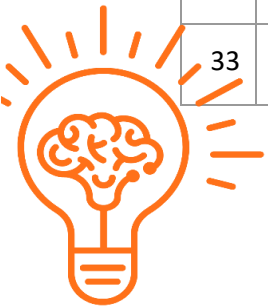
### Individual Assignment Sheet

Answer the questions related to hygiene and body health below!

No	Question	Answer
1	Write down at least 2 ways to maintain cleanliness body	
2	In adolescents and adults: new hormones from the apocrine glands increase and produce secretions so that sweat production is greater and the aroma is smellier. State (at least 1) what sweat contains? .... If it is mixed with bacteria, the aroma becomes more pungent and disturbs people around you (odor in the armpits, body, legs, etc)	
3	Personal hygiene is a standard that must be paid more attention to when teenagers and adults. It is important to shower with the right method, tools, equipment and time so that no part of the body is...	
4	You can wash your hair every day if you have a lot of activity. You can add other hair care products besides shampoo so that your hair is looked after optimally. Keep clean..., don't let there be fleas	
5	Mention at least 2 benefits of brushing your teeth	
6	Tips for brushing teeth: twice a day for 2 minutes, use fluoride toothpaste (prevents cavities) along the bristles of the brush, use ... the right one, and seek professional advice if there are special conditions in the teeth and mouth	
7	Mention at least 2 benefits of washing hands	
8	Mention at least 2 benefits of cleaning your feet before entering the house or before sleep	
9	... and ... it is mandatory to do it regularly to avoid various diseases that spread through nails, such as diarrhea and worms	

10	Adults cut their nails once every two weeks, children cut their nails ... once (because nail growth is faster)	
11	Write down at least 2 ways to maintain health body	
12	Eat 3 times a day with balanced nutrition. Food with balanced nutrition means foods containing... (at least 2)	
13	Write down one type of light exercise	
14	Write down at least 2 benefits of exercise regularly...	
15	Participate in sports activities at the orphanage will be very useful for...	
16	The easiest rest is sleep (regular night sleep, ... hours per day, and not too late)	
17	Write down at least 2 benefits of getting enough sleep	
18	During sleep, the body regenerates damaged cells, optimizes cell formation, and increases the production of immune cells (for example lymphocytes and cytokines to fight infection and disease). Sleep time should not be lacking so that this process can run perfectly and efficiently. Right or Wrong	
19	Unable to hold back urination and defecation. True or False	
20	Write down at least 2 consequences of the accumulation of feces in the intestines due to holding back your bowel movements increasing risk...	
21	The habit of holding back urination can increase the number of bacteria in the bladder, thereby increasing the incidence of urinary tract infections. The habit of constantly holding in urination can damage the rgans... (minimal 1)	
22	Write down at least 2 specific issues related to self-discipline in order to maintain cleanliness and body health	

23	Lack of sleep causes dysfunction light prefrontal cortex is a condition where the brain struggles to regulate emotions and maintain attention on tasks whatever. Right or wrong	
24	Write down at least 2 negative impacts sleep:	
25	Write down at least 2 sleep tips	
26	Write down one relaxation technique	
27	Write down at least 2 tips for arranging a bedroom	
28	Write down at least 2 nutritional principles that can improve adolescent health	
29	Write down at least 2 influences of sport on self-discipline	
30	Write down at least 2 benefits of exercise:	
31	Write down 1 thing that teenagers can do step by step to overcome delay	
32	Write down at least 2 direct negative impacts of smoking	
33	Write down at least 2 ways to refuse an invitation	



## Activity 2

### Group Assignment Sheet

Task: Create a Public Service Advertisement Description:

-Public service advertisements according to the KBBI are defined as socialization advertisements originating from agencies or institutions, which contain information or enlightenment to the public about a particular issue or topic.

-Public service advertisements are created to increase knowledge, awareness of attitudes, and change behavior in the community regarding the problems presented

-Characteristics of public service advertisements: not religious, not political, aimed at all levels of society.

-The content of public service advertisements does not persuade someone to buy certain goods or services, instead it offers an ideal condition or a solution and invitation to the public.

-Public service advertisements in the form of invitations or appeals to the public to take action in the public interest or change a habit or behavior in society that has an unfavorable impact.

-Public service advertisements are part of a marketing campaign that aims to sell ideas for the benefit or service of the community.

-Criteria for Public Service Advertisements in video form:

-Short duration: 30-60 seconds, 60-100 words only (short, concise, clear, easily absorbed by listeners)

-Create a public service advertisement scenario then record it and send it to the instructor

Each group will get a different theme:

-Group 1 created a public service advertisement regarding body hygiene

-Group 2 creates public service advertisements regarding body health

-Group 3 creates public service announcements regarding specific issues related to self-discipline regarding cleanliness and bodily health

## Weekly Activities

## Weekly Mission Worksheet (Journal)

Mission Title: Keeping My Body Clean

and Healthy Weekly Tasks:

1. Practice the clean and healthy lifestyle you have learned today
2. What difficulties do you encounter when practicing a clean and healthy lifestyle?
3. What benefits do you get when you adopt a clean and healthy lifestyle?

[illegible]

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# CLASS ON RIGHTS AND RESPONSIBILITIES

Song Lyrics: Rights and Responsibilities Tone: Riding a Becak

Rights are something,  
which must be obtained.  
Responsibilities are  
something, which must  
be done. Let's describe,  
examples of rights,  
responsibilities at home  
and also at school

Examples of rights are  
that at home, get love. Be  
treated fairly and not  
differentiate. Meanwhile,  
responsibilities that must  
be carried out. Study  
diligently, obey your  
parents.

Examples of rights at  
school, learn safely Get  
facilities, be in class  
comfortably Meanwhile,  
obligations that must be  
carried out Respect  
teachers, obey the rules

Adults too, have  
rights that are  
regulated. There are  
legal and social  
guarantees for the  
community. Rights

in the field of  
education are also  
regulated  
Religious rights are also very important

Take responsibility,  
wholeheartedly. Be ready  
to take risks for your own  
actions.

Rights and responsibilities  
must always be balanced  
in order to be fair,  
prosperous and  
harmonious

For justice, peace and harmony (2x)





## Activity 1

## Group Worksheet on Rights

Rights in the following areas: school environment, play environment, home environment  
Discuss in your group and answer the questions below and write your  
religious life, and in the community  
answers on the flipchart.

1. Give examples of rights that exist in the school environment / play environment / home environment / religious life / in society!
2. What happens if rights cannot be fulfilled in the school/play environment / home environment / religious life / in society? Explain!
3. What factors cause rights not to be fulfilled in the school environment / play environment / home environment / religious life / in society?
4. What suggestions can you give so that rights can be fully fulfilled in the school environment / playing environment / home environment / religious life / in society?

[illegible]

Activity 2

Group Worksheet on Responsibility

Responsibility in the areas of: school environment, play environment, home environment, religious life, and in the community.

Discuss in your group and answer the questions below and write your answers on the flipchart.

- 1. Give examples of responsibilities in the school environment / play environment / home environment / religious life / in society!
- 2. What happens if responsibilities cannot be carried out in the school environment / play environment / home environment / religious life / in society? Explain!
- 3. What factors cause irresponsibility in the school environment? / play environment / home environment / religious life / in society?
- 4. What suggestions can you give so that responsibilities can be carried out fully in the school environment / play environment / home environment / religious life / in society?

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## CLASS ON PROTECTION

Article Attachments

### Violence Case at School Happen Again, Teacher Dips Students' Hands in Boiling Water

Reporter Adelia  
Stevina; Editor Febriyan  
Sunday, 6 August 2023  
17:14 IWST

**TEMPO.CO, Jakarta** - The Federation of Indonesian Teachers' Unions or FSGI strongly condemns the action violence at school which happened again. This time, it was a teacher at Bina Karya Larantuka Private Vocational School in East Flores, NTT who dipped a student's hand into boiling water. FSGI urges the police to immediately investigate the incident.

In its written statement, FSGI stated that a number of photos showing the victim's hands with blisters and festering were widely circulated on social media. They said the alleged perpetrator was identified as Brother Nelson, a Catholic monk who was an educator at the school.

"The student's parents reported this case to the East Flores Police on August 3 2023," wrote FSGI Expert Council Chair Retno Listyarti in a written statement received by Tempo, Sunday, August 6 2023.

Retno stated that the perpetrator even left the student without help. "So the child is tormented in pain until the next day," he said.

FSGI stated that this act violated children's rights and human rights, and was contrary to applicable laws and regulations.

"This violates the Anti-Torture Covenant, the Child Protection Law, the Human Rights Law, and Minister of Education and Culture Regulation no. 82/2015," said Retno.

Urge the police to immediately investigate the case

Therefore, FSGI urges the police to immediately investigate this case. FSGI encourages the police to use the Child Protection Law so that perpetrators can be punished as severely as possible.

Retno explained that the police could use two articles in the Child Protection Law, namely Articles 54 and 76. To catch the perpetrator, according to him, the police could use Article 76 which regulates acts of violence that result in serious injuries or permanent disabilities to children. The penalty for this article is 15 years in prison.

"And it could be made worse by a third because the perpetrator is someone close to the victim. Moreover, this is a boarding school, where child care is entrusted to the school," said Retno.

### **Furthermore, the school can also be held accountable.**

Apart from that, the police are also considered to be able to ensnare the school under Article 54 Child Protection Act. Schools, according to Retno, can be held responsible because they are deemed negligent in protecting their students.

"This article requires schools to protect students while they are in the school environment from all forms of violence, whether committed by educators, teaching staff or students. Schools are negligent and fail to protect children," he said.

Apart from that, FSGI also assessed that the school had violated Minister of Education and Culture Regulation (Permendikbud) No. 82 of 2015 concerning Prevention and Management of Acts of Violence in Educational Units.

"Even though the incident occurred at night and in a dormitory room, the environment is still considered part of the school," said Retno.

## **Then, encourage the NTT Regional Government to recover the victim's condition**

FSGI also urged the Provincial Health Service NTT immediately restore the victim's health. In fact, according to them, the local government should cover all the child's medical costs.

They also asked the NTT Province Women's Empowerment and Child Protection Service (DP3A) to accompany the victim during the police examination and also restore the victim's psychological condition. Not only victims, according to them, the NTT Province DP3A Service must also carry out psychological and psychosocial assessments of other students at the boarding school.

"Because there are allegations that they also experienced violence in other forms during the disciplinary process. This is for future improvements and to protect other students from various forms of violence in the name of educating and disciplining. Because educating and disciplining children is actually without violence," said Retno.

Ministry of Women's Empowerment and Child Protection or Ministry of PPPA last May stated that there were 251 children aged 6-12 years who experienced violence at school during the period January-April 2023. Meanwhile, for the category of children aged 13-17 years, there were 208 children who became victims.

Source: <https://nasional.tempo.co/read/1756637/kasus-kekerasan-di-sekolah-terjadi-lagi-guru-celupkan-tangan-siswa-ke-air-boiling>

# **A series of facts about Islamic boarding school caregivers in Lumajang marrying people's children without permission**

Hilda Rinanda - detikJatim Wednesday, 26 Jun 2024 11:35 WIB

Surabaya - The administrator of an Islamic boarding school (ponpes) in Candipuro District, Lumajang married a minor. Sadly, this marriage was carried out without the consent of the victim's parents.

The 16 year old child was married in an unregistered marriage by the Islamic boarding school administrator. Currently, the case has been reported to the Lumajang Police.

When reporting to the police, the victim's father was accompanied by a representative from a child protection agency. Now, the police are investigating this case.

Following are a series of facts about Islamic boarding school caregivers in Lumajang marrying someone's child without permission:

## **1. Persuading the Perpetrator**

A companion from a child protection agency, Daniel, explained that the perpetrator persuaded the victim to marry him because he promised to give him pleasure. Apart from that, the victim was also given IDR 300 thousand in cash as a wedding dowry.

"The victim was seduced by the alleged perpetrator and promised pleasure and IDR 300,000 as a wedding dowry," said Daniel, Tuesday (25/6/2024).

## **2. Victims Don't Go to School**

Apparently, the victim is not currently attending school. The victim, who is 16 years old, last attended junior high school, but often studied the Koran at the Islamic boarding school managed by the perpetrator.

"The victim is currently not at school and is now at his parents' house," said Daniel.

3. The victim does not live at home with the perpetrator  
Not only that, even though he was married in an unregistered marriage, Daniel said the victim did not live in the same house as the alleged perpetrator. The perpetrator usually only calls the victim when he wants to vent his lust.

4. The victim's pregnancy was the beginning of the case being uncovered  
The disclosure of the marriage began when the victim's parents learned of rumors that their child was pregnant in their village. This news was then investigated and it was discovered that the child had married the perpetrator or the reported party.

"I knew that my daughter was regularly studying at the Islamic boarding school but didn't know that she was getting married. I found out about this when there were rumors in the village that my daughter was pregnant, so I looked into this and reported it to the police," said the victim's father.

#### Police Investigate

Meanwhile, Lumajang Police Criminal Investigation Unit Head AKP Rochim said that currently his party is still carrying out investigations. The police plan to ask for information from a number of witnesses regarding the case.

"We are still investigating this case. We will summon a number of witnesses to be questioned regarding this case," said Rochim.

[https://www.detik.com/jatim/hukum-dan-kriminal/d-7409127/sederet-fakta-pengasuh-ponpes- Lumajang-married-someone's-child-without-permission](https://www.detik.com/jatim/hukum-dan-kriminal/d-7409127/sederet-fakta-pengasuh-ponpes-Lumajang-married-someone's-child-without-permission)





# Police Check Hotel CCTV Locations of Child Pervert Videos in Bandung

Arya Prakasa

**Updated** 05 Jan 2018, 14:04 IWST

[Liputan6.com, Bandung](#) - The West Java Regional Police joint team will check the CCTV of the hotel in Bandung where the production was made **nasty video** two boys with one adult girl. After investigation, the nasty video recordings were made at two different hotels in Bandung City, West Java.

The Director of General Criminal Investigation at the West Java Regional Police, Police Commissioner Umar Surya Fana, said that the hotel did not clearly remember when the perpetrators booked the room. The joint team decided to immediately check the hotel's CCTV.

"Because of the day *check in* The hotel also doesn't remember when. "That's why we are matching the faces in the film with the faces recorded on CCTV, what date they entered," said Umar in Bandung, Friday (5/1/2018).

CCTV inspection will take a long time. However, Umar emphasized that he was trying to uncover the case **nasty video** which went viral on social media as quickly as possible.

"The decoder is one tera (terabyte), it takes at least 8 hours for one decoder, while there are four decoders. Later stages, after we finish, we analyze, we look at the guests who *check in* there," said Umar.

## There are female guests in the dirty video

West Java Police Chief Inspector General Agung Budi Maryoto said that from a temporary inspection, the hotel confirmed that there were guests according to the characteristics in the video. Apart from hotel employees, a joint team from the West Java Regional Police also examined the fried rice delivery officers.

"We'll cross-check, usually *check in* He left a photocopy of his KTP. "Last night we also checked the fried rice delivery officer, we'll just have to wait, hopefully it will be revealed," said Agung.

## Group Discussion Sheet Related to Case Study

Objective: students can identify what protection is needed regarding the article being studied.

Analyze the given case, discuss and write answers to the following questions on the flipchart:

- Explain what cases of violence occurred?

.....

- Who is the victim of this violence case?

.....

- Who was the perpetrator of this violence case?

.....

- Based on principles *safeguarding*: empowerment, prevention, proportionality, protection, partnership, accountability, discuss:

1. Principle of empowerment. What needs to be done to empower victims to mitigate the impacts experienced and ensure that victims' thoughts, feelings and opinions can be taken into consideration

.....

2. Prevention principle. What needs to be done to prevent someone from being in danger. What can be done to raise more awareness among at-risk groups of people such as children, vulnerable adults (having mental and physical disabilities, suffering from chronic or terminal illnesses), and the elderly.

.....

3. Principle of proportionality. What actions can be taken that are the least disturbing and have minimal risk in dealing with victims for the sake of the victim?

.....

4. Principle of protection. What to do if you find symptoms of danger, how to minimize or stop the threat of danger, and how to provide help and support to vulnerable people who are at risk.

.....

.....

5. Partnership principle. What can relevant institutions do to reach out to the surrounding community/society to help prevent violence?

.....  
.....

6. Principle of accountability. What roles and responsibilities can be carried out by various related parties to maintain the safety of people in the surrounding environment?

.....  
.....

- Which parties need to seek child protection in this case? .....
- What things does each party need to do? .....

## Group Discussion Sheet Related to Building Policy Standards

Objective: students can understand child protection standards and what applicable policies can be built for them **prevent the occurrence of violence contained in the article**

Materials that need to be understood: Things that need to be identified and discussed:

1. Based on child protection standards: policies, people, procedures, accountability.
  - a. Policy standards. Developing a child protection policy means making it clear to everyone that children must be protected and are not at risk of harm because they come into contact with the organization or are affected by the organization.
  - b. Standard people. There are written guidelines regarding appropriate and inappropriate behavior by adults towards children and children towards other children. There are guidelines for involving partners, communities and children in child protection matters.
  - c. Standard procedures. Protection policy commitments are integrated into existing organizational processes and systems, and if necessary new procedures are created. A procedure details the steps that need to be taken to comply with the policy.
  - d. Accountability standards. The organization has measures & mechanisms to monitor and review protection measures and ensure upward and downward accountability regarding child protection.
2. Based on applicable policies. A child protection policy is a policy that describes actions and processes to protect children from various practices that violate children's rights, prevent interference with children's growth and development, ensure children grow and develop safely, provide direction to all staff, volunteers, guests or anyone in the environment to act and act towards children, and provide procedures/mechanisms to prevent and take action against behavior that endangers children's rights.

Based on child protection standards and applicable policies, create a policy to protect children from becoming victims in accordance with the articles obtained by the group. Register the contents of the policy that you have prepared to protect children:

1. Standards of acceptable and unacceptable behavior from adults to children:
2. Standards of acceptable and unacceptable behavior from child to child:
3. Standards of acceptable and unacceptable behavior from children to adults:
4. What should victims or witnesses (both children and adults) do if violence has occurred?

- Write on the flipchart the results of your discussion!

## Reflection and Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

### 1. Self Reflection

What did I learn about myself through this day-long learning experience? How did I feel during and after today's learning experience? What strengths and weaknesses do I see from my learning experience throughout the day?

### 2. Process Reflection

What went well during the day's learning process, and why?  
What can I do differently tomorrow for better results?  
How do I prepare myself before learning, and is that preparation enough?

### 3. Reflection on Results

Are the results I achieved today in line with my initial expectations?  
What makes this outcome a success or failure?

### 4. Learning Reflection

What are the main challenges I face, and how do I address them?  
What new skills or knowledge did I gain?  
How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

How do I communicate and collaborate with others?  
Was there a moment where I could have listened or responded better? What did I learn about interpersonal relationships through today's learning experience?

## CLASS ON SELF PROTECTION

## Activity 1

## Learning Video Analysis Task Sheet

After watching the learning video, analyze and answer the following questions regarding the information you got from the video,

1. Victim's gender
2. The form of violence experienced
3. The impact experienced by the victim
4. Who is the perpetrator, is it someone known?
5. Actions that must be taken by either the perpetrator/victim/third person
6. Write down the results of the discussion on the flipchart

[illegible]

## Activity 2

### Task Sheet Discussion of Actions to Take If You Experience or Know About Violence

If you experience or know that sexual violence has occurred, what actions should you take for each of the following violence:

- Rape

Rape is an attack in the form of forced sexual intercourse by using the penis towards the victim's vagina, anus or mouth. You can also use your fingers or other objects. Attacks are carried out by violence, threats of violence, detention, psychological pressure, abuse of power, or by taking advantage of an environment full of coercion. Obscenity is another term for rape that is known in the Indonesian legal system. This term is used when rape is committed outside of forced penetration of the penis into the vagina and when sexual intercourse occurs with a person who is not yet able to give full consent, for example a child or someone under 18 years of age.

Actions to be taken:

1. As a victim:

.....

2. As a witness:

.....

- Sexual intimidation includes threats or attempts of rape

Sexual intimidation is an act that attacks sexuality to cause fear or psychological suffering in the female victim. Sexual intimidation can be conveyed directly or indirectly through letters, SMS, emails, etc. Threats or attempts at rape are also part of sexual intimidation.

Actions to be taken:

1. As a victim:

.....

2. As a witness:

.....



- Sexual harassment

Sexual harassment is a sexual act through physical or non-physical touch targeting the victim's sexual organs or sexuality. These actions include using whistling, flirting, sexually suggestive remarks, showing pornographic material and sexual desires, poking or touching parts of the body, movements or gestures of a sexual nature that cause feelings of discomfort, offense, feelings of being humiliated, and possibly causing health and safety problems.

Actions to be taken:

1. As a victim:

.....

2. As a witness:

.....

- Sexual exploitation

Sexual exploitation is an act of unequal abuse of power or abuse of trust, for the purpose of sexual gratification, or to obtain benefits in the form of money, social, political and other things. The practice of sexual exploitation that is often found is using women's poverty, so that they enter prostitution or pornography. Another practice is the act of luring marriage to obtain sexual services from women, then abandoning them.

Actions to be taken:

1. As a victim:

.....

2. As a witness:

.....

- Trafficking in women and/or men for sexual purposes

Trafficking in women involves the act of recruiting, transporting, harboring, sending, transferring or receiving someone with threats of violence, use of violence, kidnapping, confinement, forgery, fraud, abuse of power or a vulnerable position, debt bondage, or providing payments or benefits to the victim directly or other people who control them, for the purposes of prostitution or other sexual exploitation. Trafficking in women can also occur within countries or between countries.

Actions to be taken:

1. As a victim:

.....

2. As a witness:

.....

- Forced prostitution

Forced prostitution is a situation where women experience deception, threats or violence to become sex workers. This situation can occur during recruitment or to make the woman powerless to escape prostitution, for example by confinement, debt bondage, or threats of violence. Forced prostitution has some similarities, but is not necessarily the same as sexual slavery or human trafficking for sexual purposes.

Actions to be taken:

1. As a victim:

.....

2. As a witness:

.....

- Sexual slavery

Sexual slavery is a situation where the perpetrator feels that he is the "owner" of the victim's body and thus has the right to do anything, including obtaining sexual satisfaction through rape or other forms of sexual violence. This slavery includes situations where adult women or children are forced into marriage, domestic service or other forms of forced labor, as well as having sexual relations with their captors.

Actions to be taken:

1. As a victim:

.....

2. As a witness:

.....

- Forced marriage, including hanging divorce

Forced marriage is included as a type of sexual violence because forced sexual intercourse is an inseparable part of marriage that the woman does not want.

Actions to be taken:

1. As a victim:

.....

2. As a witness:

.....

- Forced pregnancy (especially for women)

Forced pregnancy is a situation where a woman is forced, by force or threat of violence, to continue an unwanted pregnancy. For example, this condition is experienced by women who are rape victims who are given no other choice but to continue their pregnancy.

Actions to be taken:

1. As a victim:

.....

2. As a witness:

.....

- Forced abortion (only on women)

Forced abortion is the act of abortion carried out due to pressure, threats or coercion from another party.

Actions to be taken:

1. As a victim:

.....

2. As a witness:

.....

- Coercion of contraception and sterilization

It is called coercion when installing a contraceptive device and, or carrying out sterilization without the full consent of the woman because she does not receive complete information or is considered legally incompetent to be able to give consent. During the New Order, this action was taken to reduce the rate of population growth, as an indicator of development success. Currently, cases of forced contraception or sterilization often occur in women with HIV/AIDS for the reason of preventing the birth of children with HIV/AIDS. This coercion is also experienced by women with disabilities, especially the mentally retarded, who are considered unable to make decisions for

themselves, are vulnerable to rape, and therefore reduce the burden on their families to take care of their pregnancies.

Actions to be taken:

1. As a victim:

.....

2. As a witness:

.....

- Sexual torture

Sexual torture is a specific act of attacking a woman's organs and sexuality, which is carried out intentionally, resulting in severe pain or suffering, whether physical, spiritual or sexual. This is done to obtain a confession or information from him, or from a third person, or to punish him for an act that has been or is suspected to have been committed by him or a third person. Sexual abuse can also be carried out to threaten or coerce a person, or a third person, based on discrimination for any reason.

Actions to be taken:

1. As a victim:

.....

2. As a witness:

.....

- Punishment is inhumane and has sexual overtones

Inhumane and sexually charged punishment is a means of punishment that causes extraordinary suffering, pain, fear or shame which cannot but amount to torture. This includes caning and punishments that humiliate or degrade human dignity, for allegedly violating moral norms.

Actions to be taken:

1. As a victim:

.....

2. As a witness:

.....

- Traditional practices with sexual overtones that harm or discriminate against women. Community habits, sometimes supported by religious or cultural reasons, that have sexual overtones and can cause

physical, psychological or sexual harm to women. This habit can also be used to control women's sexuality from a perspective that demeans women. Female circumcision is one example.

Actions to be taken:

1. As a victim:

.....

2. As a witness:

.....

- Sexual control, including through discriminatory regulations based on morality and religion

The way of thinking in society that places women as a symbol of community morality, distinguishes between "good women" and "bad" women, and judges women as triggers of sexual violence is the basis for efforts to control women's sexuality (and sexuality).

Actions to be taken:

1. As a victim:

.....

2. As a witness:

.....

- Sexual coercion

These conditions involve job-related threats or bribes to coerce an unwilling worker into sexual relations with the harasser. One common example is when a leader fires an employee because they refuse to be touched sexually. Even though sexual harassment is not carried out openly, it still affects the victim's psychological condition.

Actions to be taken:

1. As a victim:

.....

2. As a witness:

.....

- Sexual attention

Usually this condition involves unwanted sexual advances towards other people in the workplace. This can include touching and sexual advances for dating. Because it can involve threats or bribery, there can be a lot of overlap between this category and the first.

Actions to be taken:

1. As a victim:

.....

2. As a witness:

.....

- Gender harassment

This is hostile behavior aimed at undermining women or men simply because of their gender. This can include derogatory comments, inappropriate jokes intended to offend, taunts, and even threats of violence. Although this is the most common form of sexual harassment, it is rarely seen as harassment.

Actions to be taken:

1. As a victim:

.....

2. As a witness:

.....



## Weekly Activities

## Weekly Mission Worksheet (Journal)

Mission Title: Sexual

## Harassment I Experienced

## Weekly Tasks:

1. Write about any sexual harassment you have experienced (if there isn't any, then there's no need to write it)
2. What impact did you experience as a result of the harassment?
3. What steps have you taken to recover?
4. What actions will you take to experience complete recovery?
5. What action do you expect to be taken by the people around you who know the incident

[illegible]

## Reflection and Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

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Are the results I achieved today in line with my initial expectations?  
What makes this outcome a success or failure?

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What are the main challenges I face, and how do I address them? What new skills or knowledge did I gain?  
How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

How do I communicate and collaborate with others?  
Was there a moment where I could have listened or responded better? What did I learn about interpersonal relationships through today's learning experience?





# **RESILIENCE MODULE**

# CLASS ON AVOIDING EMOTIONAL PROBLEMS

## Activity 1

### Emotional Problems Measuring Tool Sheet

#### Self-Reporting Questionnaire-20

**Name:** ..... **Age:** ..... **Male / Female:** .....

**Instruction:** Read these instructions completely before starting to fill out. The following questions relate to issues that may be bothering you **for the last 30 days**. If you think you have experienced the question in the last 30 days, put a cross (X) in the column **Y (means Yes)**. On the other hand, If you think that you have not experienced the question in the last 30 days, put a cross (X) in the column **T (No)**. If you are not sure about the answer, give the answer that best fits between Y and T.

NO	QUESTION	OF	NO
1	Do you often have headaches?		
2	Have you lost your appetite?		
3	Are you not sleeping well?		
4	Do you get scared easily?		
5	Do you feel anxious, tense, or worried?		
6	Are your hands shaking?		
7	Do you experience indigestion?		
8	Do you find it difficult to think clearly?		
9	Do you feel unhappy?		
10	Do you cry more often?		
11	Do you find it difficult to enjoy daily activities?		
12	Do you have difficulty making decisions?		
13	Have you neglected your daily activities/tasks?		
14	Do you feel unable to play a role in this life?		
15	Have you lost interest in things?		
16	Do you feel worthless?		
17	Are you having thoughts of ending your life?		
18	Do you feel tired all the time?		
19	Do you feel bad in your stomach?		
20	Do you get tired easily?		
TOTAL			

## Attachment to the Group Task to Make a Poster to Avoid Emotional Problems

Objective: to strengthen students' knowledge about emotional problems and how to avoid emotional problems.

Groups are asked to create interesting and creative educational posters by including the following:

1. Posters must contain symptoms of emotional disorders, characteristics of emotional disorders or forms of emotional problems
2. The poster must also include at least 3 ways to avoid emotional problems according to your group's opinion so that they don't happen to you
3. Posters must provide information to others and encourage others to avoid emotional problems

## Notes

[illegible]

## Reflection and Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

### 1. Self Reflection

What did I learn about myself through this day-long learning experience? How did I feel during and after today's learning experience?

What strengths and weaknesses do I see from my learning experience throughout the day?

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What went well during the day's learning process, and why? What can I do differently tomorrow for better results?

How do I prepare myself before learning, and is that preparation enough?

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Are the results I achieved today in line with my initial expectations? What makes this outcome a success or failure?

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What are the main challenges I face, and how do I address them? What new skills or knowledge did I gain?

How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

How do I communicate and collaborate with others?

Was there a moment where I could have listened or responded better?

What did I learn about interpersonal relationships through today's learning experience?

# CLASS FOR OVERCOMING EMOTIONAL PROBLEMS

Attachment:

Activity 1

Stress Related Articles Study Sheet

Article 1

## These are the symptoms of stress in teenagers that you need to watch out for

Reviewed by Dr. Fadhli Rizal Makarim 15 September 2022

***"Teenagers who are stressed often don't realize it. In fact, it is important for parents to know this the situation is not getting worse."***

**Hellodoc**, Jakarta – According to a 2014 survey conducted by the American Psychological Association (APA), teenagers are considered to experience stress more easily than adults. In fact, stress is a natural thing for anyone. However, prolonged stress also has a negative impact on teenagers' physical and mental health.

Unfortunately, not all parents are able to recognize the symptoms of stress in teenagers. In fact, this is important for the mental and emotional health of teenagers who are still developing.

### Recognize the Symptoms of Stress in Teenagers

In general, [stress](#) can affect mood, sleep time, energy, and reduce appetite. If mom and dad see any of these changes in their child, it could be that they are under stress.

Apart from these signs, teenagers who are stressed tend to try to solve their own problems. After failing to cope, he may cry and feel like the world is ending.

This drastic change or reaction indicates that stress levels are no longer healthy. Other signs that parents can watch for are:

Behave unusually.  
Experiencing a change in values.  
Withdrawing from friends and favoured activities.  
Refusing to participate in previously favoured activities.  
Complaining of physical symptoms such as abdominal pain or headaches.  
Sleeping more or less than usual.  
Eating more or less than usual.

## **Factors Causing Stress in Teenagers**

Launching from *Verywell Family*, a number of factors trigger stress in teenagers, including:

### **Social media**

Using social media often has pros and cons. On the one hand, social media makes it easier for us to obtain information. However, unwise use actually wastes time, reduces self-confidence, causes stress and even anxiety.

Especially if teenagers experience cyberbullying or struggle with the fear of missing out on news or what is usually called a phenomenon *fear of missing out* (FOMO). Continuously scrolling through social media can cause stress when children encounter certain news or information.

#### **1. Too busy doing activities**

Activities such as sports, music, dance, and art should relieve stress, not increase it. However, too many activities can take up time. As a result, children do not have free time to rest and end up stressed.

#### **2. Parents are overprotective**

It is natural for parents to want to protect their children from the negative effects of the outside world. Parents also tend to ensure that their children do not get into trouble and avoid pain.

However, subconsciously, the protective behavior carried out by parents actually restrains the child. Instead of feeling comfortable, children actually feel disturbed and stressed.

#### **3. Pandemic situation**

It cannot be denied that the COVID-19 pandemic has changed the lives of teenagers. As a result, they experience a lot of uncertainty in life.

Everything from going to school to socializing with friends is affected. All this uncertainty then causes stress and anxiety.

Source: [https://www.halodoc.com/artikel/ini-gejala-stres-pada-remaja-yang-perlu-watch out for?srsId=AfmBOor3CCWcDVm9H6zh6JS56ctV9Akh\\_R5qSM4exGfzIk7qdRskPU\\_r](https://www.halodoc.com/artikel/ini-gejala-stres-pada-remaja-yang-perlu-watch-out-for?srsId=AfmBOor3CCWcDVm9H6zh6JS56ctV9Akh_R5qSM4exGfzIk7qdRskPU_r)



1. Write down facts related to stress experienced by teenagers!
2. Write down and explain the symptoms of stress!
3. Write down and explain the factors that cause stress!

Dotted lines for writing.



## Article 2

### **What is stress?**

*A common feeling experienced not only by adults, but also by children, only with different characteristics.*

UNICEF/2022

We all currently live in a world that is prone to causing stress. Like adults, children also experience the same thing.

There are so many big changes happening in the world, but there are also many everyday things that can cause stress in children. For example, negative situations at home, violence at school, or exams. Even positive situations, such as moving house or having to meet new friends, can often cause stress.

As a parent, you can help your child through times that have the potential to trigger stress by always being aware of signs of excessive stress, then supporting your child to learn to manage their stress.

### **What is stress?**

Stress is a feeling that we can generally feel when we are under pressure, feel overwhelmed, or have difficulty dealing with a situation. Stress within certain limits can have a positive impact and motivate us to achieve a goal, such as taking a test or giving a speech. However, excessive stress, especially if it feels difficult to control, can have a negative impact on our mood, physical and mental health, and our relationships with other people.

### **What causes stress**

The experience of dealing with stress in children is not always the same as that of adults. Among adults, work-related stress is very common. However, for children, stress occurs when they cannot face situations that contain threats, difficult situations, or painful situations, including:

- Negative thoughts or feelings about yourself
- Physical changes, for example the onset of puberty
- Study load, for example tests or increasing homework over time
- Problems with friends at school or social circles
- Big changes, such as moving house, changing schools, or separating parents
- Chronic illness, financial problems in the family, or death of someone close to you

- An unsafe situation at home or in the surrounding environment

### **Stress in children and adolescents**

Stress in children can be triggered when children experience new or unexpected things.

For young children, the cause of stress is generally a tense situation at home, such as domestic violence, parental separation, or the death of someone close to them. The school situation is also a cause - for example, having to meet new friends or take an exam can make a child feel overwhelmed.

As people get older, sources of stress can increase, considering that a person has more experience, their social circle expands, they have more schoolwork, and they have greater access to the media. Many teenagers are stressed by social issues, such as climate change and discrimination.

We must remember, children are like "sponges" and will absorb the things around them. They know when their parents are experiencing stress and can react to an emotional condition, whatever form it takes.

Children and teenagers may not always have sufficient vocabulary to be able to express themselves fully. Younger children, because of their age and developmental stage, may not fully understand what is actually happening. For them, new or different situations feel strange, uncomfortable, unpredictable, even scary.

### **Signs and symptoms of stress**

When experiencing stress, the body releases hormones such as adrenaline and cortisol that prepare us to take urgent action. This is also known as the 'fight or flight' response. The effects on the child's mind and body include:

#### **Physical symptoms**

- Shortness of breath, sweating, and heart beating fast
- Headaches, dizziness and difficulty sleeping
- Nausea, indigestion
- Weight gain or loss due to eating too much or too little
- Aches and pains, and more frequent pain

#### **Emotional and mental symptoms**

- Easily annoyed and angry, explosive or withdrawn from family and friends
- Neglecting responsibilities, reducing work efficiency or having difficulty concentrating
- Emotional distress, such as constantly feeling sad or crying easily.

These symptoms can often result in even greater stress. It is important for parents to help their children know how to deal with stressful situations so that children can deal with stress as soon as it arises.

## **Help your child deal with his condition**

When children feel stressed, parents have an important role to play in helping them deal with stress. Just like adults, children sometimes need to be reminded to love themselves.

1. **Recognizing triggers:** Help children recognize and record times when they feel stressed and identify their reaction patterns. What was going on at that time? What were they thinking, feeling, or doing before the stress hit? Once these things are known, parents can invite their children to work together to find ways to prevent stress or deal with it quickly.
2. **Giving affection:** Show more affection, time and attention than usual. Monitor the effect of stress on the child's health, behavior, thoughts, or feelings. Remember, parents need to invite their children to talk, speak gently, and reassure their children.
3. **Be a role model:** Tell your child how you handle stressful situations. By highlighting personal experiences, you can inspire your child to want to look for ways to manage stress that are effective for him.
4. **Building positive thinking skills:** Children, especially teenagers, are vulnerable to feelings of insecurity. If parents hear statements such as, "I'm not good at anything", "I don't like myself" or "I'm afraid to go outside," parents need to ask why their child feels that way. Remind children of their achievements and the process of achieving them. Positive reinforcement from parents can make children feel understood and believe they are able to handle stressful situations.
5. **Building healthy habits:** Good sleep and eating patterns are key to reducing stress. For children aged 6 to 12 years, experts recommend nine to 12 hours of sleep a night. For teenagers, the recommended duration is eight to 10 hours.

In order to get quality sleep, parents need to limit access to cellphones at night. Devices should not be placed in the bedroom. With healthy food and adequate rest, children will be better able to deal with stress.

Encourage children to do activities outside the home, play and hang out with friends. Exercise and activities such as meditation and breathing also help relieve stress. Breathing with the abdominal muscles can calm us and help the lungs get more oxygen. Try these three easy steps: Place both hands on your stomach. Take five deep breaths. Count to five every time you inhale and exhale. Inhale through your nose and exhale through your mouth. Tell your child that when he inhales, he is filling his stomach with air like we blow up a balloon. Meanwhile, when exhaling, the child seems to be slowly releasing air from a balloon.

Just like adults, children sometimes need to be reminded to love themselves. Stress is a human experience. Over time and with a few simple techniques, stress can be overcome.

### **When is professional assistance needed?**

If your child is having difficulty managing stress, it may be time to see a trained professional. You can ask for advice from a doctor or counselor. They will be able to recommend appropriate treatment, for example seeing a psychologist who can help other people manage stress and have positive habits for mental health.

Don't hesitate to seek help from professionals for children. If stress has an impact on their daily life, it means your child needs to get help as soon as possible so they can feel better.

Source: <https://www.unicef.org/indonesia/id/kesehatan-mental/artikel/stres>



Read the article above carefully and answer the following questions:

1. Write about the definition of stress
2. Write about the causes of stress
3. Write about factors that cause stress
4. Write about the signs and symptoms of stress
5. Write about the important role of parents in helping children cope with stress
6. Write about when you need professional help

[illegible]

## How to Deal with Stress in Teenagers

Stress is a physiological and psychological response that arises when a person experiences pressure or demands that exceed their capacity to deal with it. Stress can be triggered by various factors, including academic demands, social pressure, life changes, interpersonal conflicts, or physical and hormonal changes that occur during adolescence.

According to *Journal of abnormal child psychology* by McLaughlin, K. A., & King, K. (2015) explains that adolescence is a period of high vulnerability for stress and mental health disorders. It is important to prevent early adolescents at risk from experiencing stress problems or mental disorders from an early age.

In another study, *Journal of Child Psychology and Psychiatry*, Shanahan, L., Copeland, W. E., et al (2014), Prolonged stress that is not handled properly can have a negative impact on adolescent mental health. Teenagers who experience severe or ongoing stress may be vulnerable to mental health disorders such as anxiety, depression, eating disorders, or dangerous behavior. High stress can also affect teenagers' sleep patterns, concentration, motivation and social interactions.

For this reason, it is important for teenagers to develop effective strategies for dealing with stress and maintaining their mental health. Some of these involve practices such as exercise, relaxation, getting enough sleep, supporting social relationships, and seeking professional help if necessary. Additionally, preventative approaches that involve learning stress management skills, increasing self-awareness, and building emotional resources are also important in maintaining youth mental health.

### The effects of stress on teenagers

Prolonged and poorly managed stress can have detrimental effects on a teenager's well-being and development. Some of the effects of stress on teenagers include:

**1. Decreased academic performance**, persistent stress leads to decreased academic performance, difficulty completing assignments, or difficulty maintaining motivation to study.

**2. sleep disorders,** this can have a negative impact on concentration, mood, and overall body health.

**3. mental health disorders,** Chronic stress can increase the risk of teenagers experiencing mental health disorders such as increasing the risk of dangerous behavior including substance abuse, *self-harm*, or even suicidal thoughts.

**4. Behavior change,** Teenagers who experience excessive stress often experience changes in behavior, for example becoming more irritable, restless, or having difficulty managing their emotions.

**5. Disruption of social relationships,** High levels of stress can also affect teens' ability to build healthy social relationships with family and important adults in their lives.

### **How to Deal with Stress in Teenagers**

Stress in teenagers must be addressed immediately so that they can live a balanced and happy life. The following are ways you can deal with stress in teenagers:

#### **Good Time Management**

Teach our teenagers to plan more and manage their time wisely. Prioritize important school assignments and avoid piling on too many responsibilities at one time. Create a realistic schedule and set aside time for rest and relaxation.

#### **Do relaxation activities**

Discover effective ways to relax and relieve stress in teens. This could be meditation, deep breathing, yoga or doing physical activity such as walking or running.

#### **Maintain a healthy lifestyle**

Encourage teenagers to eat nutritious food, avoid fast food and foods high in sugar, make sure they are well hydrated, get enough rest, and have a regular sleep routine, as well as creating a comfortable sleeping environment.

#### **Put yourself first**

Encouraging teenagers to take time to do things they enjoy and that make them happy can help reduce stress, such as doing hobbies they are interested in, listening to music, reading books, writing journals and so on.

## **Develop stress management skills**

Start by teaching our teens stress management skills such as problem solving, emotional regulation, or effective communication to help them better deal with challenges and conflict.

Healthy friends, if stress in teenagers is prolonged or significantly affects their well-being, it is important to seek help from a mental health professional. Psychologists, counselors, or therapists can help teens deal with stress and develop effective strategies for managing their mental health.

Support, understanding, and open communication from parents, educators, and a supportive environment are very important in helping teenagers deal with stress well. Apart from that, it can be further strengthened by efforts to increase worship according to each religion so that we can get closer to God. [RH]

Source: <https://dinkes.jakarta.go.id/berita/read/cara-mengatasi-stres-pada-remaja>



Read the article above carefully and answer the following questions:

1. Write down the definition of stress
2. Write down facts from research results regarding stress that is not handled properly
3. Write down the effects of stress on teenagers
4. Write down how to deal with stress in teenagers

This image shows a full page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

## Activity 2

Game Sheets / Individual Assignments Related to the Three Circles of Control Concept

Read the statement below carefully and determine whether the question lies in the area of concern or area of influence or area of control and put a cross (x) in the column provided below!

No	Statement	Worry Circle	Circle of Influence	Circle of Control
1	Bad weather			
2	Be kind to others			
3	Classmates are always rude			
4	World climate change			
5	Lazy cousin			
6	The sister who likes to throw away trash			
7	The war that is going on right now			
8	Read knowledge books			
9	Unethical politics			
10	Watch age-appropriate films			
11	Celebrities often show off their wealth			
12	A classmate who likes to lie			
13	Family members die			
14	Discipline and personal responsibility			
15	Undisciplined older brother			
16	A classmate who likes to waste free time			
17	Positive thinking			
18	Exercise regularly			
19	There are many unemployed people in this world			
20	Natural wealth continues to be exploited for the benefit of a few people			
21	The past			
22	My health			
23	National and world history			
24	Niece who is lazy about reading			
25	Little sister who is less independent			

## Weekly Activities

## Weekly Mission Worksheet (Journal)

Mission Title: Managing

## Stress in My Life Weekly

### Assignment:

1. Name 1 type of stress you experienced in the last week.
2. Mention how you manage stress so that it doesn't interfere with your daily life

[illegible]

## Reflection and Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

### 1. Self Reflection

What did I learn about myself through this day-long learning experience? How did I feel during and after today's learning experience?

What strengths and weaknesses do I see from my learning experience throughout the day?

### 2. Process Reflection

What went well during the day's learning process, and why? What can I do differently tomorrow for better results?

How do I prepare myself before learning, and is that preparation enough?

### 3. Reflection on Results

Are the results I achieved today in line with my initial expectations?

What makes this outcome a success or failure?

### 4. Learning Reflection

What are the main challenges I face, and how do I address them? What new skills or knowledge did I gain?

How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

How do I communicate and collaborate with others?

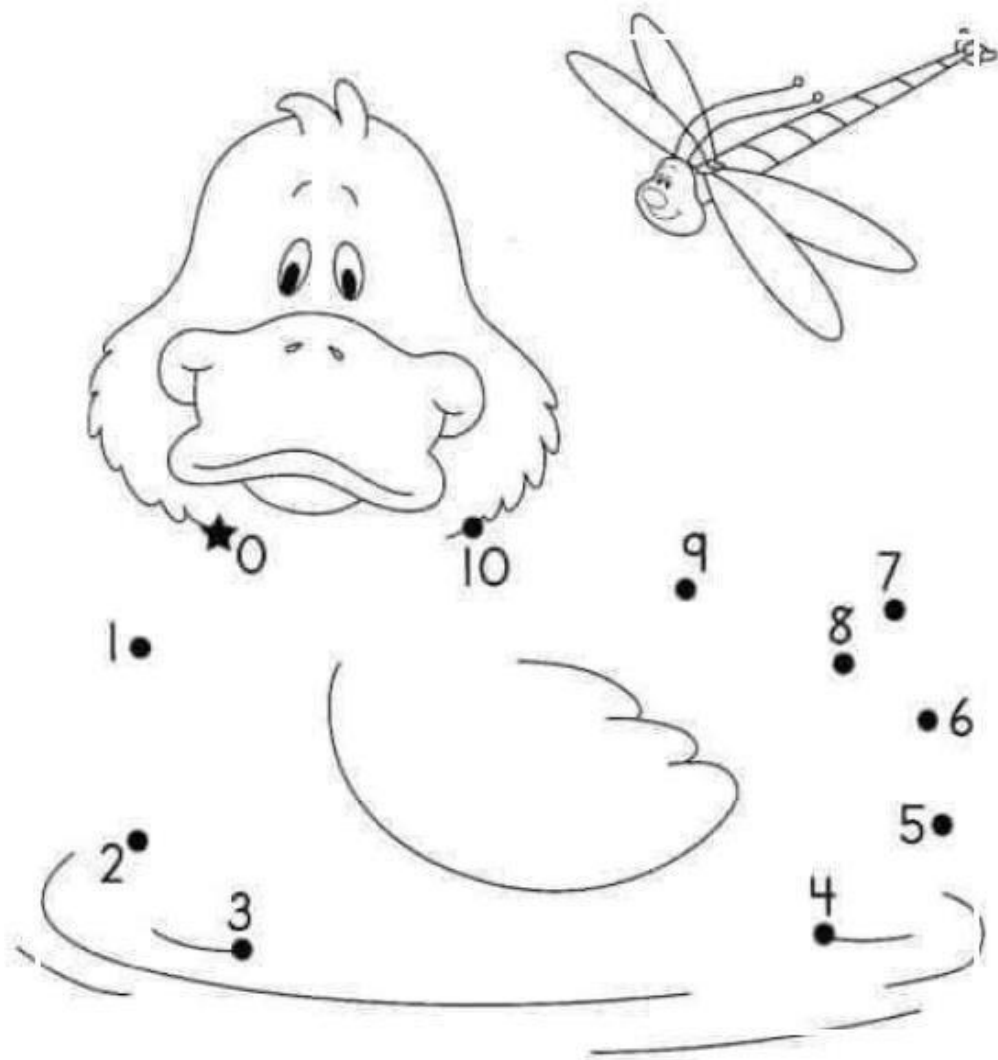
Was there a moment where I could have listened or responded better? What did I learn about interpersonal relationships through today's learning experience?

## CLASS ON FORMS OF SUPPORT SYSTEM

### Activity 1

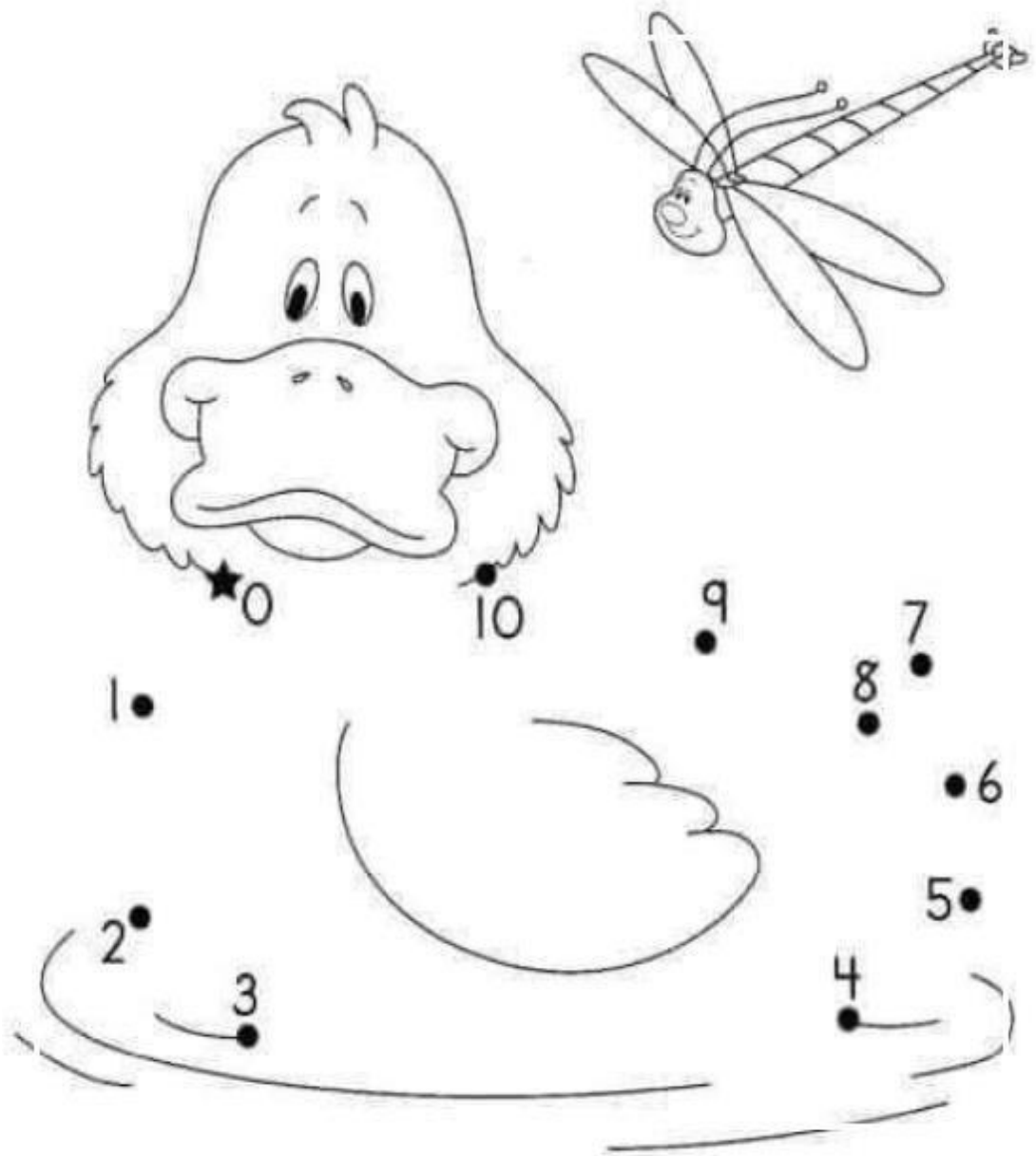
#### Individual Assignment Sheet

Connect the following dots to create a complete duck image!



Connect the following dots with the conditions: your eyes are closed and you draw with the help of instructions from your friend!

Do it honestly!



## Activity 2

### Group Discussion Sheet Regarding the Drawing Practices Above

Analyze the activities you have carried out, discuss the following things:

1. In pair activities, which is easier, doing it alone or assisted by instructions from a friend? Explain why this could happen!
2. Do you think the role of the friend who gives instructions is greater than the person who draws? Explain why this happens!
3. Do you think the role of a friend who draws is smaller than a friend who gives instructions? Explain why this happens!
4. In facing daily challenges, do you need help from other people? Explain why that is!
5. Write the results of the group discussion in the student workbook!

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

### Activity 3

#### Role Play Instruction Sheet

The goal of the following activity is to practice the shapes *support system* which have been studied previously so that students better understand how these forms can be implemented in everyday life

Role play instructions:

- Participants are still with the same partner
- Participants are invited to draw a roll of paper to determine the theme they get
- Each group is asked to create a conversation related to the theme obtained, where 1 student plays the role of the victim, and the other students play the role *support system* from the victim
- As a victim, tell your partner about what you are experiencing, what you feel, both your feelings/thoughts/worries and ask for advice on what you need to do.
- As *support system*, trying to put yourself in the victim's position, not patronizing or feeling like you know best about all conditions, apply the right theory of forms *support system* that can be implemented and provided
- Each group is asked to demonstrate it in their respective places

Notes:

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## Group Discussion Sheet Regarding Role Playing Practices

1. What condition / accident is your friend experiencing?

[illegible]

## Reflection and Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

### 1. Self Reflection

What did I learn about myself through this day-long learning experience? How did I feel during and after today's learning experience? What strengths and weaknesses do I see from my learning experience throughout the day?

### 2. Process Reflection

What went well during the day's learning process, and why? What can I do differently tomorrow for better results?  
How do I prepare myself before learning, and is that preparation enough?

### 3. Reflection on Results

Are the results I achieved today in line with my initial expectations? What makes this outcome a success or failure?

### 4. Learning Reflection

What are the main challenges I face, and how do I address them? What new skills or knowledge did I gain? How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

How do I communicate and collaborate with others? Was there a moment where I could have listened or responded better? What did I learn about interpersonal relationships through today's learning experience?

# CLASS ON BUILDING A STRONG SUPPORT SYSTEM

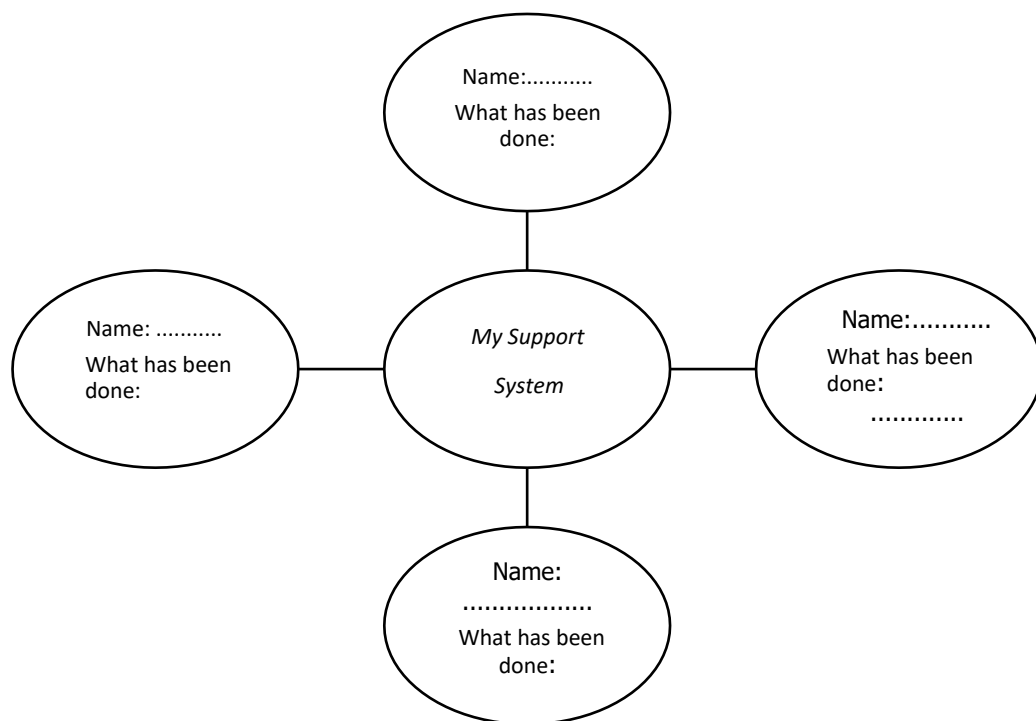
## Activity 1

Identification Sheet *Support System* which are owned

The aim of the activity is that students will identify / recognize *support system* that they feel they have in their daily lives and how this support network acts in providing support to students

Answer and write down the following questions:

1. Identify/know the support network you have along with their respective roles by filling in the diagram provided
2. Who do you think could be your support network? Explain!
3. Who do you think should be avoided as part of your support network?
4. Once you have determined who can be your support network, what steps do you think you can take to start relying on them when you need support? Explain!
5. In your opinion, how can you maintain the support network you already have?
6. Students are asked to fill in the answers in the student workbook



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Song lyrics: Butter and Bread  
You are my friend, I am your friend, we are always together  
Like butter and bread  
You are my friend, I am your friend, we are always together  
Like pants and clothes  
I will always support you  
and encourage you to keep going  
If you are sad I will hug you  
Tight... Tight...  
You are my friend, I am your friend, we are always together  
Like butter and bread  
Like pants with a shirt

## Activity 2

## Sheet for Writing Letters of Support to People Closest

The following activity is to write a letter of support to someone closest to you. This could be an expression of empathy, motivation, or appreciation.

The aim of this activity is to increase self-confidence, teach students the importance of appreciation and recognition in building *support system*

Students will write a piece of the letter on paper from their respective notebooks and after they have finished writing it, students are asked to give it to the person closest to them.

[illegible]

## Weekly Activities

## Weekly Mission Worksheet (Journal)

Mission Title: Support I

Can Provide Weekly

### Assignments:

1. Students are asked to tell their role in becoming *support system* which is good and strong for friends/dorm mates/those closest to them which has been done up to now
2. Do you think the role you play as a support system for your friends has been carried out well? Is there anything missing that needs to be improved?
3. What efforts do you want to make to improve your role as a good support system?

[illegible]

## Reflection and Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

### 1. Self Reflection

What did I learn about myself through this day-long learning experience?

How did I feel during and after today's learning experience?

What strengths and weaknesses do I see from my learning experience throughout the day?

### 2. Process Reflection

What went well during the day's learning process, and why? What can I do differently tomorrow for better results?

How do I prepare myself before learning, and is that preparation enough?

### 3. Reflection of Results

Are the results I achieved today in line with my initial expectations? What makes this outcome a success or failure?

### 4. Learning Reflection

What are the main challenges I face, and how do I address them?

What new skills or knowledge did I gain?

How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

How do I communicate and collaborate with others?

Was there a moment where I could have listened or responded better?

What did I learn about interpersonal relationships through today's learning experience?



# COMMUNICATION MODULE



## CLASS ON COMMUNICATION SKILLS

### Activity 1

#### Article Group Discussion Sheet 1

### **Man Spits on Car After Being Reprimanded for Parking in the Middle of the Road Finally Apologizes, Allegedly Pertamina Employee**



**Liputan6.com, Jakarta** A viral video on **social media** which shows a man parking in the middle of the road around Jalan Masjid Farul Falah, North Petukangan, South Jakarta, Friday (5/4). The man didn't seem to accept being reprimanded by another driver who was about to pass, then spat at the driver. Even though the man's actions had created a traffic jam.

In the video, the man's face is clearly recorded. Netizens then flocked to find out the figure of this arrogant man who was later discovered to be a Pertamina employee named Arie Febriant.

Not only does he not pay attention to the complaints of other drivers who want to pass but are blocked by their cars, **Arie Febriant** even went to buy fried food after making a spitting motion.

From netizen searches, it is known that Arie Febriant works as a Crude Oil Domestic Supply at PT Kilang Pertamina.

"Min @pertamina, Mr. Arie Febriant, is this your employee? I don't want to spill the address of Arie's brother's house because you definitely have complete data on this person. Put it in order if it's true that this is your employee, min," wrote the Twitter account @pn7l7h, quoted on Sunday (7/4).

Not only that, netizens also managed to find the man's personal Instagram, namely @febrtariie and many people left comments on Instagram to protest his arrogant actions.

Scan the video **viral** After this, Arie Febriant finally apologized via his personal Instagram Stories. He apologized to the video recorder, Mila, and colleagues, as well as the public who were disturbed by his actions which he admitted were inappropriate.

"Through this video, I also express my deepest regret for my inappropriate actions and actions, where on April 5 2024 I parked my vehicle incorrectly which caused traffic jams and I also made a rude act, namely spitting at the vehicle of Sodari Mila and colleagues," explained Arie.

"Through this video I once again apologize to Mila's sister and I am ready to apologize either directly or indirectly to Mila's sister and colleagues," continued Arie.

From the description of the Instagram account @tangerangkabarku, the chronology of the incident was explained by the netizen who recorded the incident.

"Initially this person (the man who spat) stopped in the middle of the road twice. The first time he stopped in the middle of the road, didn't get off, didn't turn on the hazard lights. My brother 'stayed' waiting for him to go," said the statement on the IG account @tangerangkabarku.

"The second time he stopped and honked once, then he got out of the car in the position (like) in the video. When he got out, he 'looked' glaring," he continued.

"My brother's friend said, how do you want to pass through people in traffic jams, your car is in the middle of the road, how do you want to pass. Then, the man spoke rudely and my brother immediately made a video of it. He spat in front of my brother," he added.

Source: <https://www.liputan6.com/citizen6/read/5569294/pria-ludahi-pemobil-usai-ditegur-parkir-di-middle-of-the-road-finally-apologizing-allegedly-pertamina-employee>

**Assignment:** read the article above carefully first and students will analyze the story contained in the article obtained and discuss the following things:

1. Write down the names and backgrounds of the main characters involved in the article!
2. How does the character communicate? Explain!

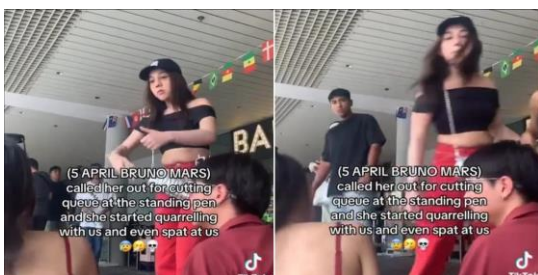
3. In your opinion, is the communication they use healthy or bad communication? Explain!
4. Based on the analysis results you obtained, what is meant by bad communication? Explain!
5. Based on the analysis results you obtained, list what things can hinder communication?
6. Based on the case examples you have obtained, list what impacts occur when communication goes poorly? Explain!
7. Write down the results of the discussion on the flipchart

Notes:

[illegible]

## Article 2

### Viral Video of Selebgram Una Dembler Spits on People While Attending Bruno Mars Concert in Singapore, Apologizes After Getting Rugged



[Liputan6.com](#), [Jakarta](#) In the midst of the excitement of Bruno Mars' concert this week in Singapore, a viral video appeared about Indonesian celebrities [A Dembler](#).

In the short recording, the figure is suspected to be *influencer* with 248 thousands *followers* on Instagram, he is seen arguing with a woman. Not long after, he was seen spitting at the person he was talking to. The narrative contained in the video is that Una Dembler jumped into the queue. In this video it is written, *"(5 April Bruno Mars) called her out for cutting queue at the standing pen and she started quarrelling with us and even spat at us."*

So this video [viral](#), Netizens immediately came to the conclusion that the figure in this recording was Una Dembler. Moreover, at the same time, the celebrity also uploaded the moment he attended the concert [Bruno Mars](#) in Singapore, dressed exactly like the angry person in the video.

Suddenly netizens threw harsh criticism at him.

*Malu2in Indonesia lu a\*j\*\**," wrote @kevinsu\*\*\*\*\* in Una's Instagram comments column.

*"Cutting in line, spitting, do you feel handsome like that? 🤔"* added @luthfi\*\*\*\*\*.

*"In Singapore you cut the Q? In Singapore you spit carelessly?"*

WAAAW👊👊👊" tweeted "@ZzarPa\*\*\*\*" on Twitter aka X.

*"I don't know, but his attitude is really 0. I already know it's wrong, but it's really good*

*knock,"* added @runt\*\*\*\*\*

Not long after that, Una finally made Instagram Stories with a black background. *“For my a lot of Indonesian people, I don't at all ask for defense. I am indeed a human being who is not free from mistakes,”* he wrote at the start of the upload.

Una Dembler argued that in this incident her emotions were provoked. *“Maybe I got carried away by emotions because I was doused with rice first and was not reprimanded well,”* he said.

Una Dembler also admitted that "perhaps" her reaction was excessive at that time, and asked netizens not to follow her example. *“I just want to apologize, keep apologizing. I'm sorry I disappointed you all when I was like that.”*

Source: <https://www.liputan6.com/showbiz/read/5569095/viral-video-selebgram-una-dembler-ludahi-people-attending-bruno-mars-concert-in-singapore-apologizing-after-being-rujaked?page=2>

Assignment: read the article above carefully first and students will analyze the story contained in the article obtained and discuss the following things:

1. Write down the names and backgrounds of the main characters involved in the article!
2. How does the character communicate? Explain!
3. In your opinion, is the communication they use healthy or bad communication? Explain!
4. Based on the analysis results you obtained, what is meant by bad communication? Explain!
5. Based on the analysis results you obtained, list what things can hinder communication?
6. Based on the case examples you have obtained, list what impacts occur when communication goes poorly? Explain!
7. Write down the results of the discussion on the flipchart Notes:

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## Article 3

### **Viral, Batam DPRD members are noisy with residents**



Batam - Viral member of the Batam City DPRD from the PDIP faction, Udin P Sihalohe, quarreled with residents. It is known that the quarrel occurred in the housing complex where he lived, in Bengkong District, Batam City.

From the video received by detikSumut, Udin P Sihalohe can be seen arguing with several residents. Several residents were also seen chasing and getting involved in arguments with the residents.

"My page is a member of the council, a member of the council. You take care of my page, you take care of your page," a woman and a man can be heard saying in the video.

In the video, Udin can also be seen asking where the person who was arguing with him came from. The man then answered Udin's question by saying he was a local resident.

"It's not your job to pollute it, you should look after it. There are no people drinking there until 4 in the morning," said Udin.

The man who was arguing with Udin clarified that they were only drinking coffee at that place. Udin in the video said that he had repeatedly rebuked the issues being debated.

"We had coffee there," said the man who was arguing with

the DPRD member. "It's not your garden. You changed my

glass," said a woman.

It can be seen that Udin took out some money and then replaced the glass. But debate still goes on. When confirmed, Udin P Sihalohe explained that the commotion was triggered by the garden in his housing complex which was often dirty. He then reprimanded the kiosk owners around the park and ended up making a fuss because he didn't accept being reprimanded. He said the incident occurred on Sunday (30/4).

"So there was a garden at the housing location, I tidied it up with my own money. Then I hired someone to clean the garden. So when it came to cleaning it was always a problem because in the morning there were people sleeping on the edge of the garden after drinking beer," said Udin, Wednesday (10/5/2023).

Udin continued, on Sunday (30/4) morning after his morning run, he checked the park. While at the park, he found a number of teenagers still sleeping at that location.

"The young people I saw there and I asked them where they were from, they said Batu Aji. I can't stop them from going outside, it's called visiting. But if for example they came to sleep there, drink there, I wouldn't accept it," he explained.

Udin explained that he was worried if the teenagers were drunk and disturbing the comfort of local residents. Udin saw several used drinking glasses in the park and threw them in the trash, which made the shop owner disapprove.

"I took several glasses, three if I'm not mistaken, the intention was to let him (the stall owner) think and not repeat something like that. I left the rest, I thought he would take the rest, but instead he didn't take it, maybe it was his intention," he said.

Finally he took the glasses back and threw them in the trash. So that made the owner of the stall angry and eventually there was a commotion.

"I said that the plant was a facility so it had to be looked after together. But suddenly a young man who still smelled of drink approached me and I asked him what the damage was to my warning, he said there wasn't any, then I asked him not to comment," he said.

source: <https://www.detik.com/sumut/hukum-dan-kriminal/d-6713407/heboh-anggota-dprd-batam-noisy-with-citizens>

Assignment: read the article above carefully first and students will analyze the story contained in the article obtained and discuss the following things:

1. Write down the names and backgrounds of the main characters involved in the article!
2. How does the character communicate? Explain!
3. In your opinion, is the communication they use healthy or bad communication? Explain!
4. Based on the analysis results you obtained, what is meant by bad communication? Explain!
5. Based on the analysis results you obtained, list what things can hinder communication?
6. Based on the case examples you have obtained, list what impacts occur when communication goes poorly? Explain!
7. Write down the results of the discussion on the flipchart

[illegible]



## **Moeldoko: Communication between traditional leaders is getting stronger to free Pilot Susi Air**

**Thursday, 9 November 2023 16:44 IWST**



Chief of Presidential Staff General TNI Ret. Moeldoko when delivering a statement to journalists at the Presidential Staff Office Building (KSP) Jakarta, Thursday (9/11/2023). ANTARA/Andi Firdaus

If we do it slowly, the risk can be long, but the negative effects will be less.

Jakarta (ANTARA) - Presidential Chief of Staff Moeldoko said the government's communication with traditional and religious leaders in the Land of Papua was increasingly strengthening to free Susi Air pilot Philip Mark Merthens from being held hostage by the armed criminal group (KKB).

"What happen now is, we are increasingly strengthening communication with traditional leaders there," said Moeldoko at a press conference at the Presidential Staff Office Building (KSP) Jakarta, Thursday.

Communication with traditional and religious leaders in Papua, he said, was to avoid escalation that would be detrimental to the safety of the hostages.

Moeldoko said that the Government needed to calculate the losses arising from a number of rescue strategy for the New Zealand pilot.

"The term is, we can actually collect our hair in flour well. That's actually the philosophy there. If we don't do the best calculations, it will cause a lot of harm to all parties," he said.

According to him, communication with traditional and religious leaders was established by the government through the TNI/Polri, one of which was to limit the KKB's movement.

"The problem is related to the security of the person concerned (the hostage). If we calculate it using that force (military), then it can be resolved, but what is that, the aftermath, isn't that right," he said.

He hopes that the persuasive steps taken by the government now can avoid negative impacts even though the process is slow.

"If you take it slowly, the risk will take a while, but the negative aftermath will be less. Those are the choices that will be made," he said.

Susi Air pilot Philip Mark has been held hostage since February 7 2023 shortly after landing his plane in Paro, Nduga Regency, Papua Mountains.

Source: <https://www.antaranews.com/berita/3815238/moeldoko-komunikasi-tokoh-adat-getting-stronger-free-pilot-susi-air>

Assignment: read the article above carefully first and students will analyze the story contained in the article obtained and discuss the following things:

1. Write down the names and backgrounds of the main characters involved in the article!
2. How does the character communicate? Explain!
3. In your opinion, is the communication they use healthy or bad communication? Explain!
4. Based on the analysis results you obtained, what is meant by healthy communication? Explain!

5. Based on the analysis results you obtained, what steps need to be taken to start healthy communication? Explain!
6. Based on the examples given by the characters, what things can improve good communication? Explain!
7. Write down the results of the discussion on the flipchart

Notes:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Article 5

### **The Story of a Kopassus Officer Freeing 16 Hostages in Papua Without Gunfire**

Thursday, 25 Apr 2024 15:56 IWST

Jakarta - When he was undergoing a medical examination to enter Seskoad (Army Command and Staff School) in early 2001, Major Nugroho Budi Wiryanto was called Assistant Operations Danjen Kopassus Colonel Wisnu Bawa Tenaya. He was asked to be a negotiator for the release of 16 Korindo Group employees in Papua who were being held hostage by Willem Onde. Commander of the Free Papua Organization (OPM) Merauke. Of the 16 hostages, 3 of them are South Korean citizens, one of whom is Lee Jong Myon, who is the leader of Korindo.

"This is your ticket, these are your operational costs. If negotiations are deadlocked, you look for a place, we attack them," said Vishnu briefly as stated in the book 'The Story Behind the Helmet' by Andre Syahreza which was published in October 2023.

Accompanied by Captain Adi Surya, who had served in Asiki, Merauke, at around 1 pm, Nugroho flew to Papua. Apart from thinking about strategies for freeing the hostages, along the way he pondered the continuation of his studies at Seskoad. A dream school that is expected to facilitate promotion and position in the command line.

Upon arrival in Papua, he met with the Trikora Military Commander, Major General TNI Mahidin Simbolon. The next day, Nugroho flew to Tanah Merah with Trikora Military Command staff. The journey continues using a motorboat to approach the hostage location in the Asiki forest area. There, there was the Commander of the Kopassus Task Force in Papua, Lt. Col. Nus Secret.

After making communication contacts through intermediary Willem Onde, an agreed meeting point was 2 hours away by car to the forest. Arriving at the location, Nugroho CS saw a group of OPM members coming out of hiding. Those equipped with M16 rifles searched Nugroho, who was only carrying packets of Padang rice. The menu was brought as a sign that the TNI was coming in a friendly atmosphere.

Nugroho Budi Wiryanto when he held the rank of colonel. (Repro of the book 'The Story Behind the Helmet') On the other hand, Willem Onde prepared a dish of boiled snake meat without seasoning.

Nugroho tried his best to hide his disgust when he chewed and swallowed it. "How does it feel?" Willem asked. Nugroho tried to be happy as if he was enjoying the dish deliciously.

The two of them then engaged in a lively conversation without mentioning the hostage situation at all. Only at the second meeting, this issue was discussed intensely. This time, Nugroho, who came without Lt. Col. Nus, was treated to pieces of turtle meat without salt. Willem Onde agreed to release three hostages, namely two Korean citizens and an Indonesian citizen. The condition is that during the release, no police or TNI members should approach. The handover was carried out at the third meeting the following day. This time the menu served pieces of Arowana fish that were boiled and then sprinkled with salt.

Long story short, Nugroho managed to secure and take the three agreed hostages. But after that, for days, she lost contact with Willem. The reason was that when the handover ceremony was taking place, the OPM, which was patrolling around 20-30 km from the location, saw two police trucks. This made Willem afraid and he went back into the forest with 13 other hostages. He felt betrayed by Nugroho.

In the midst of uncertainty and near despair, after tahajud Nugroho got the idea to approach Willem Onde through the closest family he respected. The result of messing together

For days Nugroho approached him politely to build trust. He accompanied him to the market, bought groceries and various daily necessities. Until one day, Mama Norbeta agreed to invite her nephew to come to the house. During the meeting, Willem Onde finally accepted Nugroho's explanation regarding the position of the two police trucks which was completely unrelated to his duties and responsibilities.

"Willem Onde finally agreed to release the hostages, including Mr Lee Jong Myon, whose body was thin and weak," said Nugroho.

A number of media reported that the release took place on Sunday afternoon, January 28 2003. OPM made three demands, namely a ransom of US\$ 2 million, the withdrawal of Brimob troops from Asiki, inland of Merauke, Irianjaya, which is also the location of PT Korindo, and a halt to logging in the forests around Asiki.

Of the 2 million dollars requested, Nugroho proposed to Korindo that only Rp. 20 million be prepared in red Rp. 100 banknotes. The money was bundled in a large sack.

Siliwangi Military Commander Maj. Gen. Nugroho Budi Wiryanto (Repro of the book 'The Story Behind the Helmet') Unlike Operation Mapenduma which Nugroho participated in in 1996, the operation to free the hostages this time took place without bloodshed or loss of life. Also without gunfire.

Nugroho was very grateful for that. However, when he returned to Jakarta, he received news that he had not graduated from Seskoad. There is also no promotion. Disappointed, Nugroho chose to go on holiday for several days with his wife and children.

When he returned to headquarters, it turned out that a new task was waiting for him. This time Nugroho was asked to take part in operations in Aceh. Regarding promotion and education at Seskoad, "That is my responsibility. You just come with me to Aceh," said Deputy Commander of Kopassus Brigadier General Zamroni.

Nugroho retired on March 23 2022 as Wairjenad with the rank of Major General. Prior to that, he served as Pangdam Siliwangi for 22 months, August 2020-March 2021.

Source: <https://news.detik.com/berita/d-7310324/kisah-perwira-kopassus-bebaskan-16-hostages-in-papua-without-gunfire>

Assignment: read the article above carefully first and students will analyze the story contained in the article obtained and discuss the following things:

1. Write down the names and backgrounds of the main characters involved in the article!
2. How does the character communicate? Explain!
3. In your opinion, is the communication they use healthy or bad communication? Explain!
4. Based on the analysis results you obtained, what is meant by healthy communication? Explain!
5. Based on the analysis results you obtained, what steps need to be taken to start healthy communication? Explain!
6. Based on the examples given by the characters, what things can improve good communication? Explain!
7. Write down the results of the discussion on the flipchart

## Reflection and Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

### 1. Self Reflection

What did I learn about myself through this day-long learning experience? How did I feel during and after today's learning experience?

What strengths and weaknesses do I see from my learning experience throughout the day?

### 2. Process Reflection

What went well during the day's learning process, and why? What can I do differently tomorrow for better results?

How do I prepare myself before learning, and is that preparation enough?

### 3. Reflection of Results

Are the results I achieved today in line with my initial expectations? What makes this outcome a success or failure?

### 4. Learning Reflection

What are the main challenges I face, and how do I address them? What new skills or knowledge did I gain?

How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

How do I communicate and collaborate with others?

Was there a moment where I could have listened or responded better? What I learned about interpersonal relationships through today's learning experience.

# CLASS ON DIGITAL LITERACY

## Activity 1

## Group Assignment Sheet Related to Short Film Analysis

Objective: so that students can analyze the short film they have just watched and can build initial knowledge related to digital literacy through group discussions

Analyze the short film you just watched and then discuss the following with your group of friends:

1. In your opinion, are there any internet ethics that the characters violate? Explain!
2. In your opinion, can digital footprints last long?
3. Can bad digital footprints affect your life and your future?
4. In your opinion, what behavior should be implemented in using technology
5. Register the rights you have in using social media
6. List what responsibilities you have in using social media
7. What content/information do you think should be avoided (created/watched/distributed)
8. What do you think is the importance of maintaining data confidentiality?
9. How do you think you can maintain data confidentiality?
10. Write down the results of the group discussion on the flipchart

[illegible]



## Activity 2

### Fake News Identification Sheet

Read the news attached below and identify the characteristics of fake news (hoaxes) and include what you should do in response to the news! Write your answers in the workbook provided!

No	Hoax News
1	<p>The WhatsApp account in the name of Probolinggo City Regional Secretary Ninik Ira Wibawati using Ninik Ira Wibawati's profile photo with the number +6285792150073 has contacted the Head of Kindergarten Kusuma Mudjajanah and will provide donation assistance in the form of funds to the school.</p> <p>The account asked him to provide photos, learning videos, and school account numbers to transfer donations.</p> <p>Ana—Mudjajanah's nickname, answered that her school did not have a bank account number. And the account continues to insist and ask for an account number from the nearest mosque or prayer room foundation.</p> <p>"So far, if there are donations, they must be handed over directly to the school or through the Education Department," he said.</p> <p>Ana chose not to respond. He chose to report to the Probolinggo City Education and Culture Office.</p>
2	<p>The sports and entertainment account uploaded a video on Facebook social media with a narrative claiming that the Indonesian U15 national team won the 2024 World Cup which will be held in Sweden.</p> <p>This narrative circulated on social media and took the form of a video featuring the Indonesian junior national team and was captioned:</p> <p><i>The Indonesian U15 national team won the world cup in Sweden 2024. Congratulations, young Garuda U15, proud of you,</i></p> <p>Several clips in the video mostly show the match between the Indonesian junior national team and Tunisia in the 2012 Danone</p>

	<p>Nations Cup tournament, in that match Indonesia managed to defeat Tunisia via a penalty shootout, after the two teams drew 1-1 in normal time.</p>
3	<p>A post circulating in the form of a poster on Facebook social media contains a narrative claiming that there are job vacancies at the Ministry of National Development Planning/National Development Planning Agency (Bappenas). The poster circulating since October 31 2024 also contains information about the positions required, namely as an analyst and expert assistant, as well as the amount of salary that will be received. The Facebook account also shares the registration link.</p> <p>With the narrative in the poster as follows:  <b><i>"OPEN RECRUITMENT MINISTRY OF PPN / BAPPENAS  Analysis and Expert Assistant  QUALIFICATIONS  Basic Salary Rp5,000,000-Rp20,000,000  Open to the public. Placements in various regions. Various positions available, Get Insurance, Leave Rights, and Bonuses  Get Other Benefits"</i></b>  When clicked, the link leads to a site that displays the same poster and there are also columns for filling in data and the telephone number connected to the Telegram account.</p>
4	<p>A WhatsApp account is circulating in the name of Pontianak Mayor Edi Suryanto. The WhatsApp account uses the name of Edi Suryanto, who has served as Acting Mayor of Pontianak for less than one day. The account uses Edi Suryanto's profile photo with the number +6281383333244.  This account will distribute social assistance (bansos) by asking for payment first.</p>
5	<p>Narratives are circulating that claim the Mpox or monkey pox vaccine used in Indonesia is an experimental vaccine.</p> <p>The narrative that the Mpox vaccine in Indonesia is an experimental vaccine was shared on a Facebook account on August 16 2024. The following is the narrative shared:</p> <p><b><i>Get ready for the next vaccine nonsense, the regime is already preparing an experimental vaccine, just like Covid, for the LGBT disease Monkey Pox / Monkeypox.  One word: REJECT!!</i></b></p>

	<p>The narrative includes an infographic from <i>Sindonews.com</i> about three types of Mpox vaccines, namely Imvamune, LC16M8, and ACAM 2000.</p> <p>The Ministry of Health (Kemenkes) said that the Mpox vaccine used in Indonesia is confirmed to be safe and has received distribution permits from WHO and BPOM.</p> <p>Ministry of Health spokesperson Mohammad Syahril said the Mpox vaccine used in Indonesia is not an experimental vaccine, but has been tested and can be given in health emergency situations.</p>
6	<p>A TikTok account has appeared in the name of the 6th President of the Republic of Indonesia, Susilo Bambang Yudhoyono alias SBY. These accounts spread SBY's video, which promises a transfer of IDR 10 million for TikTok users who call the number listed in the account biodata.</p> <p>The video of SBY promising to transfer IDR 10 million was distributed by TikTok accounts with the account names <i>susilo.bambangyudhoyono</i> and <i>susilo.bambang.yudhoyono</i>.</p> <p>The same video was uploaded by accounts with the names <i>susilo.bambang.yudoyono1</i> and <i>susilobambang.yudhoyono</i>.</p> <p>Here are the words of BSY in a video uploaded by one of the accounts on September 27, 2024:</p> <p><i>Whoever shares this video, I will transfer IDR 10 million right now. Assalamualaikum, I am Susilo Bambang Yuhoyono or better known as SBY.</i></p> <p><i>Specially in opening my TikTok account, I want to share a little special fortune for my brothers and sisters who are in need and to claim the prize, please contact me in my profile bio. This event is 100 percent official.</i></p> <p>So far, SBY does not have an official TikTok account. His social media accounts can be found on X, Facebook, and YouTube. SBY has received a check mark on the three social media platforms, indicating that his account has been verified.</p>

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The Facebook account "Reskianti Lepong" on Monday (07/10/2024) uploaded a photo with the claim that filling the fuel tank until the tank is full will make the check engine turn on and cause damage which will require large costs to repair.

The following is the complete narrative:

*"Side effects of filling a full tank of fuel*

*(can make the check engine come on)*

*If you overfill the tank, the vapor intake hole can be blocked with liquid gasoline, which can then be sucked into the charcoal canister (canister - left of the engine compartment fuse box). This can damage the tube and possibly other parts of the system, which will cause the car's check engine light to come on and possibly cost hundreds of thousands to repair.*

*\*Ideally, filling the tank completely stops (is enough) when the trigger nozzle automatically unlocks itself (the fuel doesn't get stuck in the top pipe hole)*

*\*Even if the tank is full until it overflows, avoid shaking the car because it will increase the potential for it to be sucked into the canister*

*Hope it is useful"*

Reporting from the official Pertamina website, filling up with fuel is not dangerous. The reason is, inside the tank there is already a system *breather valve* which can regulate air circulation so that it is not a problem if it is filled fully.

When the tank is empty, the air inside will condense. Accumulation of air will trigger rust.

It's best, when refueling, not to wait until it's almost gone. Fill the tank until it is full, but not so much that it overflows or spills. This step is to prevent fire and damage to the vehicle body.



Fact Identification Sheet

Read the news attached below and identify the characteristics of real news (facts) and include what you should do in response to the news! Write your answers in the workbook provided!

No	News
1	<p data-bbox="279 487 1072 620"><b>5 Facts Related to the Accident of a Land Truck Hitting a Child in Tangerang, Now Passing is Temporarily Prohibited</b></p> <p data-bbox="279 649 796 715">Devira Prastiwi <b>Updated</b> 08 Nov 2024, 17:05 IWST</p> <p data-bbox="279 734 1128 839"><b>Liputan6.com, Jakarta</b> - A dirt truck hit a 9 year old girl on Jalan Raya Salembaran, Teluknaga, Regency <b>Tangerang</b>, Banten on Thursday 7 November 2024.</p> <p data-bbox="279 858 1120 1005">Incident <b>dirt truck accident</b> This also provoked the anger of local residents. As a result, residents damaged a number of other dirt trucks passing by the location, throwing stones and wood at police officers who broke up the crowd's commotion.</p> <p data-bbox="279 1024 1142 1205">In a video circulating, <b>child</b> The 9 year old appeared to be still conscious and crying in pain right under the front tire of the truck. Because the boy's feet looked bloody. The residents said the child was immediately evacuated to the Tangerang District Hospital.</p> <p data-bbox="279 1224 1123 1410">Tangerang City Metro Police Chief Commissioner Pol Zain Dwi Nugroho also visited the scene. He explained the chronology <b>accident</b> which happened to the motorbike rider with plate number B 6553 WFK, driven by a woman with the initials SD (20) riding with the child victim ANP (9).</p> <p data-bbox="279 1429 1142 1576">"It happened on Jalan Raya Salembaran, to be precise in front <i>steam</i> Romauli car, East Kampung Melayu Village, Teluk Naga District, Tangerang Regency," said Zain, Thursday 7 November 2024.</p> <p data-bbox="279 1595 1118 1700">He explained that the accident started when the Dump Truck driven by DWA was driving from Kosambi towards Teluknaga passing through Raya Salembaran.</p>

	<p>"At the scene of the incident the motorbike driven by the victim passed by take the lead <b>dirt truck</b> from the left, so there is no clear line of sight and there is not enough space," said Zain.</p> <p>The police also determined that the driver of the land truck (transformers) B 9304 KYW had the initials DWA (21) which caused the traffic accident. Deputy Chief of Police for Metro Jaya Brigadier General Pol Djati Wiyoto Abadhy said the driver tested positive for amphetamine and was suspected of using crystal methamphetamine.</p> <p>"The driver was named a suspect. (Already) a urine check was carried out, it turned out that the urine contained positive amphetamines," explained Djati.</p>
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	<p>The following are a series of facts related to the accident that a land truck hit a 9 year old girl on Jalan Raya Salembaran, Teluknaga, Tangerang Regency, Banten until it was rampaged by a mob. <b>Tim News Liputan6.com</b>:</p> <p><b>1. Accident Triggers Residents' Riots, Police Confirm</b></p> <p>A dirt truck hit a 9 year old girl on Jalan Raya Salembaran, Teluknaga, Tangerang Regency, Banten, Thursday 7 November 2024. This incident angered local residents.</p> <p>As a result, residents damaged a number of things <b>dirt truck</b> Others who passed by the location threw stones and wood at the police officers who broke up the crowd's commotion.</p> <p>In the video circulating, the 9 year old child appears to be still conscious and crying in pain right under the front tire of the truck. Because the boy's feet looked bloody. The residents said the child was immediately evacuated to the Tangerang District Hospital.</p> <p>Other residents who saw it immediately became angry. Finally it was vented at the dirt trucks that stopped behind the truck that hit the child. Residents broke the truck windows by</p>
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	<p>throwing stones, large blocks of wood, and carried out sweeping.</p> <p>At least 12 dirt trucks that were lined up on the side of the road and were about to pass on the highway also had their windows smashed. Likewise, there was a truck of land that was allegedly burned by residents in the housing project area.</p> <p>Meanwhile, hundreds of residents also checked and looked for the location of the dirt truck to destroy.</p> <p>Head of Public Relations for the Tangerang Metro Police, Commissioner Aryono, confirmed the incident. However, he could not explain in more detail regarding the incident.</p> <p>"It's true (the incident), I was at the location," said Aryono, Thursday 7 November 2024.</p> <h2>2. Chronology of Land Truck Accidents</h2> <p>The police have arrested the driver of the land truck (transformers) B 9304 KYW with the initials DWA (21) who caused <b>accident</b> traffic on Jalan Raya Salembaran, Teluknaga District, Tangerang Regency, Banten. This incident sparked anger among residents, causing a number of passing dirt trucks to go berserk.</p> <p>Tangerang City Metro Police Chief Commissioner Pol Zain Dwi Nugroho visited the scene. He explained the chronology of the accident that befell the motorbike rider with police number B 6553 WFK, driven by a woman with the initials SD (20) riding with the child victim ANP (9).</p>
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	<p>"It happened on Jalan Raya Salembaran, precisely in front of the Romauli steam car, Kampung Melayu Timur Village, Teluk Naga District, Tangerang Regency," said Zain, Thursday 7 November 2024.</p> <p>The accident started when the Dump Truck driven by DWA was traveling from the direction of Kosambi towards Teluknaga passing through Raya Salembaran. When the victim arrived at the scene, the motorbike driven by the victim overtook the dirt truck from the left, so there was no clear visibility and there</p>
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was not enough space.

"The SD victim fell to the left and the ANP (child) fell to the right under the truck until his left leg was crushed by the left front tire of the vehicle," said Zain.

The victim, who suffered serious injuries to his leg, was immediately rushed to the Tangerang District Hospital for medical treatment. The DWA driver was immediately taken to the Tangerang City Metro Police, Polda Metro Jaya for further investigation.

"We have arrested the truck driver who caused the accident and are currently carrying out an in-depth investigation regarding this incident. The public is asked to be patient and trust us in handling this case. We hope that this incident will be the last and there will be no more victims," explained Zain.

### **3. Police Name the Land Truck Driver as a Suspect**

The police determined that the driver of the land truck (transformers) B 9304 KYW had the initials DWA (21) who caused **accident** traffic on Jalan Raya Salembaran, Teluknaga District, Tangerang Regency, Banten, as a suspect.

Deputy Chief of Police for Metro Jaya Brigadier General Pol Djati Wiyoto Abadhy said the driver tested positive for amphetamine and was suspected of using crystal methamphetamine.

"The driver was determined to be a suspect. (Already) a urine check was carried out, it turned out that the urine contained positive amphetamines," he said, Thursday 7 November 2024.

Residents who were angry due to the accident, continued Djati, caused several dirt trucks behind it to get angry. In fact, some were burned.

"The truck that was burned and damaged remains there. We will secure it later," said Djati.

### **4. Police are still closely guarding the accident location**

	<p>Djati then said that the police were still closely guarding the location <b>dirt truck</b> became the target of angry residents after being involved in an accident with a mother and child motorbike rider, on Jalan Raya Salembaran, Kosambi District, Tangerang Regency.</p> <p>However, he stated that the current situation was conducive in the Teluknaga area, Tangerang.</p>
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	<p>"The current situation is conducive, and until tonight we will continue to monitor the situation. Reports are quite conducive in Teluknaga," said Djati.</p> <p>Even though he was guarded by police personnel, he admitted, his party continued to make persuasive efforts to the community. To keep calming your emotions, no longer being provoked.</p> <p>Not only that, his party also appealed to the local government to also intervene.</p> <p>Because, as a result of deliberations with the community this afternoon, there are points that the community wants, including the implementation of operational hours regulations for container cargo in the area.</p> <p>"The Regent of Tangerang, Head of the Transportation Department, is in accordance with the requests of the community here, namely regarding the issue of Perbup regulations related to regulating the operating hours of trucks that pass through the community here," explained Djati.</p> <p><b>5. Following the accident, the police and district government prohibited land trucks from passing through</b></p> <p>Tail <b>accident</b> which resulted in motorbike riders, mothers and children being injured, causing residents to go on a rampage, causing land trucks to be prohibited from passing on Jalan Raya Salembaran, Teluknaga District, Tangerang Regency,</p>
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Banten.

This ban was issued by the police following an accident and rioting among residents which resulted in dozens of land trucks being damaged and also set on fire.

"There has been a community meeting, and it has been agreed to the residents' wishes that for the next three days of mourning period, no trucks will pass. This is to provide empathy for the victims," said Metro Jaya Deputy Police Chief Brigadier General Djati Wiyoto Abadhy, Thursday 7 November 2024.

Apart from that, he continued, the police together with the Tangerang Regency Government will also provide strict supervision, especially regarding the operating hours of large trucks passing through the area. The Tangerang Regency Transportation Service also created a monitoring post.

"The Regent of Tangerang, Head of the Transportation Department, is in accordance with the requests of the community here, namely regarding the issue of Perbup regulations related to regulating the operating hours of trucks that pass through the community here," explained Djati.

Meanwhile, the Head of the Tangerang Regency Transportation Agency, Ahmad Taufik, said that since yesterday, his party had participated in a joint operation for monitoring. Starting from the Benda Toll exit, there are 12 monitoring posts that will monitor the operations of the tonnage trucks.

"So we detained him and told him to turn back. Here we hope you understand, we can't get through for three days, then after that we will apply the Regency Regulation again," said Ahmad Taufik.

(Liputan6.com/Abdillah)

### 3 Facts Related to the Alleged Fictitious Investment Case of Bunga Zainal Rises to Investigation

Devira Prastiwi

**Updated** 07 Nov 2024, 17:30 IWST

[Liputan6.com, Jakarta](#) - Case of alleged fictitious investment worth IDR 6.2 billion experienced by the actress [Zainal Flowers](#) Polda Metro Jaya officially raised its status from investigation to investigation stage.

This step was taken after investigators carried out a case related to the alleged case [fictitious investments](#) the.

"After an in-depth investigation was carried out in the case, a case title was carried out, and finally the investigators upgraded the status to [investigation](#)," said Head of Public Relations of Polda Metro Jaya Kombes Pol Ade Ary Syam Indradi to media crew, Wednesday 6 November 2024.

According to Ade Ary, when the case was carried out, investigators thought they had discovered an alleged criminal act which caused Bunga Zainal to suffer losses of up to billions of rupiah.

- 2 "It is suspected that there was a criminal incident as reported by the sister or victim," said Ade Ary. He explained that Bunga originally reported the case to her close friend with the initials AAACD and her husband, SFSS [Polda Metro Jaya](#). The report was because AAACD and SFSS were suspected of defrauding Bunga Zainal, causing losses of billions of rupiah.

"Bunga Zainal's report to the police was registered with number LP/B/4972/VIII/2024/SPKT/Polda Metro Jaya. The report was made on August 22 2024," explained Ade Ary.

Ade Ary said that Bunga Zainal's report stated that he suffered losses of up to IDR 6.2 billion. The loss occurred after Bunga Zainal agreed to collaborate on investment with his two friends, AAACD and SFSS.

The following are a series of facts related to the case [alleged fictitious investments](#) what happened to actress Bunga Zainal were collected **Tim News Liputan6.com**:

## 1. Case Goes to Investigation

Actress Bunga Nurlaila Martha Sari Zainal Fazri alias Bunga Zainal came to Polda Metro Jaya as a reporting witness for alleged fraud and embezzlement.

Polda Metro Jaya has officially upgraded the status of the alleged fictitious investment case worth IDR 6.2 billion experienced by actress Bunga Zainal from the investigation stage to investigation. This step was taken after investigators conducted a case related to the case.

"After an in-depth investigation was carried out in the case, a case title was carried out, finally investigators upgraded the status to investigation," said the Head of Division.

Public Relations of Polda Metro Jaya, Police Commissioner Ade Ary Syam Indradi to media crew, Wednesday 6 November 2024.

Ade said that when the case was carried out, investigators thought they had discovered an alleged criminal act which caused Bunga Zainal to suffer losses of up to billions of rupiah.

"It is suspected that there was a criminal incident as reported by the sister or victim," said Ade Ary.

## 2. The Beginning of the Case

Ade Ary explained that Bunga initially reported her close friend with the initials AAACD and her husband, SFSS, to Polda Metro Jaya. The report was because AAACD and SFSS were suspected of defrauding Bunga Zainal, causing losses of billions of rupiah.

Bunga Zainal's report to the police is registered with the number LP/B/4972/VIII/2024/SPKT/Polda Metro Jaya. The report was made on August 22, 2024.

"We have received a report from Miss BMM Alias BZ. The

	<p>reporter reporting the alleged fraud and embezzlement incident reported was AAACD and SFSS," said Head of Public Relations of Polda Metro Jaya Kombes Pol Ade Ary Syam Indradi to journalists, Thursday 29 August 2024.</p> <p><b>3. Losses Allegedly Reach IDR 6.2 Billion</b></p> <p>Ade Ary said that Bunga Zainal's report stated that he suffered losses of up to IDR 6.2 billion. The loss occurred after Bunga Zainal agreed to collaborate on investment with his two friends, AAACD and SFSS.</p> <p>The fraud started with a business that was initially running well, but gradually Bung Zainal felt that there were signs that AAACD and SFSS were suspected of committing fraud.</p> <p>"Based on data received by Polda Metro Jaya, according to the report, it is suspected that the victim suffered a loss of IDR 6.2 billion," said Ade Ary.</p> <p>The police are still investigating to determine whether there is a criminal act in the report. The investigation was carried out by scheduling an examination of Bunga Zainal as the reporting party.</p> <p>(liputan6.com/Abdillah)</p>
3	<p><b>3 Latest Facts about Online Gambling Cases Involving Komdigi Employees</b></p> <p>Devira Prastiwi</p> <p><b>Updated</b> 06 Nov 2024, 20:50 IWST</p>

**Liputan6.com, Jakarta** - A total of 11 employees of the Ministry of Communications and Digital (Komdigi) rented a shophouse to serve as their headquarters for running a business to monitor websites. **judi online** to escape blocking.

The headquarters was named a satellite office by AK, AJ and A.

This was conveyed by the Director of General Criminal Investigation **Metro Police**

**Jaya** Police Commissioner Wira Satya Triputra. He said that the satellite office was initially established in the Tomang area, West Jakarta.

However, it was moved to the South Bekasi area. AK and his friends rented a 3-story building located at Grand Galaxy, Jalan Garden, Bekasi City. The police also carried out a search on Friday 1 November 2024.

"We need to convey that from the results of our in-depth investigation into **satellite office** Initially the office was located in Tomang, West Jakarta. "Then from January 2024 the office was moved to the Grand Galaxy shophouse, Jalan Garden, Bekasi City," said Wira, Tuesday 5 November 2024.

Wira explained that AK, AJ and A employed 12 workers. In this case, their positions are different.

"Of the 12 people, 8 people are operators and four people are admins," he said.

Apart from that, it was also revealed that one person had an important role in this case. He is the AK who has the authority to regulate the blocking of online gambling websites.

"This means that the suspect AK really has the authority to regulate the blocking of online gambling websites," said Wira.

Wira dismissed the notion that AK had an important position at **Komdigi**. AK actually did not pass the CPNS selection but was hired as a blocking team at Komdigi.

The following are a series of the latest facts regarding the Komdigi employees involved in the case **gambling online** collected **Tim News Liputan6.com**:

## **1. It was revealed that he was renting a**

## **'satellite office' shophouse to run an online gambling business**

Eleven Komdigi employees rented a shophouse to use as their headquarters to run a fraudulent business to monitor online gambling websites so that they escape blocking. The headquarters was named a satellite office by AK, AJ and A.

Director of General Criminal Investigation at Polda Metro Jaya Kombes Pol Wira Satya Triputra revealed that the satellite office was initially established in the Tomang area, West Jakarta.

However, it was moved to the South Bekasi area. AK and his friends rented a 3-story building located at Grand Galaxy, Jalan Garden, Bekasi City. The police also carried out a search on Friday 1 November 2024.

"We need to convey that from the results of our investigation into the satellite office, initially the office was located in Tomang, West Jakarta. Then since January 2024 the office was moved to the Grand Galaxy shophouse, Jalan Garden, Bekasi City," said Wira, Tuesday 5 November 2024.

Wira explained that AK, AJ and A employed 12 workers. In this case, their positions are different.

"Of the 12 people, 8 people are operators and four people are admins," he said.

## **2. Recruit employees with their respective duties**

Wira explained that the employees recruited by AK and his friends had the task of compiling a list of online gambling websites. However, not all online gambling websites will be prosecuted.

"Then the list or list of online gambling websites that had been collected was filtered by brother AJ using AK's telegram account," he said.

Wira explained that AJ would approve online gambling websites



that had deposited money. He emphasized that site owners who regularly make deposits every two weeks will be removed from the blocking list.

"After the list of websites has been cleaned, AK will send the list of websites or list of online gambling websites to suspect R for blocking," he said.

Regarding this, Wira asked for support from all levels of society so that he can reveal online gambling cases clearly.

"We ask for blessings from the entire community so that we can reveal as clearly as possible this case so that we can provide the fairest possible law enforcement," he said.

### **3. Suspect AK Didn't Pass Selection at Komdigi, But Was Hired to Block Online Gambling Sites**

Wira then revealed one person who had an important role in this case. He is the AK who has the authority to regulate the blocking of online gambling websites.

"This means that the suspect AK really has the authority to regulate the blocking of online gambling websites," he said.

Wira dismissed the notion that AK had an important position at Komdigi. AK actually did not pass the CPNS selection but was hired as a blocking team at Komdigi.

"Fellow colleagues, I need to convey regarding the suspect AK that at the end of 2023 the suspect AK will take part in the selection process for recruiting prospective workers.



## Weekly Activities

## Weekly Mission Worksheet (Journal)

Mission Title: Stop Hoaxes and

## Bullying Starting from Me Weekly

### Task:

1. What have you ever done on social media regarding hoaxes and bullying?
2. Are you the perpetrator or the victim?
3. What do you do to stop this
4. What is your commitment to stopping hoaxes and bullying?

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing. There are no margins, text, or other markings on the page.

## Reflection and Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

### 1. Self Reflection

What did I learn about myself through this day-long learning experience?

How did I feel during and after today's learning experience?

What strengths and weaknesses do I see from my learning experience throughout the day?

### 2. Process Reflection

What went well during the day's learning process, and why? What can I do differently tomorrow for better results?

How do I prepare myself before learning, and is that preparation enough?

### 3. Reflection on Results

Are the results I achieved today in line with my initial expectations? What makes this outcome a success or failure?

### 4. Learning Reflection

What are the main challenges I face, and how do I address them?

What new skills or knowledge did I gain?

How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

How do I communicate and collaborate with others?

Was there a moment where I could have listened or responded better?

What did I learn about interpersonal relationships through today's learning experience?

# CLASS ON INTERPERSONAL COMMUNICATION

## Activity 1

### Attachment Case Studies Related to Interpersonal Communication

Read the case carefully and answer the questions! Case 1:

During break time at Pantang Mundur High School, the class atmosphere was very noisy because of all the students really enjoyed the break hours provided by the school. In the midst of the noisy atmosphere of the class, there were 2 students who seemed to be having a conversation with each other and facing each other. The names of the two children are Tasya and Kamila. Tasya is discussing about cell phone a new one he had just bought at a very high price and was showing off cell phone Newly, he didn't pay attention to Kamila but just watched cell phone It's just new and looks so fun. Meanwhile, Kamila, who felt uninterested, and the classroom atmosphere was very noisy, chose to pay attention to her Instagram and look at a number of photos and videos floating around on her social media homepage and occasionally turned to Tasya who was enjoying herself. Also occasionally shows Tasya photos and videos that attract his attention, without paying attention to Tasya's story cell phoneher.

Discuss and answer the following:

1. Have Tasya and Kamila carried out good interpersonal communication? Explain!
2. How did Tasya and Kamila respond to the information they received from the person they were talking to?
3. Do the situations and environmental conditions contained in the story above support good interpersonal communication? Explain!
4. How should Tasya and Kamila respond to each other in order to create good interpersonal communication?
5. Of the several ways to build good interpersonal communication, namely: practicing empathy; active listening; use appropriate body language; use the right choice of words; appreciate differences; practice communication with a variety of people; receive feedback; consistent & practice. Which do you think Tasya and Kamila need to do in the situation and conditions they are experiencing? Explain!
6. What situations and environmental conditions do you consider good for healthy interpersonal communication?

7. Of the several benefits that can be obtained if you have good interpersonal communication, including: building social relationships; improve teamwork; increase trust; improve negotiation & conflict resolution; increase career success. In your opinion, if Tasya and Kamila apply what is the answer to no. 4 – 6, then what benefits can they gain? (You can add other benefits outside the list given)
8. Write your group's answers in the student workbook

In a family consisting of father, mother and an only child who is very spoiled by his father. This child's name is Cemara. Cemara is a teenager who is looking for his identity and prefers to listen to the advice of his friends rather than the advice of his own parents. He prefers to wander outside the house rather than sit and gather with his father and mother to share stories. On a sunny Sunday, it's time for this family to have time together to gather and have lunch together. Mother is busy preparing lunch for the family and grandparents will come to visit. Mother asked for help from Cemara, who was still fast asleep, even though it was 09.00 in the morning. Mother shouted from the kitchen to try to wake Cemara and asked him to help mother who was busy in the kitchen. My father tried to advise my mother not to scream like that while she was busy turning over the newspaper in her hand and looking for news that was happening recently. In the end, father fell silent after mother shouted back at father to help in the kitchen or help wake Cemara. Dad chose to remain silent and continued reading his favorite newspaper. Cemara faintly heard her mother's voice, she answered by shouting from inside her room that she needed 10 more minutes while reluctantly opening her eyes and continuing to sleep again.

Discuss and answer the following:

1. Have father, mother and Cemara carried out good interpersonal communication? Explain!
2. How do father, mother and Cemara respond to the information they receive from the person they are talking to?
3. Do the situations and environmental conditions contained in the story above support good interpersonal communication? Explain!
4. How should father, mother and Cemara respond to each other in order to create good interpersonal communication?
5. Of the several ways to build good interpersonal communication, namely: practicing empathy; active listening; use appropriate body language; use the right choice of words; appreciate differences; practice communication with various people; receive feedback; consistent & practice. Which do you think father, mother and Cemara need to do in the situation and conditions they are experiencing? Explain!
6. What situations and environmental conditions do you consider good for healthy interpersonal communication?
7. Of the several benefits that can be obtained if you have good

interpersonal communication, including: building social relationships; improve teamwork; increase trust; improve negotiation & conflict resolution; increase career success. In your opinion, if father, mother and Cemara apply what is the answer to no. 4 – 6, then what benefits can they gain? (You can add other benefits outside the list given)

8. Write your group's answers in the student workbook



In company X, there is a production division which has a new employee named Reza. Reza is a shy person and has a high enthusiasm to change his fate. Today is Reza's first day at work, and he has to meet with the personnel department to get instructions on what he should do on the first day. After finding the personnel room, he knocked on the door and was invited to enter. The personnel greeted and looked at Reza with a very friendly 'Welcome' look and wanted to provide information that could help Reza to complete his tasks that day. Reza introduced himself while avoiding eye contact and occasionally stealing glances at the paintings displayed on the walls of the room. With his hands clenched into fists due to being awkward and anxious, Reza tried to concentrate to listen to the personnel's instructions. He couldn't clearly understand what was being said because his heart was beating fast and he was only able to answer all the instructions with the answer 'YES'. After finishing giving instructions, the personal staff left him alone in the room. Reza was confused about what he should do and tried hard to remember all the information that had been previously shared by the personal staff. The day passed quickly, and it was time for personnel to come back to check all of Reza's work and found that there were many mistakes and they were not optimal. Fortunately, the company still gave Reza the opportunity to fix it the next day.

Discuss and answer the following:

1. Have personnel and Reza carried out good interpersonal communication? Explain!
2. How did personnel and Reza respond to the information received from the interlocutor?
3. Do the situations and environmental conditions contained in the story above support good interpersonal communication? Explain!
4. How should personnel and Reza respond to each other to create good interpersonal communication?
5. Of the several ways to build good interpersonal communication, namely: practicing empathy; active listening; use appropriate body language; use the right choice of words; appreciate differences; practice communication with various people; receive feedback; consistent & practice. Which do you think personnel and Reza need to do in the situation and conditions they are experiencing? Explain!

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8. Write your group's answers in the student workbook

A series of horizontal dotted lines for writing.

## Active Listening Sheet

Listen to the audio story carefully and answer the following questions!

1. What does the class president (Nathalie) do? Explain!
2. What happens at the school after the new child arrives at the school? Explain!
3. What rumors are spreading at school about the new kid (Willow)? Explain!
4. Where did this rumor start? Explain!
5. What are the consequences of these rumors for both the class president and the new students? Explain!
6. Who spread that rumor? Explain!
7. How can these rumors be resolved properly? Explain!
8. When will these rumors be resolved? Explain!
9. Who helped the class president in finding the perpetrator who spread the rumor?
10. What message does the story want to convey?

[illegible]

## Weekly Mission Worksheet (Journal)

Mission Title: I Am

## an Active Listener

### Weekly Tasks:

1. Get to know yourself, write down the things you still lack regarding how to build interpersonal communication and be an active listener
2. Get to know yourself, write down the things you still lack regarding how to build interpersonal communication and be an active listener
3. What things can you commit to this week to be an active listener?

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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How do I communicate and collaborate with others? Was there a moment where I could have listened or responded better? What did I learn about interpersonal relationships through today's learning experience?

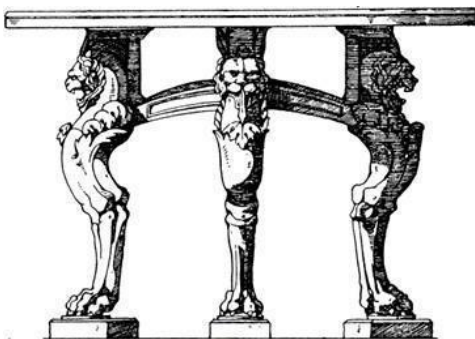
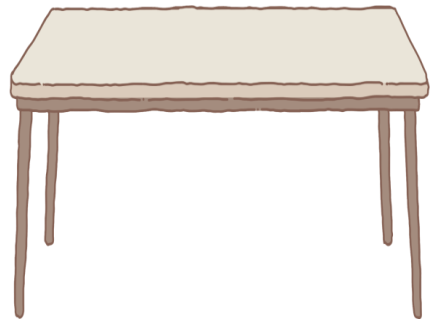


# CREATIVITY MODULE

# CLASS ON "WHAT IS CREATIVITY?"

## Activity 1

Individual Assignment Sheet Related to Creativity in the Neighborhood







Objectives: students can explore creativity around them through analyzing the images provided

Answer the following questions in the student workbook:

- Write down the name of the object
- In your opinion, is this object considered a creative work?
- If Yes / No, as many reasons as you can find (minimum 2)

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## Activity 2

## Group Discussion Sheet Related to Creativity Category

Objective : students can understand the categories of creativity better by providing examples that they can cite

List as many examples of creativity as possible apart from the examples given in the PPT

- Group 1, in the Big-C realm
- Group 2, in the Pro-C realm
- Group 3, in the little-c realm
- Group 4, in the mini-c realm

Working in students' workbooks, write the names of group members, and write down which domain of creativity they should register

This image shows a full page of white paper with horizontal dotted lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Reflection and Evaluation Sheet

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# CLASS ON GETTING TO KNOW MY CREATIVITY

## Activity 1

### Informal Assessment Sheet Regarding Creativity

The aim of this activity is to recognize the potential for creative thinking possessed by students. The potential for creative thinking in question is fluency in generating ideas and uniqueness in viewing problems. This is not a test to measure your level of creativity or compare yourself with others.

#### About verbal creativity

1. Name anything that is circular.

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2. Name anything that has teeth.

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3. Name anything that can sound/sound.

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4. Mention what strawberries and oranges have in common.

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5. Mention the similarities between radio and telephone.

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6. Mention what clothes pins are used for.

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7. Name as many words starting with F as possible.

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8. Name as many words as you can from the letters "M, B, O, L, I, S".

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9. In Switzerland, the putri-malu plant is sold for IDR 150,000.00 if converted to rupiah. If at a bazaar in Indonesia, you want to try selling the Maluku plant for IDR 150,000.00, mention the methods you will use to sell it.

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About nonverbal creativity:

10. Make a drawing of curved lines on this sheet of paper in 3 minutes. You are free to draw anything.

## Activity 2

### Study Sheet for Articles of Inspirational Figures Related to Creativity

# Yuda Kriesnawan, Asah Kreativitas dari Barang Bekas

REDAKSI — MAY 28, 2017



**ADAKITANEWS, Kota Blitar** – Pemanfaatan barang bekas saat ini sudah mulai menjadi tren. Salah satunya dengan mengubahnya menjadi benda fashion. Berawal dari kecintaan akan model kostum carnival dan fashion show, pria muda berusia 28 tahun bernama Yuda Kriesnawan akhirnya memberanikan diri menyulap berbagai bahan bekas menjadi sesuatu yang bernilai tinggi.

=====

Di sebuah galeri yang berukuran tidak terlalu luas beralamatkan di Jalan Sawunggaling Kelurahan Sentul Kota Blitar inilah, Yuda Kriesnawan menuangkan ekspresinya. Setiap sudut ruangan, telah penuh dengan berbagai kostum mulai kostum carnival, fashion show, hingga pakaian adat yang ditata rapi dan menarik.

Yang paling menarik mata, yakni jenis kostum carnival dan fashion show yang terbuat dari bahan bekas alias daur ulang. Bahan yang awalnya dianggap tidak bernilai dan rongsok, ternyata bisa disulap menjadi busana yang indah dan berharga.

Berawal dari enam tahun yang lalu, saat Yuda secara tidak sengaja melihat acara karnaval di Kabupaten Jember. "Pada mulanya saya memang membuat kostum carnival pertama kali sekitar tahun 2011, tepatnya setelah saya melihat karnaval di Jember. Bisa dibilang sebagai pengagas

kostum carnival di Blitar, karena pada carnival Kota Blitar yang kebetulan dulu diadakan pada malam hari hanya saya yang menggunakan kostum carnival," jelas Yuda Kriesnawan saat ditemui Tim Adakitanews.com, Minggu (28/05).

Yuda menjelaskan, desain pertamanya untuk kostum carnival adalah kostum berwarna biru yang bersayap, seperti kupu-kupu. Namun, pada saat itu dia belum menggunakan bahan daur ulang. Ide untuk membuat kostum berbahan daur ulang bermula pada saat acara fashion show tahun 2013. Yuda bersama satu partnernya membuat busana dengan menggunakan gelas air mineral bekas.

"Pada saat itu, saya belum mandiri untuk mengikuti fashion show, dan masih diajak oleh senior make up, Mas Iwan namanya," terangnya.

Sejak mengikuti lomba kostum dan mendapatkan juara pertama, lanjut Yuda, dirinya dengan dibantu satu partnernya terus membuat busana dari bahan daur ulang. Daur ulang yang mereka gunakan seperti paranet, karung bawang merah, karung bawang putih, kantong plastik, karung beras, anyaman bambu, dan lain-lain. "Mendesain dan membuat kostum daur ulang sendiri tidak mudah, karena desainer harus mampu menyesuaikan bahan dengan model yang dibuat," pungkasnya.

Pada awalnya, kata Yuda, saat mengenalkan kostum daur ulang memang sempat dicemooh. Karena menggunakan pakaian yang tak lazim modelnya dan bahan dasarnya. Dia terus membuktikan bahwa kostum yang dibuatnya akan bernilai dan memiliki keunikan serta ramah lingkungan. "Terbukti hingga saat ini, penyewaan dan explore busana daur ulang ramai di kalangan masyarakat Blitar Raya," papar Yuda.

Untuk mengenalkan kostum carnival, dia sering tampil pada setiap kamaval yang ada di Blitar Raya. Selain untuk membuat nama, dia mengaku sangat bangga bisa menampilkan karyanya walaupun tanpa ada imbalan apapun. "Memang dengan berjalannya waktu yang awalnya hobi menjadi sebuah usaha sampingan. Hasil jerih payah membuat nama membuahkan hasil, dari sewa pada saat itu dihargai Rp 50 ribu hingga jutaan rupiah," ungkapnya.



Yuda menambahkan, untuk mencari inspirasi model banyak hal yang dilihat mulai dari melihat model pakaian berbahan kain hingga barang kerajinan umum lainnya. Seperti keset, rangkaian bunga, dan lain-lain. "Selebihnya otodidak dari pikiran saya, terutama pada saat finishing ide-ide kreatif selalu muncul," ungkap Yuda.

Kesulitan dalam pembuatan kostum daur ulang itu, menurut Yuda, terletak pada penyesuaian model dan bahan yang digunakan. Karena tekstur bahan daur ulang yang tidak selalu mudah diatur pemilihan model juga akan mempengaruhi. Model yang selaras dan jatuh sesuai bahan daur ulang itulah yang dikatakan kostum ini bisa tercipta dengan sempurna. "Ya, inilah yang dikatakan tidak boleh asal-asalan dalam menciptakan kostum daur ulang. Pengerjaan juga tidak harus dijahit sesuaikan dengan bahan yang digunakan bisa ditusuk jelujur, dilem, atau cara lainnya," terangnya.

Selain menentukan model, pencarian bahan bekas tidak mudah. Karena tidak asal bahan bekas, dirinya harus memilih bahan bekas yang berkualitas baik. Sehingga jika dibuat kostum akan terlihat layaknya pakaian yang terbuat dari kain. "Salah satunya kostum yang dianggap tidak seperti dari bahan bekas itu, yang terbuat dari paranet hitam ini. Paduan gaun hitam dengan hiasan bunga plastik dianggap orang ini gaun cantik yang dibuat dari bahan kain pada umumnya," terangnya.

Menurut Yuda, meskipun galeri yang dia miliki tidak selalu buka, namun dengan mengutamakan kualitas busana dan kepuasan para penyewanya, mereka akan selalu datang hingga sabar menantinya. "Rata-rata mereka memang sewa melalui ponsel, karena terbentur aktivitas pekerjaan utamanya yang sesuai dengan basic yang dimiliki," tambahnya.

Rasa lelah tidak menjadi halangan lagi, motivasi dengan banyaknya peminat pakaian daur ulang menjadikan dia terus bersemangat menciptakan busana-buasana indah. Kurang lebih ada 50 kostum daur ulang yang ada di galerinya. "Tidak hanya semata mendapatkan income tetapi kreativitas saya terus diasah dan itu membuat saya semakin terampil serta bangga," pungkasnya. (blt2)

# Kisah Inspiratif Reza Nurhilman, Raih Ratusan Juta Perbulan Berkat Kripik Singkong Pedas

Published 2 years ago

On March 22, 2021

By Inspiratif



Reza Nurhilman merupakan pemuda asal Bandung yang mungkin tidak terlalu dikenal banyak orang. Namun, kamu pasti pernah mencicipi produk hasil karyanya yaitu kripik setan Maichih. Ya, kripik singkong ekstra pedas yang menjadi salah satu camilan kekinian dan populer itu lahir dari buah pikiran Reza Nurhilman. Berkat kripik singkong ekstra pedas Maichih, pria kelahiran Bandung, pada tanggal 29 September 1987 ini sukses menjadi salah satu pengusaha muda Tanah Air yang mampu meraih penghasilan ratusan juta rupiah per bulan saat belum genap berusia 30 tahun.

## Hidup Keras Sejak Muda

Setiap anak yang terlahir ke dunia, tentu menginginkan orangtua yang lengkap. Keberadaan sosok ayah yang senantiasa selalu membimbing dan memberi anjuran untuk hidup secara benar dan seorang ibu yang memberikan kasih sayang tanpa batas. Hidup satu rumah bersama dengan orangtua lengkap dan menjalani hari-hari hingga usia dewasa akan mampu membuat seorang manusia mempunyai kepribadian yang baik.

Akan tetapi kehidupan seperti itu tidak pernah dirasakan oleh Reza Nurhilman. Anak terakhir dari tiga bersaudara ini harus mengalami kehidupan yang pahit saat mengetahui orangtuanya bercerai. Hal ini membuat Reza harus hidup bersama orangtua angkatnya.

Namun, sama seperti kebanyakan anak orangtua yang bercerai, Reza pun menjalani masa muda yang sempit salah jalan.

#### Awal Mula Bisnis Kripik Singkong Maicih

Hidup mandiri memang ia jalani sejak masih belia sedikit banyaknya dapat membentuk mental Reza menjadi lebih kuat. Tidak memerlukan waktu yang lama, Reza langsung memulai langkahnya di dunia bisnis saat masih berusia 18 tahun pada 2005 silam. Ketika pemuda seusianya masih sibuk kuliah atau menikmati masa muda, Reza telah berjualan aneka produk demi menyambung hidupnya.

Selama empat tahun Reza berjualan aneka produk mulai dari produk elektronik hingga pupuk sampai tahun 2009. Titik perjalanan bisnis Reza terjadi di tahun 2008, ketika ia diajak temannya untuk ke Cimahi. Saat berada di Cimahi, Reza mencoba kripik pedas yang terbuat dari singkong buatan seorang nenek.

Kala itu Reza masih berbisnis serabutan dan mengikuti berbagai macam acara motivasi Sumber Daya Manusia (SDM), sehingga belum tertarik untuk lebih serius dengan kripik pedas si nenek ini. Setelah setahun kemudian, pada Juni 2009 lalu, Reza kembali ke Cimahi dan berkunjung ke rumah si nenek. Melihat si nenek hanya memproduksi kripik pedas pada saat tertentu dengan pemasaran yang sangat terbatas, lalu muncul lah sebuah ide bisnis di benak Reza. Kemudian, ia bertanya soal resep kripik singkong pedas kepada nenek tersebut, Nenek tidak keberatan jika Reza membuat kripik dengan resep yang sama.

Sejak saat itulah, Reza pun memantapkan hati serta pikiran untuk menggeluti bisnis kripik singkong pedas yang akhirnya ia beri nama Maicih. Kata Ichi terinspirasi dari sosok sang nenek pembuatnya yang selalu menggunakan ciput di kepalanya. Selain itu, nama Maicih sangat unik dan nyeleneh sehingga sangat mudah diingat.

eliau memulai bisnis seorang diri di usia 23 tahun, awalnya Reza hanya memproduksi 50 bungkus per hari. Ia pun menawarkan Maicih dengan cara berkeliling Bandung dengan sistem Cash On Delivery (COD). Bahkan konsumen hanya membeli satu bungkus pun, ia bersedia untuk mengantarkannya.

Karena memulai dengan modal yang pas-pasan, membuat Reza tidak memiliki kantor resmi bahkan toko untuk memajang produknya tersebut. Akan tetapi, hal itu tidak membuat dirinya putus asa. Jiwa muda serta pikiran inovatif membuat Reza memanfaatkan media sosial yang tengah booming di Indonesia sebagai lahan jualan yaitu Facebook dan Twitter.

Bersaing dengan banyaknya penjual kripik singkong pedas di Bandung, membuat Reza harus berpikir lebih idealis lagi. Agar dapat membedakan Maicih dengan produk serupa lainnya, ia pun akhirnya memberikan kesan eksklusif untuk Maicih lewat dua cara, yaitu yang Pertama, produk hanya dapat dibeli melalui media sosial dan yang kedua Maicih tersedia dalam aneka tingkatan pedas mulai dari level 1 – level 5, bahkan saat ini mencapai level 10.

Akhirnya nama Maich pun menjadi sangat populer dan viral di Twitter. Dalam kurun waktu kurang dari setahun, Maich pernah mencatatkan omzet sampai Rp 7 miliar dalam waktu satu bulan. Perkembangan Maich yang sangat luar biasa itu akhirnya membuat kapasitas produksi langsung berkembang pesat mencapai 2.000 bungkus per hari. Dengan omzet harian menyentuh angka Rp 22 juta, akhirnya Reza pun bekerja sama dengan produsen kripik singkong pedas lokal.





# Kisah Disabilitas Intelektual Meretas Kemandirian

Bimo Aria Fundrika

Senin, 18 Oktober 2022



Suara.com - Seperti layaknya seorang profesional, sebuah topi hitam khas pelukis tak pernah ketinggalan digunakan oleh Nathan. Dadanya dibalut celemek bermotif bunga. Sementara di pangkuannya sebuah kanvas berwarna hitam mulai terlihat guratan dari kuas cat yang ada di tangan kanannya. Dengan perlahan, kuas yang telah dibalut cat warna merah muda ia tarik dari atas kanvas ke bawah.

Tangannya juga mulai belepotan warna merah dan putih dari cat yang ia gunakan. Kanvas yang sedari tadi di pangkuannya, kini mulai penuh dengan tarikan garis-garis abstrak dengan dominasi warna merah, merah muda dan juga putih.

Bakat melukis anak laki-laki bernama lengkap Nathanael Andhika Santoso ini sebenarnya baru terlihat beberapa waktu lalu.

Sejak lahir, Nathan didiagnosis dokter mengalami down syndrome, sebuah istilah medis untuk menggambarkan kelainan genetik yang dibawa sejak lahir pada kromosom 21. Nathan yang berusia 17 tahun, saat ini baru mengenyam pendidikan setingkat Sekolah Menengah Pertama (SMP). Pada anak disabilitas seperti Nathan, kemampuan intelektualnya relatif lebih lambat dari usia biologisnya saat ini. Ria sendiri tidak tahu pasti berapa usia intelektual Nathan saat ini. Berbagai terapi dan pendekatan untuk merangsang perkembangannya juga telah diberikan Ria dan suami, Iman Santoso, selama bertahun-tahun. Tapi, pandemi Covid-19 kemudian melanda.



Hasil karya Nathanael Andhika Santoso.

Kondisi itu membuat Nathan sulit untuk mendapatkan pendidikan yang optimal. Ria dan Iman pun segera putar otak agar Nathan bisa tetap terus berkegiatan sambil melatih kemandiriannya. Hingga kemudian Ria memperkenalkan kanvas, kuas beserta cat pada Nathan. Mulanya Ria hanya iseng mengirimkan hasil corat-coret Nathandi atas kanvas ke grup Whatsapp keluarga..

"Saat saya kirim ke grup WhatsApp keluarga pada bilang 'Itu lukisan kamu (Nathan)?' Pada bilang bagus." ujar Ria.

Dari situ, Ria makin rutin menyediakan dan memberikan kanvas beserta, cat dan kuasnya untuk Nathan. Kian hari, kemampuan melukis Nathan juga makin moncer. Tangannya makin lihai menarik garis demi garis di atas kanvas menjadi sebuah lukisan. Karya itu kemudian dibawa ke lingkungan yang lebih luas. Ria memperkenalkannya ke lingkungan gereja, khususnya pada Ida, penggerak Rumah Belajar Kharis yang berkegiatan di Gereja Santa Monika, Serpong, Tangerang Selatan. Namun sejak pandemi melanda, semua kegiatan akhirnya dilakukan di rumah masing-masing, termasuk Nathan juga masih tetap melukis dan menghasilkan karya.

"Saya enggak mau orang beli dengan dasar kasihan, tapi terus sudah," kata Ida. Menurutnya, pola pikir yang cenderung mengasihani anak disabilitas justru membuat kegiatan yang dilakukan sulit untuk bisa berlanjut. Dengan demikian juga akan sulit bagi mereka untuk bisa mencapai kemandirian. Oleh sebab itu, dalam setiap prosesnya, Ida juga selalu mengedepankan kualitas dari karya yang dibuat oleh anak-anak disabilitas ini.

Bukan hanya itu, Ida juga ingin bahwa semua produk yang dihasilkan juga punya kualitas wahid yang bisa bersaing di pasaran. Bahkan, Ida juga berani memasarkannya dengan harga yang relatif tinggi. Seperti misalnya tas dan juga scarf yang dibuat oleh Nathan, masing-masing dijual dengan harga Rp 250 ribu dan Rp 195 ribu. Sehingga, mereka yang membeli karya dari anak berkebutuhan khusus adalah orang-orang yang sudah bisa mengapresiasi dan menghargai kemampuan anak disabilitas apa adanya. Bahkan, Ida mengungkapkan bahwa hasil penjualan tas dan juga scarf COLOURS by Nathan juga ikut disumbangkan ke Ayo Sekolah Ayo Kuliah (ASAK), suatu program Keuskupan Agung Jakarta yang jadi sarana umat Katolik untuk membantu pendidikan bagi masyarakat kurang mampu.

“Dengan cara ini, kami juga ingin mengubah mindset masyarakat bahwa yang berkebutuhan khusus itu juga bisa berbagi kepada masyarakat, bukan selalu yang harus disumbang dan dikasihani,” kata Ida.



Group Discussion Sheet Related to Article

Objective: to hone students' abilities in analyzing supporting factors and habits that can support and hinder creativity which can be learned from the figures in the articles provided

Discuss the following questions and answer them in the respective workbooks regarding the articles obtained:

1. Explain the character's background!
2. What motivation makes them create innovation/creativity? Explain!
3. What challenges does the character face?
4. What reactions do they receive from the public regarding the products they produce? Explain!
5. What factors support their creativity to develop?
6. What characters or traits enable characters to continue to develop their creativity?
7. In your opinion, what habits can hinder the growth of creativity in a person?

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Notes for class discussion results:

1. What characteristics do the three have in common in terms of creativity?
2. What is the group's conclusion regarding the aspects that differentiate between people who can produce creative work and people who do not think of producing creative work?

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## Reflection and Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

### 1. Self Reflection

What did I learn about myself through this day-long learning experience? How did I feel during and after today's learning experience? What strengths and weaknesses do I see from my learning experience throughout the day?

### 2. Process Reflection

What went well during the day's learning process, and why?  
What can I do differently tomorrow for better results?  
How do I prepare myself before learning, and is that preparation enough?

### 3. Reflection on Results

Are the results I achieved today in line with my initial expectations? What makes this outcome a success or failure?

### 4. Learning Reflection

What are the main challenges I face, and how do I address them? What new skills or knowledge did I gain?  
How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

How do I communicate and collaborate with others?  
Was there a moment where I could have listened or responded better? What did I learn about interpersonal relationships through today's learning experience?

# CLASS ON PRACTISING CREATIVITY

## Activity 1

### Creative Thinking Provoking Task Sheet

Objective: students can try strategies to stimulate critical thinking and then test whether these strategies can improve their creative thinking abilities or not

<p><b>ACAK KATA</b> Minta satu kartu Pertanyaan dari fasilitator, kemudian bukalah halaman majalah/buku secara acak, tunjuk satu kata yang pertama kali dilihat, kemudian kaitkan kata tsb dengan persoalan/pertanyaan.</p>
<p><b>PERCAKAPAN TENTANG KITA</b> Berkelompoklah dengan 1-2 orang teman yang juga memperoleh instruksi Percakapan Tentang Kita. Setiap orang menerima 1 kartu pertanyaan. Setiap pertanyaan dijawab oleh seluruh pemain. Setiap orang punya pendapat yang mungkin berbeda. Jadikan ini kesempatan mendengarkan dan berdiskusi.</p>
<p><b>PUISI</b> Berkelompoklah dengan 2 orang teman yang juga memperoleh kartu instruksi Puisi. Setiap orang menerima sebuah puisi dan membacanya (boleh dideklamasikan). Setelah itu, setiap orang menceritakan pikiran atau perasaan yang dirasakan ketika membaca puisi tersebut.</p>
<p><b>DONALD BEBEK</b> Bacalah cerita dalam komik Donald Bebek</p>
<p><b>MEWARNAI</b> Ambil kertas lembar mewarnai, dan silakan mewarnai dengan pensil warna atau apa saja.</p>
<p><b>PAPER QUILLING</b> Berkreasilah membuat suatu bentuk dengan paper quilling yang tersedia.</p>
<p><b>CLAY</b> Berkreasilah membuat suatu bentuk dengan clay yang tersedia.</p>
<p><b>STIK ES KRIM</b> Berkreasilah dengan stik es krim dan karet yang tersedia.</p>
<p><b>KERTAS &amp; PENSIL</b> Berkreasilah dengan menggunakan pensil dan kertas yang diberikan kepadamu.</p>
<p><b>MUSIK</b> Ambil earphone dan dengarkan musik ini dari Youtube: The Sounds of Indonesia Full Album 1 by Addie MS - Instrumental Lagu Daerah Nusantara</p>
<p><b>SKIPPING</b> Mainkan tali skipping sesukamu.</p>
<p><b>VIDEO MASQUERADE</b> Ambil HP dan earphone, tonton dari Youtube, MASQUERADE TERKREATIF   TV SHOW DARI JEPANG</p>

Informal Assessment Sheet Regarding Creativity

The purpose of this activity is to see if there is an increase in the number of students' answers in answering informal assessments and to see the uniqueness of the answers given by students, whether there is progress or not.

About verbal creativity

1. Name anything that can sound/sound.

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2. Name as many words starting with F as possible.

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3. In Switzerland, the putri-malu plant is sold for IDR 150,000.00 if converted to rupiah. If at a bazaar in Indonesia, you want to try selling the Maluku plant for IDR 150,000.00, mention the methods you will use to sell it.

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About nonverbal creativity:

4. Make a drawing of curved lines on this sheet of paper in 3 minutes. You are free to draw anything.

## Activity 2

### Sheet Creating Creative Products

The aim of this activity is for students to be able to practice the steps in creating creative products that have been studied (format available in student worksheet)

#### **DISKUSI KELOMPOK: Imajinasi dari gabungan kata acak**

Setiap anggota kelompok memperoleh satu kata yang berbeda dari anggota lainnya. Gabungkan semua kata tersebut, kemudian imajinasikan produk apa yang bisa diciptakan dari kata-kata tersebut. Ini bukan merangkai kalimat, tetapi membayangkan produk yang bisa dihasilkan dari asosiasi kata-kata tersebut.

Terapkan pancingan berpikir dan kelima tahap proses kreatif 😊

#### **DISKUSI KELOMPOK: Merencanakan bisnis**

Kelompokmu sedang menjalankan usaha pusat daur ulang pakaian dan perlu menghasilkan Rp.5.000.000 per bulan. Susun rencana dengan mendiskusikan ide-ide dari kelompok.

Terapkan pancingan berpikir dan kelima tahap proses kreatif 😊

#### **DISKUSI KELOMPOK: Membuat komik**

Setiap orang pasti punya cerita.

Setiap orang pasti pernah berinteraksi sosial dan berdialog.

Dalam satu kelompok, setidaknya satu orang bisa membuat gambar garis, dan setidaknya satu orang bisa menulis.

Buatlah komik dengan tema dan gambar bebas pada 1 halaman kertas A4.

Terapkan pancingan berpikir dan kelima tahap proses kreatif 😊

Format for Completing Assignments to Create Creative Products

Complete each stage below to create a creative product assigned to your group!

<p><b>Preparation</b></p> <p>We are aware or sensitive to conditions, realizing there is a gap, or need, which encourages us to do something. Therefore we seek information, are open to experience, and tolerate ambiguity</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>Incubation</b></p> <p>The stage where we "chew" the thoughts or information received. The subconscious mind organizes information into ideas</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>Enlightenment (illumination, insight)</b></p> <p>The stage when intuition and reason merge, when ideas that have been incubated in the subconscious mind move towards the conscious mind, and this is the moment when we get the AHA moment</p> <p>.....</p> <p>.....</p>
<p><b>Verify/Evaluate ideas</b></p> <p>The stage when analytical thinking comes into play, to test ideas, whether they are valid, appropriate and useful</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>Elaboration</b></p> <p>The stage when we connect ideas, combining them with relevant information and details. A time when we work on products carefully and diligently</p> <p>.....</p> <p>.....</p> <p>.....</p>

## Weekly Activities

## Weekly Mission Worksheet (Journal)

Mission Title: Practice Thinking or Seeing Creatively in

### Everyday Life Weekly Assignments:

1. Did you find something creatively used this week? What is that? And explain how to use it?
2. How can you use creativity in everyday life?
3. How do you improve your creativity?

[illegible]

## Reflection and Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

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How do I communicate and collaborate with others?  
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# **CRITICAL THINKING MODULE**

## CLASS ON "WHAT IS CRITICAL THINKING?"

### Activity 2

#### Article Sheet Related to Case Studies

##### Article 1:

### **Fight over Daily Kasbon, Cooperative Leaders and Employees in Purworejo Stabbing at Each Other**

Kompas.com - 11/07/2024, 12:57 IWST Bayu Apriliano, Robertus Belarminus Editorial Team 2 1

A leader and employee of a savings and credit cooperative (KSP) in Purworejo were involved in a fight which resulted in serious injuries. The fight occurred at the cooperative office located in Tambakrejo Village, Purworejo District, on Wednesday (6/11/2024) evening. Both were rushed to hospital after the incident, which was allegedly triggered by employee disappointment regarding the rejection of their request for an increase in daily cash allowance. Purworejo Police Chief, AKP Bruyi Rohman, said the incident started at 17.00 WIB. An employee named Pendi (27) returned to the office after meeting a customer. After completing the administration and depositing the money to the office treasurer, Maorin, Pendi then went to Purwanto (42), the cooperative leader, to ask for an increase in the daily cash bond. This request was rejected, which sparked an argument between the two. One of the employees, Amel, who saw the argument felt frightened and left the office. "Because he was emotional, Pendi immediately stood up from his seat and pushed Purwanto until he was pushed against the wall. After that, Pendi turned the table in front of Purwanto," said Bruyi, on Thursday (7/11/2024). In an emotional state, Purwanto took a badik from his overturned desk drawer and pointed it at Pendi to scare him. Seeing the situation getting hotter, Maorin shouted to stop him, but he ended up running out because he was scared. From outside the office, Maorin and Amel asked for help. Not long after, local residents came to break up the fight. When residents entered the office, they saw Pendi coming out injured while throwing away his badik, while Purwanto was sitting on the floor with the same injury. Officers from Purworejo Police immediately evacuated the two people to Tjitrowardojo Regional Hospital after receiving their report from inhabitants.

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As a result of this fight, Purwanto suffered lacerations to the top of his head and forehead, abrasions to his left arm, and a fracture to his right little finger. Meanwhile, Pendi suffered stab wounds to the right side of his stomach and the left side of his head. Currently, both of them are undergoing intensive treatment at Tjitrowardojo Regional Hospital. This case is currently being investigated by the Purworejo Police together with the Purworejo Police. "We urge the public to remain patient in facing problems. Don't solve problems with emotion," appealed Bruyi.

Source:

<https://regional.kompas.com/read/2024/11/07/125703678/cekcok-soal-kasbon-daily-leaders-and-employees-of-cooperatives-in-purworejo?page=2>.

## Article 2

### **Watching YouTube Allegedly Recording Brawl, Man in Depok Becomes Target of Persecution**

Kompas.com - 10/29/2024, 19:39 IWS Dinda Aulia Ramadhanty, Jessi Carina Editorial Team 1

A man with the initials R was assaulted after being suspected of recording a fight on Jalan Raya Margonda, Depok City, on Sunday (27/10/2024). The incident occurred on Sunday morning at around 11:00 p.m 05.00 WIB when the victim was walking while opening the YouTube application. "The reporter was just walking while watching YouTube," said Beji Police Chief Commissioner Jupriono in his statement, Tuesday (29/10/2024). According to reports, while he was walking, the victim saw a group of people fighting on the side of Jalan Margonda Raya. An unknown person involved in the fight suddenly accused the victim of recording a video of the fight. "The complainant was accused of videotaping their fight, then the complainant was beaten at the location," said Jupriono. Without thinking, the person then hit the victim directly in the face, causing swelling in the victim's eyes. "The complainant experienced swelling in his eyes and the complainant's eyes continued to water," said Jupriono. Jupriono continued, his party had checked the crime scene but did not find any victims or suspected perpetrators. It is known that the victim immediately went home after the incident. "Next, Beji Police officers are looking for the victim's home address by calling the victim and going to the victim's house," he explained.

Source:

<https://megapolitan.kompas.com/read/2024/10/29/19395261/nonton-youtube-suspected-recording-men-s-brawl-in-Depok-was-target>



## Article 3

### **Staring at each other at a food stall, a man in Makassar was attacked by a sharp weapon**

Kompas.com - 10/24/2024, 05:34 IWST Reza Rifaldi, Sari Hardiyanto Editorial Team 1

A video upload of a commotion between several youths at a food stall in Makassar City, South Sulawesi, went viral on social media. In this incident, a man was the victim of an attack using a sharp weapon. This incident occurred on Wednesday (23/10/2024) evening at a food stall located on Jalan Urip Sumiharjo, Panakkukang District. Footage from surveillance cameras (CCTV) shows a number of men involved in a fistfight in the shop parking area. In the video, a man in black is seen taking out a sharp weapon and attacking his opponent blindly. The victim, who was wearing a blue T-shirt, tried to avoid and fight back by throwing a chair at the perpetrator. So, what actually happened? Police explanation from the Head of Criminal Investigation Unit of Panakkukang Police, Inspector Sangkala, confirmed that there was an incident recorded in the video. He revealed that the victim with the initials HZ (37) had reported the incident to the police. "Yes, the fight involved fellow visitors. The victim has reported it," said Sangkala when confirmed by media crew on Wednesday evening. Sangkala explained that the commotion started when the victim was about to enter the shop. The perpetrator who was already in the shop felt offended because he was being stared at by the victim. "The perpetrator thought he was being stared at by the victim, so he immediately reprimanded him and went to the victim's table. This problem was just a misunderstanding, because they were staring at each other," he said. Currently, the police are still investigating and pursuing the perpetrators to uncover the exact motive behind the commotion. "The perpetrator is still under investigation," concluded Sangkala.

Source:

<https://makassar.kompas.com/read/2024/10/24/053400378/saling-tatap-di-warung-ate-man-in-Makassar-attacked-by-sharp-weapons>.

## Article 4

### **2 Middle School Students in Garut Fight Freely During Study Hours**

Ii Solihin Tuesday, 22 October 2024 - 17:53 WIB

Two students from SMPN 1 Leuwigoong, Garut Regency, were involved in free fighting during study hours. The brawl was witnessed by dozens of students, and was even recorded and the video spread widely on social media. The free fighting action, like a fight broadcast on television, took place on Wednesday, October 16 2024. The free fighting took place in the field behind the school. They also climbed the wall behind the school. The school, who knew about the incident, immediately called the students in the video. Deputy Head of SMPN 1 Leuwigoong for Student Affairs, Sopyan, said that the incident was purely juvenile delinquency, which was a random fight between class 9C and class 9F students. Then, it was deliberately recorded by other students. "Students involved in fights received disciplinary sanctions from the school. There were no victims or bruises after the fight. Both parties have reconciled and signed an agreement not to repeat the action," said Sopyan, Tuesday (22/10/2024).

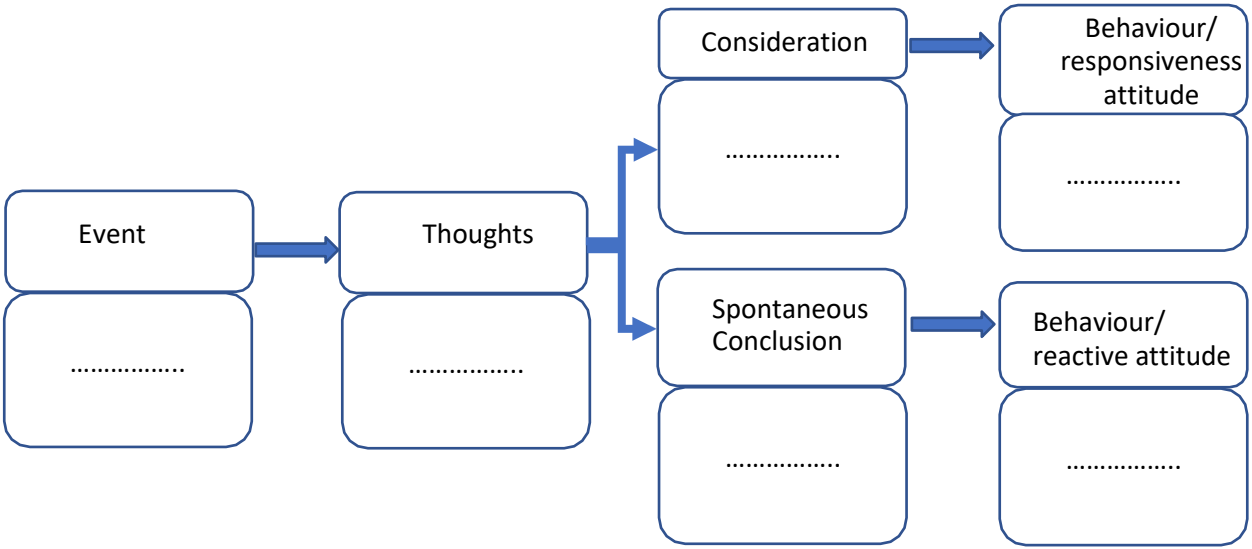
source:

#### Case Study Sheet Related to Article

Read and analyze the articles you get then answer the following questions and write them on the flipchart sheet!

1. What examples of reactive behavior occur? Explain!
2. How do both sides see this issue? Explain!
3. What differences of opinion occurred between the two parties? Explain!
4. What causes this reactive behavior to occur? Explain!
5. In your opinion, what situation in the article is classified as a crisis situation? Explain!

6. Make a thinking concept map during the following critical period and fill in each column based on the results of the group discussion!



## Reflection and Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

### 1. Self Reflection

What did I learn about myself through this day-long learning experience?  
How did I feel during and after today's learning experience?  
What strengths and weaknesses do I see from my learning experience throughout the day?

### 2. Process Reflection

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### 3. Reflection on Results

Are the results I achieved today in line with my initial expectations? What makes this outcome a success or failure?

### 4. Learning Reflection

What are the main challenges I face, and how do I address them? What new skills or knowledge did I gain?  
How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

How do I communicate and collaborate with others?  
Was there a moment where I could have listened or responded better?  
What did I learn about interpersonal relationships through today's learning experience?



## CLASS ON RECOGNIZING CRITICAL THINKING READINESS

### Activity 1

Group Discussion Sheet Regarding Examples of Actions in Certain Bias Categories

Objective: students can understand examples of everyday actions that fall into certain bias categories

Put an X in the column that according to the group is an example of the action of the following category of bias:

A = Availability bias; B = Confirmation bias; C = Attribution bias; D = Bandwagon effect; E = In-group bias; F = Implicit bias

No	Action Example	A	B	C	D	F
1	Believe that crime is increasing due to reports in news					
2	Blaming other students' laziness on the study team					
3	Choose close friends to join in work projects					
4	Believing rumors or conspiracy theories					
5	Liking or supporting popular artists					
6	Trust prospective employees from well-known universities more					
7	Trust your own group's opinions more in discussions					
8	Thinking yourself smart when you pass a test, but blaming the questions when fail					
9	Consider that food certain No Healthy Because personal experience					
10	Consider young employees less experienced					
11	Using new apps or social media platforms					
12	Ignore the signs of an unhealthy relationship					
13	Assume flooding will occur after the extreme rainy season					
14	Thinks other drivers are bad, but stands up for yourself when bad driving					

15	Providing friendlier service to customers by 'professional' appearance					
16	Ignoring group members' mistakes in competition sport					
17	Interpret product reviews based on personal preferences					
18	Support popular sports teams					
19	Choose a doctor or hospital based on friends' stories					
20	Assuming students excel just because they are lucky					
21	Avoid criticism of personal decisions					
22	Be more friendly towards friends from the club or community the same					
23	Buying highly rated products without researching further					
24	Perceiving women to be more emotional in conflict situations					

Objective: to try to answer critical thinking questions and direct students to be able to criticize opinions/statements, as well as criticize the logic of thinking contained in the relationship between these statements.

- Johan is in the kitchen only if there is food in the kitchen. Now there is no food in the kitchen. So Johan is in the kitchen. Is this conclusion true?
  - Of
  - No
  - It could be
- Santi was standing near Vina. Is this statement true: Vina is standing near Santi.
  - Of
  - No
  - It could be
- Cilegon's location is close to Rangkasbitung. Is this statement true: The location of Rangkasbitung is close to Cilegon.
  - Of
  - No
  - It could be
- Leaders are people who are good at talking. Do you agree?
  - Of
  - No
  - It could be
- First impressions are everything. Do you agree?
  - Of
  - No
  - It could be
- Nokia once went to Paris with Pluto. Which conditions, if true, prove this statement?
  - Cannot be determined
  - Nokia once did a somersault with Pluto
  - Pluto once went to Paris with Nokia
- Statement 1: If you are stingy then you are an expert in gymnastics. Statement 2: Uncle Scrooge is not a miser. What is the conclusion?
  - Uncle Scrooge is not a gymnastics expert
  - Uncle Scrooge is a gymnastics expert
  - Cannot be determined
- Statement 1: If you pass the PTN you cannot assemble furniture. Statement 2: Dio cannot assemble furniture. Conclusion: Dio did not pass PTN. Is the logic correct?
  - Not exactly
  - Appropriate
- Statement 1: Anything that offers online loans can be a trap. Statement 2: All those who trap are not helpers. What is the conclusion?

- a. The one who trapped him must be the mugger.      B. Those who offer online loans are definitely not helpers      c. There are online loans that can help
10. My nephew is 9 months old, and he usually falls asleep quickly if he is laid on the bed. But every time his grandmother came to visit in the afternoon, he would cry when put to bed and could hardly stop.  
Conclusion: Grandma must have given him chocolate and sugar which made my nephew hyperactive.
- a. Conclusions are in line      b. Conclusions are inconsistent

### Activity 3

Objective: is to self-assess their tendencies towards critical thinking, participants can identify whether they have often or rarely done critical thinking

No.	Pernyataan	Tidak Pernah	Jarang	Kadang-kadang	Sering	Selalu
1	Saya memikirkan akibat yang mungkin terjadi sebelum melakukan suatu tindakan.					
2	Saya mengembangkan ide dengan mengumpulkan informasi.					
3	Ketika menghadapi masalah, saya mencari solusi-solusi yang ada.					
4	Saya mampu memberikan alasan pada pendapat saya.					
5	Penting bagi saya mendapatkan informasi pendukung bagi pendapat saya.					
6	Saya biasanya memiliki lebih dari satu informasi sebagai pertimbangan sebelum membuat keputusan.					
7	Saya merencanakan ke mana bisa mendapatkan informasi yang dibutuhkan mengenai topik tertentu.					
8	Saya mencari tahu cara mendapatkan informasi dari suatu topik.					
9	Keputusan yang saya ambil berdasarkan pertimbangan informasi yang saya dapat.					
10	Saya selalu terbuka terhadap ide-ide yang berbeda ketika merencanakan dan membuat keputusan.					
11	Saya sadar terkadang tidak ada jawaban mutlak benar atau salah untuk menjawab sebuah pertanyaan.					
12	Saya memastikan kembali informasi yang saya gunakan benar.					

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# CLASS ON GUIDELINES AND CRITICAL THINKING PRACTISES

## Activity 1

### Appendix Critical Thinking Exercises

#### **Exercise 1. Respond to photos of events**

Give feedback on whether residents need to do this?

#### **Sleep Therapy on Train Tracks**



Source: <https://www.datatempo.co/foto/detail/P2607201100275/terapi-tidur-di-atas-rel-trains>

JeDA discussion guide:

1. What is the basis for people's belief that the energy from railroad tracks has healing powers? Is it related to a particular culture, tradition or myth?
2. How is this healing mechanism explained by those who practice it? Is there scientific evidence to support this belief?
3. Is this practice common in other areas, or specific to certain areas?
4. How much harm might this practice pose, both in terms of safety (e.g. risk of being hit by a train) and health?
5. Are there other treatment alternatives available to the people there, and if so, why do they prefer this method?

6. How do you yourself view this practice? Do you tend to understand it as a form of despair, tradition, or belief that needs to be respected?
7. What would happen if this practice were banned without providing an explanation or other solution?
8. What if the public's sources of information about health were better? Will practices like this persist?
9. What if a scientist or doctor tried to study the energy in these rails to prove or disprove these claims?
10. Does the problem of access to health services influence people's decisions to try alternative methods like this?
11. After all the questions above have been answered, please provide feedback regarding **do residents need to do this??**



### Exercise 3. Responding to Statements

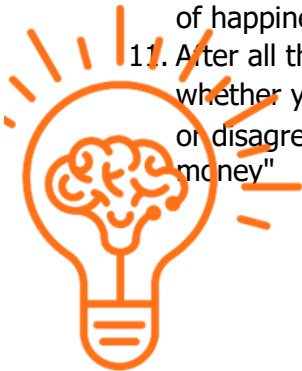
Give your opinion whether you agree, disagree, or other opinions to the statements below:

"Time is money"

JeDA discussion guide:

Answer the following questions to help dig deeper to understand and challenge the assumptions behind the statement.

1. What does "time is money" actually mean?
2. In what context is this statement most relevant, and are there contexts where this does not apply?
3. What is the relationship between time, productivity and economic value?
4. Are there other values besides money that could be more important than time?
5. How does this perspective influence your personal decisions regarding the use of time?
6. Have you ever felt that chasing money makes you lose time for other important things?
7. What are the consequences of focusing too much on "time is money" on life balance?
8. Is there any other way to describe the value of time than with a money analogy?
9. What would happen if time were not considered as something of economic value?
10. How would this perspective be different if it were measured in terms of happiness or social relationships, rather than money?
11. After all the questions above have been answered, then conclude whether you agree or disagree or have other responses regarding the statement "time is money"



### Exercise 3. Responding to Statements

Give your opinion whether you agree, disagree, or have other opinions to the statements below:

"The sane, the quiet"

The statement "the sane are silent" often refers to a condition where people who understand the situation choose not to get involved in a particular conflict or debate. To explore the meaning, implications and validity, here are critical thinking questions that you need to answer.

JeDA discussion guide:

1. What is the definition of "sane" in the context of this statement?
2. Does "silence" always reflect wisdom, or can it be a sign of fear or indifference or resignation?
3. Is choosing silence in certain situations always the right or wise action? Why?
4. What effect does this statement have on the culture of speaking or expressing opinions?
5. Have you ever been in a situation where silence was the best option? Why?
6. How does this view influence the way you deal with conflict or injustice?
7. What would happen if all "sane" people chose not to stay silent and instead speak the truth?
8. In certain cultures or environments, there is social pressure to "keep quiet" despite someone knows it's wrong?
9. What impact would it have on society if this statement was made a life principle by many people?
10. What if the "sane ones" actually become the more vocal party? Is the conflict bigger or is a solution reached more quickly?
11. After all the questions above have been answered, then conclude whether you agree or disagree or have other responses regarding the statement "the sane are silent"

### **Exercise 3. Responding to Statements**

Give your opinion whether you agree, disagree, or other opinions to the statements below:

"If two people always agree on everything, that means only one person thinks"

This statement contains criticism of the lack of diversity of thought and discussion. The following is a guide to critical thinking questions that you need to answer to dig deeper into this statement.

JeDA discussion guide:

1. What is meant by "always agree on everything"? is this really possible?
2. How do differences of opinion contribute to the thinking and decision-making process?
3. Does the absence of dissent always mean one party is not thinking?
4. In what situations might complete agreement be better than disagreement?
5. Have you ever experienced a situation where you always agree with someone? What was the main reason behind the deal?
6. Do you feel stimulated to think more critically when there are differences of opinion?
7. Are there any situations where "always agreeing" is a sign of effective collaboration than lack of independent thinking?
8. What would be the impact if everyone always agreed on everything? Will the world be more peaceful or will it lose innovation?
9. What if differences of opinion are always seen as something negative? Does it influence the development of ideas?
10. What would happen if someone continued to push their views until everyone eventually agreed?
11. After all the questions above have been answered, then give a conclusion whether you agree or disagree or have any other responses regarding the statement "If two people always agree on everything, that means only one person is thinking".

### Exercise 3. Responding to Statements

Give your opinion whether you agree, disagree, or other opinions to the statements below:

**Tekan Polusi Udara, ASN DKI Jakarta Bekerja dari Rumah Selama Dua Bulan**

Merespons masalah polusi udara, Pemerintah Provinsi DKI Jakarta segera memberlakukan sistem bekerja dari rumah mulai 21 Agustus-21 Oktober 2023.

Article written by Helena Fransisca Nababan, 17 August 2023,  
<https://www.kompas.id/baca/metro/2023/08/17/asn-dki-bisnis-cepat-wfh-dua-bulan> Please provide feedback whether you agree or not with this policy?

JeDA discussion guide:

1. What is the main reason this policy was implemented? How is this policy expected to reduce air pollution?
2. What data or research is this decision based on? Are there any studies showing that reducing ASN travel significantly affects air quality?
3. Is this policy effective enough to deal with air pollution problems in Jakarta? Why or why not?
4. How does this policy affect public services? Is there a risk of decreasing service quality or efficiency?
5. What do you think are the priorities in dealing with air pollution in Jakarta?
6. Are there other policies that could be implemented alongside working from home to tackle air pollution more effectively, such as restrictions on private vehicles or greening cities?
7. What if this policy is extended for more than two months? What impact will it have on the long term?
8. What if all residents of Jakarta were asked to work from home? What are the challenges and benefits?
9. How does this policy compare with efforts to deal with air pollution in other big cities in the world? Are there any lessons to be learned?
10. How big a role does public transportation play in reducing air pollution, and does this policy consider developing more environmentally friendly transportation?
11. After all the questions above have been answered, then provide a conclusion whether you agree or disagree or have any other responses regarding this policy.

### **Exercise 3. Responding to Statements**

Give your opinion whether you agree, disagree, or have other opinions to the statements below:

"For the sake of having a prestigious car, Sam has no problem refusing invitations to hang out with his office friends. He really squeezes out expenses to pay off the car installments. When he doesn't bring lunch, he's willing to skip eating. Once he even dared to borrow money for petrol from a friend, holding back the shame. Even though it seems like torturing himself, a prestigious car is a symbol of masculinity and a man's stability."

Please respond whether you agree or not with this case?

JeDA discussion guide:

1. What is meant by a "prestige car" in this context, and why is it considered as a symbol of masculinity and stability?
2. What is the relationship between ownership of luxury goods and social status in society?
3. Does Sam's sacrifice reflect personal values, social pressure, or both?
4. How much impact did Sam's sacrifice have on his physical health, mental health, and social relationships?
5. Can a car really provide satisfaction or reward commensurate with the sacrifices it makes?
6. How do you view the relationship between material things, self-esteem, and happiness?
7. What values or standards do you use to judge "manliness" or "manliness"?
8. Is this kind of phenomenon common in our society? What is the cause?
9. How does the media or popular culture influence the view that cars are a symbol of the establishment?
10. Is social pressure greater on men to demonstrate their success through luxury goods than on women?
11. After all the questions above have been answered, then give a conclusion whether you agree or disagree or have other responses in response to the case.

### **Exercise 3. Responding to Statements**

Give your opinion whether you agree, disagree, or other opinions to the statements below:

#### **Exercise 7. Responding to Events**

### **Persita Tangerang Supporters Protest, Demand Players Win Against Persebaya and PSS Sleman**

Askadina

Wednesday, 09 August 2023

In the aftermath of a crushing 0-1 defeat to PSM Makassar at the Indomilk Arena Stadium, hundreds of Persita Tangerang supporters staged a protest in front of the coach and players. A supporter representative gave a speech of disappointment.

It didn't stop there, the supporters also demanded that the coach and players give their best performance for the revival of Persita Tangerang. The Laskan Benteng Viola (LBV) representative then urged the players to produce satisfactory results in the next two League 1 2023/2024 matches. Furthermore, they threatened, if unable to provide the demand, LBV will vacate the stadium.

"We are giving Persita a chance, if we still can't fulfill the supporters' wishes, we will boycott the stadium," said one LBV.

He then explained that Persita must get at least one point or three points in the upcoming match against Persebaya. Apart from that, they also demanded that Persita win the drum match with PSS Sleman.

"Persita against Persebaya, Persita must steal points, one point or three points. In the Persita match

against PSS Sleman, must win! Did you hear it, player, did

you hear it?" he said. "By the way, players, by the way!"

chimed in another.

"We need proof!" said another supporter.

According to Persita supporters, losing at the drums is haram for them. One of the reasons they provided support for the protest was because they did not want to see their favorite team lose. Moreover, stadium entrance tickets are considered quite expensive.

### **Exercise 3. Responding to Statements**

Give your opinion whether you agree, disagree, or other opinions to the statements below:

"In the future, playing drums will be haram!" said the

LBV representative. "Expensive Tickets!" said another.

<https://joglo.suara.com/read/2023/08/09/133800/aksi-protes-suporter-persita-tangerang-demand-players-win-against-Persebaya-and-PSS-Selman>

Give your response, do the supporters need to do these things below?

JeDA discussion guide:

1. What is the main reason for supporters to carry out this protest? Is it because of team performance, management, or something else?
2. Is there a similar pattern of protests in the world of football, both at national and international level?
3. Are these protests an effective way to encourage improved team performance? Why or why not?
4. Are the supporters' demands realistic, considering that football competitions involve many factors, such as strategy, opponents and player conditions?
5. How will this protest impact the morale of players, coaching staff and club management?
6. How do you view the role of supporters in providing support to the team – is it better to take the form of firm criticism or unconditional support?
7. What if this protest was carried out in a different way, such as a discussion or positive support campaign?
8. Are there other ways for supporters to show their dissatisfaction without worsening relations with the club?
9. How should clubs respond to protests like this so that relationships with supporters are maintained?
10. What if the club doesn't respond to supporters' demands at all? What impact will this have on the long-term relationship between clubs and supporters?
11. After all the questions above have been answered, please provide feedback regarding **do supporters need to do this??**





## Reflection & Evaluation Sheet

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### 1. Self Reflection

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Was there a moment where I could have listened or responded better?  
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# **PROBLEM SOLVING MODULE**

## CLASS ON PROBLEM SOLVING CONCEPTIONS

### Activity 1

Choose the following statement and put a checklist (✓) in the column that you think most suits you

N	Question	Often	Sometimes	Never
1	I am able to identify/recognize the problems faced			
2	When I need to find a solution to a problem, I usually have all the information I need to solve it			
3	I am able to define each problem carefully before trying to solve it			
4	I try to look at problems from different points of view and come up with various solutions			
5	I look for the best solution in solving problems carefully and thoroughly			
6	Once I select the best solution, I develop a systematic implementation plan for solving the problem.			
7	When I decide on a solution to a problem, I can convey the solution well to the relevant parties			
8	Once a solution is implemented, I immediately look for ways to improve the idea and avoid future problems.			
	<b>Amount</b>			
		X3	X2	X1
	<b>Total Value</b>			

## Activity 2

Problem Solving

Communication

Article Sheet Article 1

### **Pandawara Group Resilient Youth Movement Against Waste**



SohIB, do you know yet? As the largest archipelagic country in the world, Indonesia faces big problems in managing waste. The widespread waste problem has a negative impact on the environment, health and people's lives. However, amidst these challenges, a movement has emerged to combat waste and increase awareness of the importance of keeping the environment clean.

Pandawara Group emerged as a driver of change in an effort to overcome this problem. This group of children of the nation has a vision to protect the environment and reduce the negative impact of waste on society and nature.

As statistical data shows, the waste problem in Indonesia is getting worse every year. Because waterways were blocked by piles of rubbish, the major floods that occurred in Jakarta in 2019 caused economic, health and infrastructure losses.

Based on data on waste management performance achievements collected by 195 districts/cities throughout Indonesia in 2022, [National Waste Management Information System \(SIPSN\)](#) recorded waste generation of 19,542,090.78 tons per year, waste reduction of 18.76%, waste handling of 48.13%, managed waste of 66.89%, and unmanaged

waste of 33.11%.

The name Pandawarara comes from two syllables, namely "Panda" and "Wara". "Panda" comes from the Mahabarata puppet story which means five and "Wara" comes from Sundanese which means good. So if combined, the meaning of Pandawarara is five young men who brought good news.

Starting from anxiety, these five young people took the initiative to clean up rubbish in the river. The Pandawara members themselves consist of Gilang, Rifqi, Agung, Iksan, and Rafly who are high school friends.

Pandawara shares activities to clean rivers from rubbish by uploading videos to the Pandawara TikTok Group. Not wanting praise or validation, but they want to

informing the Indonesian people that protecting the environment is the responsibility of all of us.

They also show that picking up trash in ditches or rivers is not as bad as one might think. A total of 27,066 kg of waste has been collected during approximately one year of Pandawara's action. This waste comes from 78 waterways in Bandung City and Regency.

Pandawara Group also recently carried out cleaning activities at Labuan beach, Teluk Village, Pandeglang Regency, Banten Province. This activity was organized by them involving volunteers from various backgrounds, from elementary school, middle school, high school students, university students, local communities, village heads, sub-district heads, regents, police chiefs, police chiefs, TNI, navy, RT, RW, to the head of the Banten Province environmental service.

Pandawara Group managed to win the award **TikTok Local Heroes** in appreciation **Year on TikTok 2022** for a video of the trash cleanup action. This award was obtained because their actions were very inspiring and had a positive impact on society and the environment. Apart from that, West Java Governor Ridwan Kamil praised the activities of the Pandawara Group via his personal Instagram account.

Pandawara Group not only tries to clean up rubbish or overcome flooding problems, but also tries to increase public awareness about the environment. It is hoped that this movement can increase public awareness so that they become more aware and responsible for the environment.

However, unfortunately, public awareness is still low, so their actions have not reached the maximum level. There are still many people who throw rubbish into the river.

In our fight against waste, no action is too small or too big. Be an environmental hero where we live and contribute to sustainable change. We can become a young generation who is strong in fighting waste *loh*, Owner.

We can definitely create a clean and sustainable future for future generations. Now is the time for all of us to act and become agents of change. Together, we can fight waste and make this world a better place for all of us!

<https://sohib.indonesiabaik.id/article/pandawara-group-gerakan-anak-muda-tangguh-melawan- trash-ZaOr6>

Groups will discuss and answer the following questions in the student workbook:

1. The benefits obtained from this figure/group solve a problem
2. Identify the steps taken by the character/group to solve the problem
3. In your opinion, what problem solving indicators have been met by the community in solving problems?
4. What factors support the resolution of the problem
5. What factors hinder the resolution of the problem

[illegible]

## Article 2

### The Sky House is a Shelter for Scavenger Children

The children learn without being charged a penny.

Tuesday, 15 May 2018, 22:04 WIB



In that class, Rizki Fitria Aryani (9 years) looked serious about the objects on the table. The skinny, dark-skinned girl gave various colors of paper with crayon drawings of cartoon characters. Rizki tries really hard not to let his crayon strokes exceed the line. Near Rizki, there was a girl who was taller. Her name is Sheila (11 years old). Occasionally, Sheila, who was wearing a white hijab, tried to guide him so that the bar image had the right composition. As Rizki's older sibling, Sheila doesn't want her sister's work to be messy.

The brothers are part of the children who often study at Rumah Langit. As many as 20 children took part in learning that afternoon. Rumah Langit, which is located on Jalan Masjid Al Bariyah No 63 A RT 04/RW01, is a place of learning and a shelter for scavenger children who live about 200 meters away. Every day, they study at 13.00 WIB-16.00 WIB.

On Monday (7/5), for example. Before coloring, they learn mathematics. "We just gave them a quiz for them to practice math questions," said Winona Syifa, Chair of the Rumah Langit Foundation when chatting with *Republika.co.id*.

Every day, the Children of Heaven, the name for children who study at Rumah Langit, will receive different material. Apart from mathematics, they will study English, science, arts, and arts and culture. After studying, the children and older siblings (teachers) will have a ritual of having a free afternoon meal together. Every day, the menu will change from chicken soup, fried rice, fried noodles, stir-fried kale, and so on.



Yusar Mikail, founder of Rumah Langit, explained that there are more than 80 children registered at Rumah Langit. However, the level of child attendance in the community that has just become a foundation fluctuates.

"Sometimes it can be busy, like now there are 20 or so. When it's quiet of 'it's quiet," said Yusar. Because of this, Yusar initiated innovative programs to attract local children to come to Rumah Langit. They also collaborated with various student communities to hold events for the children of the sky. For example, mural training, *outing* to recreation areas, storytelling, and photography training.

The children learn without being charged a penny. The costs of the afternoon meal ritual are also fully borne by Rumah Langit. Yusar explained that all Rumah Langit operational costs are supported by donors from various professions. They make donations ranging from hundreds of thousands to millions of rupiah every month. Yusar admitted that he was careful in using the money. No matter how small Rumah Langit's expenditure is, it must be recorded and included in the report that will be submitted to donors. "Just buy a thousand spices, we'll record them," he said.

Many student volunteers regularly fill their time teaching the Children of Heaven. They come from various departments. From English, information and technology, engineering, to history. The celestial brothers came without payment. However, they received free training from Rumah Langit management. For example, IT training. Oregon, a startup company from the United States (US) owned by Indonesian citizens (WNI), is willing to include them in long-distance training for six months. Several times, they also received free journalism and self-development training. "Most of them are from Unindra because the campus is close to here," said Yusar.

<https://republika.co.id/amp/p8rz72430/rumah-langit-tempat-bernaung-anakanak-pemulung>

Groups will discuss and answer the following questions in the student workbook:

1. The benefits obtained from this figure/group solve a problem
2. Identify the steps taken by the character/group to solve the problem
3. In your opinion, what problem solving indicators have been met by the community in solving problems?
4. What factors support the resolution of the problem
5. What factors hinder the resolution of the problem

[illegible]

## Weekly Activities

## Weekly Mission Worksheet (Journal)

Mission Title: Me and My Problem

## Solving Skills Weekly Assignment:

1. Identify and tell the problem you are facing
2. Write down what steps you will take to solve the problem
3. What results do you expect if you consistently do it?
4. In your opinion, what things can hinder the resolution of your problem and what things can support the resolution of your problem?

[illegible]

## Reflection and Evaluation Sheet

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What did I learn about myself through this day-long learning experience?

How did I feel during and after today's learning experience?

What strengths and weaknesses do I see from my learning experience throughout the day?

### 2. Process Reflection

What went well during the day's learning process, and why?

What can I do differently tomorrow for better results?

How do I prepare myself before learning, and is that preparation enough?

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Are the results I achieved today in line with my initial expectations?

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What new skills or knowledge did I gain?

How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

How do I communicate and collaborate with others?

Was there a moment where I could have listened or responded better? What did I learn about interpersonal relationships through today's learning experience?

# CLASS ON PRACTISE OF PROBLEM SOLVING SKILLS

## Article 1

### **Indonesians: Lazy to Read But Chatty on Social Media**

The first fact is that UNESCO says Indonesia is second from the bottom in terms of world literacy, meaning interest in reading is very low. According to UNESCO data, Indonesian people's interest in reading is very worrying, only 0.001%. This means that out of 1,000 Indonesians, only 1 person is an avid reader!

Different research entitled **World's Most Literate Nations Ranked** conducted by Central Connecticut State University in March 2016, Indonesia was declared to be ranked 60th out of 61 countries regarding interest in reading, just below Thailand (59) and above Botswana (61). In fact, in terms of infrastructure assessment to support reading, Indonesia's ranking is above European countries.

The second fact is that 60 million Indonesians have gadgets, or the world's fifth largest number of gadget owners. The digital marketing research institute Emarketer estimates that in 2018 the number of active smartphone users in Indonesia will be more than 100 million people. With such a large number, Indonesia will become the country with the fourth largest active smartphone users in the world after China, India and America.

Ironically, even though interest in reading books is low, wearesocial data as of January 2017 shows that Indonesians can stare at gadget screens for approximately 9 hours a day. It is not surprising that in terms of talkativeness on social media, Indonesians are in 5th place in the world. Champion. Jakarta is the chattiest city in cyberspace because throughout the day, tweet activity from Twitter accounts domiciled in the Indonesian capital is the most dense, exceeding Tokyo and New York. This report is based on research results from SemioCast, an independent institution in Paris.

One thing that is amazing is that Jakarta residents are recorded as being the most talkative about sharing all kinds of information on Twitter with more than 10 million tweets every day. In second place in the world ranking of the most active cities on Twitter is Tokyo. Following under Sakura Country there are Twitter colors in London, New York and Sao Paulo who also like to share stories. Bandung is also among the most active cities on Twitter in sixth position. Thus, Indonesia has a record of two cities included in the research list.

Just try to imagine, minimalist science, lazy about reading books, but really likes staring at gadget screens for hours, plus the most chatty on social media too. Don't be surprised if Indonesia becomes an easy target for provocative information, hoaxes and slander. The speed of his fingers to immediately like and share even exceeds the speed of his brain. Even though the information is not necessarily true, it is provocation and divides the Republic of Indonesia.

## ERA POST-TRUTH

Through gadgets, there is a lot of factual information circulating. Unfortunately, the information they get does not come from trustworthy media, but from social media which is mostly filled with opinions, not facts. On the contrary, they even believe in fake news portals and hoax spreading accounts.

The Reuters Institute said that the biggest gap currently is the issue of public trust in fake news media versus valid media. In fact, that's how it is, measured via Alexa.com, some fake news media can even beat mainstream media such as Antaranews and Tempo.co.

Yes, welcome to the Post-Truth Era! Post-Truth is defined as 'relating to or referring to a situation in which objective facts are less influential in the formation of public opinion than emotions and personal beliefs. In the Post-Truth era, people are no longer looking for truth and facts but rather affirmation and confirmation and support for their beliefs.

Indeed, nowadays many opinion sites are biased, offensive and tendentious towards one group, they can win over the hearts and feelings of readers with the story-telling they create. The truth becomes unimportant.

Moreover, the credibility of the name of the media is no longer seen by our people who are lazy and chatty readers. When the mainstream media actually contradicts the facts with the opinion media, the public actually turns to distrust the big-name media. So what is disturbing is not only social media containing hoaxes but also fake news media that spread polarized opinions.

## SO WHAT IS THE SOLUTION?

There is an effective way, namely by building media literacy and bridging polarization. Kominfo must be firm in labeling sites/articles as hoaxes with clear criteria and procedures. Apart from that, we also have to create a credible counter-narrative against hoaxes/misleading opinions.

The paradigm that people who criticize the government are haters must also be changed. Engagement on social media must be more supportive, not combative. @\_TNIAU can be a role model for the government's

supportive communication patterns on social media. Lastly, the public needs an independent entity to carry out cross-checks to search for, report or ask about possible hoax information.

For the last paragraph above, at the PR Indonesia Jamboree (Jampiro) 3 in Yogyakarta yesterday, Suharjo Nugroho tried to elaborate on this idea. In the opening session of Jampiro, after listening to the presentation by Mas Arif Zulkifli, Editor in Chief of Tempo about the process of credible editorial work in the mainstream media versus creating fake news or hoaxes, Mr. Ahmad Heryawan alias Mr. Aher, Governor of West Java about Tabayun Journalism and Mrs. Niken Widiastuti, Director General of IKP, Ministry of Communication and Information about how the government has tried hard to shut down hoax portals and accounts. Suharjo, who was the last speaker, tried to summarize these great speakers with a project initiation. #KROSCEK.

#KROSCEK is a collaborative project between Indonesian PR and Indonesian Journalists supported by the Indonesian Ministry of Communication and Information.

Adopting Pak Aher's Tabayun journalism concept, #KROSCEK also has a number of pillars

Tabayyun is 'shidiq', defender and enforcer of truth. This means #KROSCEK must.

take sides and defend the truth. Then Amanah, which means trustworthy. We must provide real news or events. Of course, don't miss Fathonah, which means intelligent and broad-minded.

Through #KROSCEK, the public can send reports or questions about possible hoaxes from news sites and social media. Then in this portal there are scientific studies from the academic world, PR practitioners and community organizations to maintain independence and trust. Journalists from national and local media can join as volunteers to carry out cross-checks by sharing resources, experiences and sources.

The results of information reports that have been confirmed in #KROSCEK by its stakeholders can ultimately be used by journalists as credible news sources in their respective media. So that journalist friends no longer use Lambe Turah as a source for their news.

Source: <https://legaleraindonesia.com/masyarakat-indonesia-malas-baca-tapi-cerewet-di-social-media/>

## Group Assignment Instructions

1. Identify the core problem:
  - Who is involved in this situation?
  - When did this problem start?
  - What steps can be taken to deal with this problem?
2. Find the root cause:
  - What happened before the problem arose?
  - Has a similar problem occurred before?
3. The group prepares a picture of a complete tree in 1 flipchart and writes down the core problem in the trunk, the result of the problem in the leaves and the source of the problem in the roots
4. Create alternatives regarding several solutions that can be produced
5. Choose the best solution (by asking a few questions:
  - What challenges might arise from this solution?
  - What are the positive and negative results of this solution?
  - What resources does this solution require?
  - Who will benefit from this solution?
6. Apply the selected solution:
  - Determine how you will do it, including what steps need to be taken, who is involved, and when the effects of the solution will be visible.
7. Evaluate the success of the solution:
  - After the solution is executed, review whether the solution worked as expected.
  - Measure whether goals are achieved and problems resolved.
  - If a solution doesn't work, try analyzing different elements to understand their advantages and areas of improvement.
9. Each group writes the results of the discussion on a flipchart



## Article 2

### Bullying Cases are Rising in Indonesia, Let's Get to Know the Impact and Types

[Liputan6.com, Bandung](#) – Lately, *bullying* cases in Indonesia is widespread, especially among school children. One of the cases occurred at a junior high school (SMP) in Cilacap.

According to a video circulating in the community, *bullying* This shows violence from the perpetrator towards the victim. Many people also regret this action and strongly condemn the bullying that is currently occurring. Many parents are afraid that their children will become victims of bullying at school. In fact, the Chair of the Indonesian House of Representatives, Puan Maharani, also highlighted the rise *bullying* in Indonesia today.

Apart from that, Puan also asked the government to map the factors that caused the outbreak *bullying case* in Indonesia. The reason is that this action can be caused by many factors both within the environment and internally of the perpetrator's family.

"So the handling cannot be done individually because they are interrelated. In many cases it is found that the perpetrator acts as a bully because he is also a victim of bullying. The lack of factors *support system* "and free content on social media could also be the cause," said Puan, quoting from [dpr.go.id](#) on Tuesday (3/10/2023).

According to data from the Indonesian Child Protection Commission (KPAI) and the Federation of Indonesian Teachers' Unions (FSGI), 226 cases of bullying were recorded in 2022 which became terror for children at school.

Several types of bullying that occur by victims include: *bullying* physical (55.5%), *bullying* verbal (29,3%), and *bullying* psychological (15.2%).

Meanwhile, elementary school students were victims at their educational level *bullying* The majority were around (26%), junior high school students (25%), and high school students (18.75%).

### What is Bullying?

*Bullying* or in Indonesian it means oppression/disorder is any form of oppression or violence carried out intentionally by a person or group. Action *bullying* usually done by people who are judged to be stronger or more powerful than others.

Launching from [kemenpppa.go.id](#), action *bullying* can happen anywhere. It can be at home, at work, in society, in virtual communities, and even in the school environment. Case *bullying* most often occurs in the world of education or the school environment.

Action *bullying* at school it usually takes the form of aggressive behavior and is carried out repeatedly by a person or group of students who are considered strong or have power. The victims are weaker students with the aim of hurting that person.

However, it is necessary to know the victims who experienced it *bullying* receive statutory protection. So the perpetrator can face criminal charges if they intentionally carry out bullying, whether light or serious.

## **Impact of Bullying**

Bullying can have a huge impact on the victim, both physically and mentally. Launching from *stopbullying.gov*, the following are the impacts that could occur on the victim:

### **Depression and Anxiety**

Victims who experience bullying can have their mental health seriously disturbed, especially increasing feelings of sadness and loneliness. As a result, the victim can experience severe depression and anxiety that haunts him.

Apart from that, mentally victims can lose interest in activities they usually enjoy. Even victims of severe bullying who do not recover can experience the problem until they reach adulthood.

### **1. Health Problems**

Victims who experience physical bullying, especially if they experience violence, often experience health problems. If the violence is serious, the victim may even have to receive hospital treatment.

### **2. Decreased Social and Academic Interaction**

A decrease in social interaction can occur in victims of bullying and victims often find it difficult to socialize with other people. Apart from that, academic decline can also occur because the victim cannot focus because he continues to feel anxious about being at school.

## **Types of Bullying**

Bullying is a form of oppression or violence from a person or group intentionally. The following are several types of bullying that you should know about:

### **1. Physical Bullying**

Physical bullying is an act of oppression carried out using violence ranging from hitting, kicking, pinching, pushing, and so on. Physical bullying can cause physical damage or problems to the victim in either the short or long term.

## 2. Bullying Verbal

Verbal bullying is an action carried out verbally, for example insulting, ridiculing, intimidating, verbal harassment, and many more. Verbal bullying is not as serious as physical bullying, but if it continues to happen mentally the victim can show serious problems.

## 3. Social Bullying

Social bullying is oppression that is carried out covertly, often difficult to recognize and can be carried out without the victim's knowledge. Examples of social bullying include lying or spreading rumors, embarrassing in public places, damaging social reputation, and many more.

## 4. Cyber Bullying or Cyber Bullying

This bullying is a type of bullying carried out in cyberspace and deliberately carrying out bullying using digital technology. For example, through social media uploads in the form of words or photos and videos, spreading gossip and bad rumors in the media, or deliberately excluding someone online.

## Group Assignment Instructions

1. Identify the core problem:
  - Who is involved in this situation?
  - When did this problem start?
  - What steps can be taken to deal with this problem?
2. Find the root cause:
  - What happened before the problem arose?
  - Has a similar problem occurred before?
3. The group prepares a picture of a complete tree in 1 flipchart and writes down the core problem in the trunk, the result of the problem in the leaves and the source of the problem in the roots
4. Create alternatives regarding several solutions that can be produced
5. Choose the best solution (by asking a few questions):
  - What challenges might arise from this solution?
  - What are the positive and negative results of this solution?
  - What resources does this solution require?
  - Who will benefit from this solution?
6. Apply the selected solution:
  - Determine how you will do it, including what steps need to be taken, who is involved, and when the effects of the solution will be visible.
7. Evaluate the success of the solution:
  - After the solution is executed, review whether the solution worked as expected.
  - Measure whether goals are achieved and problems resolved.
  - If a solution doesn't work, try analyzing different elements to understand their advantages and areas of improvement.
8. Each group writes the results of the discussion on a flipchart

## Article 3

### **Juvenile Delinquency: Definition and Examples, Let's Prevent It Together!**

Jakarta - Juvenile delinquency sometimes colors the self-maturation process of young people called teenagers. This behavior can be normal or beyond normal limits. Let's prevent it together!

Adolescents are young people who are still in the development stage. In this period, young men and women can no longer be called children, but they cannot be called adults either. Therefore, this period is also called the transition period from childhood to adulthood.

To find out more complete explanations about juvenile delinquency. Please see the explanation in the article below.

#### **Understanding Juvenile Delinquency**

In English, the term juvenile delinquency is also called juvenile delinquency. Juvenile delinquency is the actions of teenagers (teens) who violate social values and norms and disturb public order. This behavior can cause harm to the perpetrator himself and society. In general, juvenile delinquency is characterized by two characteristics, namely a desire to fight and an apathetic attitude (indifference or indifference) caused by a feeling of disappointment with a condition that occurs in society.

Parents and authorities are obliged to control the development of adolescent behavior because they are more open and easy to accept change (permissive). Supervision can be carried out by instilling appropriate values and norms, as quoted from the book Sociology of SMP/MTs Kls IX (KTSP) by Mulat Wigati Abdullah.

#### **Forms of Juvenile Delinquency**

Quoted from the book Character Education for Middle School Class VIII by the Budi Pekerti Team, juvenile delinquency is classified into two large groups, namely:

##### **1. Mischief that Is Not Unlawful**

The resolution of this delinquency cannot be carried out according to the law, because it is not regulated in our law. Some examples of juvenile delinquency that do not violate the law include: Committing disciplinary actions (violating discipline), at school, at home and in public places. For example, leaving school without the knowledge of the school. Running

away, leaving home without parental permission. Wandering around, going alone or in a group without a purpose often results in negative random acts. Partying all night without supervision, thus falling into irresponsible (immoral and social) actions. Reading obscene books and the habit of using impolite language. Prostituting yourself to get money or for other purposes. Dressing inappropriately. Drink liquor

## 2. Unlawful Mischief

Mischief that violates the law can also be called a crime. Juvenile delinquency of this kind should be carried out in accordance with applicable laws and regulations, the same as unlawful acts committed by adults. The following are several examples of delinquency that violates the law, including: Using and distributing drugs forbidden. Violation of morals: selling pornographic books, photos or films. Acts of graffiti and vandalism in public places. Brawl group. Rape.

Persecution. Theft and fraud. Gambling and all forms of games that use betting money. Speeding on the highway, such as driving a car or motorbike in the middle of a busy city at above maximum speed.

Owning or carrying objects that are dangerous to other people, so they are easily stimulated to use them. For example, knives, guns, and so on.

## Suggestions for Handling Juvenile Delinquency

Overcoming juvenile delinquency requires cooperation from all parties, namely family, school, community and government as well as teenagers themselves. The following are suggestions for efforts to overcome juvenile delinquency, as quoted in the book Communication by Zurriyatun Thoyibah, namely:

### 1. Preventive/Preventive Actions

a. Mentally preparing children to enter adolescence. Children are introduced to their own physical and mental growth. In this way, children are not confused about seeing the changes that occur within them.

b. Instilling mental education through teaching religion, manners, etiquette, and setting an example.

c. Teenagers must be smart in choosing friends when socializing. Avoid socializing with friends who you feel could have a bad impact.

d. Fill your free time with positive activities that can develop your abilities according to your interests and talents. For example, joining sports activities, theater, etc.

e. Providing sex education, so that violations that violate morals do not occur.

f. For families, they must try to foster and improve the quality of relationships between family members through effective communication, so that love, attention, and the process of conveying values and norms can be carried out well.

g. Every school has a psychological and educational guidance clinic to improve adolescent behavior, provide adequate facilities and infrastructure, improve the quality of teachers, develop teaching methods and strategies, especially those related to moral and character education, so that students feel comfortable learning and the material is delivered optimally.

## 2. Repressive Actions

This repressive action takes the form of imposing sanctions or punishment when someone commits a violation. This method of action is carried out by security forces, such as the police, in the form of pressure, coercion and restraint, so it is hoped that the perpetrators will think twice about this action.

## 3. Curative Action

This action includes teaching teenagers to solve problems, control themselves, and develop prosocial behavior, namely teaching friendship and good communication so that they can interact positively with the environment.

Apart from that, training programs are provided for parents so they are able to interact and interact communicate effectively with their children, while teaching problem-solving strategies.

## 4. Rehabilitation Action

Teenagers who have experienced juvenile delinquency need continuous and consistent monitoring so that they do not have the chance to relapse again, so rehabilitation measures are needed.

Rehabilitation measures lie in child rehabilitation centers such as Wisma Pamardi Siwi (Police), orphanages for the rehabilitation of delinquent children/narcotics victims (Department of Social Affairs). Active cooperation is needed between family, education and society to assist the rehabilitation process.

Well, that's the detikers' explanation of juvenile delinquency. Hopefully this article can broaden detikers' insight, to be careful not to be influenced by juvenile delinquency.

<https://www.detik.com/edu/detikpedia/d-6482270/kenakalan-remaja-pengertian-dan-contoh-> Come on, let's prevent it together

### Group Assignment Instructions

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9. Each group writes the results of the discussion on a flipchart



## Weekly Activities

## Weekly Mission Worksheet (Journal)

Mission Title: Become a

## Problem Solver Weekly

### Assignments:

1. Students write down what problems they face in a week (choose just one)
2. Students describe the problem tree and how to handle the problem

[illegible]

## Reflection and Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

### 1. Self Reflection

What did I learn about myself through this day-long learning experience?

How did I feel during and after today's learning experience?

What strengths and weaknesses do I see from my learning experience throughout the day?

### 2. Process Reflection

What went well during the day's learning process, and why? What can I do differently tomorrow for better results?

How do I prepare myself before learning, and is that preparation enough?

### 3. Reflection on Results

Are the results I achieved today in line with my initial expectations? What makes this outcome a success or failure?

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What are the main challenges I face, and how do I address them?

What new skills or knowledge did I gain?

How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

How do I communicate and collaborate with others?

Was there a moment where I could have listened or responded better?

What did I learn about interpersonal relationships through today's learning experience?



# FINANCIAL LITERACY MODULE

# CLASS ON EXAMINING FINANCIAL PLAN

## Story and Picture Analysis Sheet

Read carefully the following two stories and look at the three pictures given!

### BAIM

Baim is currently an undergraduate student majoring in Mathematics at a university in Jakarta. Baim is studying while working as a private mathematics tutor for 4 junior high school students near the boarding house where he lives. He gets a salary from tutoring per month of Rp. 2,000,000,- with a meeting duration of 2 times a week. He sought additional support by offering several parents to give English lessons with the aim of collecting as much money as possible so that he could use it to buy necessities.

### AYA

Aya is a second year student at a State High School in Cianjur, she is very good at Mathematics and Physics. Apart from that, he also likes making cakes and other foods such as yellow rice. He borrowed IDR 700,000 from his parents as capital to sell. Every weekend Aya sells yellow rice, fried foods, donuts and healthy juices in bottles at car free days and in front of the house. Aya gets a net profit of IDR 1,500,000 per month. Aya did this until she graduated from high school with a duration of 18 months and collected IDR 27,000,000. Aya will use this money for her needs to register for college in Jabodetabek.

From the story of Baim and Aya that you read, did you find any differences? Explain these differences!

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Personal Needs and Desires Identification Sheet and Priority Scale

Fill in a list of expenses that you want to make or what you want to have, then determine which ones are included as needs and which ones are included as wants by marking an X in the column provided!

No	Expense List	Need	Desire
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

After you have listed the needs and desires above, now group the list above according to the priority scale that you have learned by entering them into the appropriate priority scale column!

Not important but urgent ..... ..... ..... ..... .....	Important and urgent ..... ..... ..... ..... .....
Not important & not urgent ..... ..... ..... .....	Important and not urgent ..... ..... ..... .....

Money Source Identification Sheet

Determine where you can get the money from and also determine whether the source of the money can or cannot be done along with the business/obligations that accompany it.

N	Source of Money	Yes	Can't	Efforts/Obligations That Participate
1	Pocket money from parents/guardians			
2	Money from selling cakes			
3	Prize for winning the competition			
4	Gift from family during holidays			
5	.....			
6	.....			
7				
8				
9				
10				

## Weekly Mission

## Worksheet (Journal)

Mission Title: My Financial Plan Vision Weekly

### Assignment:

1. Determine your personal expectations regarding future financial plans (use the SMART method)
2. List what you will do to achieve that goal

[illegible]



## Reflection & Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

### 1. Self Reflection

What did I learn about myself through this day-long learning experience?

How did I feel during and after today's learning experience?

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Was there a moment where I could have listened or responded better?

What did I learn about interpersonal relationships through today's learning experience?

# CLASS ON SAVINGS

## Activity 1

### Group Discussion Sheet Related to Saving

Objective: so that students can build knowledge about the advantages and disadvantages of saving in different forms

Discuss the following matters and write down the results of the group discussion on the flipchart:

1. What forms of savings do they know?
  - Savings
  - Bank
  - Cooperative
  - Student Savings at School
  - Valuable items (e.g. gold jewellery)
  - Other
2. Discuss the advantages and disadvantages of saving in
  - a. Piggy bank / entrusted to parents / siblings / teachers
  - b. Save in an adult savings and loan group / join a social gathering
  - c. Save at a cooperative / credit union / pawn shop
  - d. Save at the bank
  - e. Saving at School
3. In your opinion, which savings technique is most appropriate for young people? Give reasons!

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## Activity 2

### Group Assignment Sheet Related to the Practice of Managing Expenditures

Objective: so that students can practice managing incoming and outgoing money and be able to write it in an expense record table

#### CASE 1

Class 10A was assigned to be the main committee for Independence Day activities. There will be a competition between classes to compete for the school's rotating trophy. The competitions that will be held include:

- Catch eels
- Eat crackers with soy sauce
- Holding the candle of life near the flagpole
- Show art from each class

There are 8 classes that will take part in the activity (Class 7A, B and C; class 8 A, B and C, and class 9 B and C). And the school has allocated funds of IDR 2,000,000 for the event.

Task: make a shopping plan to prepare for the event

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#### CASE 2

Class 11, received the assignment to carry out a social action to clean up rubbish at the end of the National Children's Day (HAN) event in the sub-district. During HAN, it will be attended by around a thousand participants from various villages. The event will last all day and the sub-district area must be clean when the HAN event is finished. The committee provided funds of IDR 1 million for this task. And the 11th grade participants who will be involved are 25 people.

Task: create an action plan to carry out this task and a spending plan

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### CASE 3

The new batch of students were asked to become a committee to visit a nursing home near their university. The distance from the University to the Orphanage is approximately 5 Km. Visitation will be held on Saturday for approximately 2 hours. All students will be involved and they must bring food and drinks to be given to all residents and administrators of the nursing home. The number of people living in the nursing home was 30 elderly people and the committee reached 20 people. They need IDR 2,000,000.

Task: make a plan for the committee to collect money, how much must be collected to meet the needs of their visiting event and make a shopping list with the money!



## Weekly Activities

### Weekly Mission Worksheet (Journal)

Mission Title: My Financial

Management Plan Weekly

#### Assignments:

1. Imagine what you want in the next month / next holiday / next birthday, etc.
2. Write down the sources of money that can be obtained and the amount of money needed to make this wish come true in the following table:

Time	Source of Money	Cost (Rp)

3. "To get something you want, you don't just have to ask your parents, but each participant can do it by setting aside what they have received or by doing work training."

## Reflection and Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

### 1. Self Reflection

What did I learn about myself through this day-long learning experience? How did I feel during and after today's learning experience? What strengths and weaknesses do I see from my learning experience throughout the day?

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What went well during the day's learning process, and why? What can I do differently tomorrow for better results? How do I prepare myself before learning, and is that preparation enough?

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Are the results I achieved today in line with my initial expectations? What makes this outcome a success or failure?

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What are the main challenges I face, and how do I address them? What new skills or knowledge did I gain? How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

How do I communicate and collaborate with others? Was there a moment where I could have listened or responded better? What did I learn about interpersonal relationships through today's learning experience?

## CLASS ON SCRUTINISING DEBTS AND DONATION ALLOCATION FOR SOCIAL AFFAIRS

## Activity 1

## Group Discussion Sheet Related to Researching Debt

Objective: so that students can build their initial knowledge about debt through group discussions

Discuss and answer the following questions:

- What is the purpose or reason someone has debt?
- What kind of person or under what conditions has debt?
- What are the negative and positive impacts of debt?
- What is known about *Financial technology/ Fintech (QRIS, e-wallet, e-money)* and loans *online*?
- What are the benefits and impacts of pinjol and *paylater*?
- What are the characteristics of illegal borrowing?
- Write down the results of the discussion on the flipchart

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## Activity 2

## Related Group Discussion Sheet Reflection on Video Content About Allocation of Social Funds

Objective: so that students can reflect on the social activities carried out by the Garda Pangan community in their personal lives and can explore their own potential regarding social actions that can be carried out

Discuss and answer the following questions:

1. What can I or we do to overcome conditions like those in the video?
2. The group discusses whether there are similar/different stories happening around where the participants live? Think about the area where you live or maybe your friends who are experiencing difficult situations or family economic limitations.
3. What can you do individually or as a group to contribute to helping conditions like this?
4. Write the results of the discussion in metaplans, one metaplan for one action.
5. Stick the metaplan on the flipchart and ask them to separate into groups personal actions and group actions.

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## Reflection and Evaluation Sheet

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What strengths and weaknesses do I see from my learning experience throughout the day?

### 2. Process Reflection

What went well during the day's learning process, and why? What can I do differently tomorrow for better results?

How do I prepare myself before learning, and is that preparation enough?

### 3. Reflection on Results

Are the results I achieved today in line with my initial expectations? What makes this outcome a success or failure?

### 4. Learning Reflection

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What new skills or knowledge did I gain?

How can I use what I have learned in the future?

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# INDEPENDENT MODULE

# CLASS ON INDEPENDENT AND INTERDEPENDENCE

## Activity 1

Activity Sheet Related to the Concept of Autonomy and its Dimensions

Purpose: to consolidate students' understanding of the concept of autonomy and its dimensions through the action examples provided

Put a cross (x) on the autonomy dimension that matches your opinion!

VI = Volitional Independence

PI = Pressured Independence

VD = Volitional Dependence

PD = Pressured Dependence

No	Statement	Autonomy Dimension			
		VI	PI	VD	PD
1	Andi has graduated from high school, his parents cannot afford to support Andi to continue college. Currently, Andi is taking part in training computer to make it easier to get work done.				
2	Bella often watches tutorials <i>make up</i> , However, Bella followed her uncle and aunt's directions to take part in culinary training.				
3	Ciya likes cooking and often tries various recipes, Ciya decided to take part in Catering Training				
4	Dodi consults with parents when choosing training for cellphone service or AC service.				
5	Eros is 12 years old and has lost both his parents. By now, his grandmother was very old, and Eros was used to providing food for his grandmother, himself and his younger siblings.				
6	Erin consulted a psychologist regarding the suitability of the career she wanted to choose according to her character				
7	Sinta followed her supervisor's advice to take a sewing course even though she didn't like it and was confused about her future				
8	Ela asked her companion for advice regarding the type of course that was very promising in the future				
9	Bono decided to join a community that suited his hobby because his parents were unable to provide input about the community				

10	Siti really likes watching YouTube about how to dress up and she decided to become a Make Up Artist someday, currently she is studying make up at a course				
11	Beni likes repairing broken electronics so he decided to join an electronics repair class				
12	Bayu followed the decision that his father had decided that he had to enter the school that had been determined even though he did so with the weight of the day				
13	Dino had to take an automotive course because the other classes were full and had been decided by the school/nursing school.				
14	Anto has graduated from junior high school, his parents don't pay attention and don't pay any more money. Anto was forced to join his friend to work as a stone miner.				
15	Heri asked his teacher for advice regarding the development of his abilities in cooking class, whether it was in accordance with his decision to become a skilled cook				
16	Doni chose graphic design because he knew that in the future he wanted to become a famous graphic designer				

## Activity 2

### Personal Opinion Sheet Regarding Supporting and Inhibiting Factors of Independence

Objective: so that students can provide personal opinions regarding supporting and inhibiting factors for independence based on their personal experiences

Give your opinion regarding supporting and inhibiting factors for independence based on your personal experience and write it in the following column!

No	Supporting Factors for Independence	Factors Inhibiting Independence
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

## Reflection and Evaluation Sheet

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What new skills or knowledge did I gain?

How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

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## CLASS ON RELATIONSHIP WITH PARENTS, OTHER ADULTS, AND PEERS

## Activity 1

Group Discussion Sheet Regarding Teenagers' Relationships with Parents / Other Adults Students in groups discuss the following:

1. List what things are needed by teenagers according to your group?
2. List what things teenagers need to do in order to improve their relationships with their parents or adults in the orphanage in your opinion?
3. List the things that parents or adults in the orphanage need to provide for teenagers in your opinion?
4. List the roles that parents or adults in the orphanage should have in your opinion?
5. Write the results of the discussion on the flipchart

[illegible]

## Activity 2



## Short Film Analysis Sheet Related to Friendship

Analyze the short film and identify the following:

1. List ways to cope with relationships with peers
2. Register friend function for teenagers
3. List the characteristics of good friends and bad friends
4. List important things about friendship
5. Write down the results of the discussion on the flipchart

[illegible]

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# CLASS ON MAINTAINING RELATIONSHIPS IN LIFE

## Activity 1

### Personal Bank Account Attachment

Objective: so that students can recognize the contents of their personal bank accounts and relationship bank accounts so that they can hopefully improve what is still lacking

Think about your personality and the way you treat yourself

No	Information	Debit	Credit	Balance
1	Respect yourself			
2	Self-harm			
3	Become a responsive person			
4	Become a passive person			
5	Become a passive aggressive person			
6	Manage your time well			
7	Prioritize priorities in achieving goals			
8	Lazy about the task at hand			
9	Having goals because I believe I can achieve them			
10	Surrender to the situation and don't want to try			
11	Being able to change for the better because I want it			
12	Don't want to change for the better because of hatred			
13	Hate yourself			
14	Hate/Envy of others			
15	Respect yourself by not showing off your body to other people via social media or in person			

Give the number 1 for deposits (even if rarely done) and the number -5 for withdrawals (even if rarely done) and the number 0 for never

## Relationship Bank Account

Think about your relationships with those closest to you or those around you

No	Information	Debit	Credit	Balance
1	Keep the promise			
2	Break a promise			
3	Do small acts of kindness			
4	Just keep it for yourself			
5	Loyal friend			
6	Gossip and violate the trust of others			
7	Listen			
8	Talking too much doesn't give other people a chance to talk			
9	Apologize			
10	Arrogant			
11	Set clear expectations			
12	Setting false expectations			
13	Saying harsh/unkind words			
14	Praise friends when they deserve praise			
15	Looking down on others			

Give 1 for deposits (even if rarely done) and -5 (even if rarely done) for withdrawals and 0 for never

### Information:

Debit = Deposit (doing good deeds)

Credit = Withdrawal (doing less good deeds)

Balance = debit + credit (for example, you answer as follows:

<b>No</b>	<b>Information</b>	<b>Debit</b>	<b>Credit</b>	<b>Balance</b>	<b>information</b>
1	Keep the promise	1		1	Often
2	Break a promise		-5	-4	Sometimes
3	Do small acts of kindness	1		-3	Sometimes
4	Just keep it for yourself	0	0	-3	Never

Note: if you never keep your promise (number 1), then the debit and credit are cleared. If you never break a promise then the debits and credits are emptied. Etc.

Activity 2

Attachment to Group Tasks Related to Creating Educational Media

Objective: so that students can learn to apply the concepts of win-win thinking, healthy competition and unhealthy competition in the practice of creating educational media

The theme division is as follows:

Group 1 = win-  
win thinking

Group 2 =  
healthy  
competition

Group 3 =  
unhealthy  
competition

The group creates educational media for teenagers to provide information related to their respective topics and invites viewers to apply positive things and not apply negative things from the concept

Groups are asked to create a scenario as creative as possible, it can be a jingle or short drama or advertisement, etc. with a maximum duration of 1 minute, it can also be a poster, comic, short story, etc.

If your choice is audio-visual media, then record the audio-visual display and send it to the instructor

Notes:

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## Weekly Activities

## Weekly Mission Worksheet (Journal)

Mission Title: Repairing the

# Relationships in My Life

## Weekly Assignments:

1. Recall the relationships you have with family/friends/friends
2. From the material about personal wins/public wins/personal bank accounts/relationship bank accounts/win-win thinking concepts/healthy competition/unhealthy competition, which ones are good and which ones do I still need to improve in order to increase my personal savings account and my relationship savings account?
3. List the things that are good and the things that are still lacking regarding maintaining relationships in life
4. List what commitments you want to make to improve the relationship

[illegible]

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## CLASS ON CONFORMITY AND COMPLIANCE

## Activity 1

## Group Discussion Sheet Related to Norms

Objective: students can build their knowledge of norms through examples of expected attitudes in certain social situations

Group 1 discussion regarding:

List at least 2 ways of behaving and behaving that are expected by society in each of the following social situations:

1. Choose a seat on the bus
2. Dinner etiquette at a formal restaurant
3. Receive learning in the classroom
4. Watching a film at the cinema
5. Attend invitations
6. Waiting for a doctor at the hospital

[illegible]

Group 2 discusses about :

List at least 2 ways of behaving and behaving that are expected by society in carrying out each of the following social roles:

1. As a teacher
2. As a student
3. As a senior employee
4. As a new employee
5. As a child
6. As a parent

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing. There are no margins, text, or other markings on the page.

Group 3 discusses about :

List at least 2 ways of behaving and behaving that are expected by society in each of the following social situations:

1. Visit
2. Using public facilities
3. Job interview
4. Talk to friends
5. Talk to the teacher
6. Borrow something from a friend

[illegible]

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## CLASS ON YOUTH COMPLIANCE AND REBELLION

### Activity 1

Attachment to Group Assignments Related to Case Studies Regarding Compliance and Rebellion

#### Case Study 1: Prohibition of Playing Gadgets Situation:

Rina is a high school student who likes playing games on her cellphone. His parents forbade him

Rina plays with gadgets after 9 pm so she can focus on studying and sleep early. However, Rina feels that playing games is a way to relieve stress after studying all day. He started playing secretly in his room until late at night.

#### Discussion Questions:

1. Do Rina's actions constitute rebellion? Why?
2. If Rina's actions constitute a rebellion, then what type of rebellion did Rina carry out?
3. If Rina's actions constitute rebellion, then what strategy does Rina use to avoid the responsibilities given to her by her parents?
4. How would Rina's parents feel if they found out about her behavior?
5. What are the positive and negative impacts of Rina's actions on herself?
6. If you were Rina, what would you do?

Notes:

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## Case Study 2 : School Gang

### Situation :

Bayu is a student who is known as a child who obeys teachers and school rules. One day, his friends who were members of a gang asked Bayu to join him in skipping class to attend a birthday party. They said that all the gang members would attend, and if Bayu refused, he would be considered a coward and no longer welcome in their group.

### Discussion Questions:

1. If you were Bayu, would you join in playing truant? Why?
2. What are the risks if Bayu complies with his friends' requests?
3. Would Bayu's actions be considered rebellion if he played truant? Explain.
4. If Bayu's actions constitute a rebellion, then what type of rebellion was Bayu carrying out?
5. If Bayu's actions are included in the rebellion, then what strategy does Bayu use to avoid the responsibility given by the school?
6. How can Bayu refuse without destroying his relationships with his friends?

Notes:

[illegible]

### Situation:

### Discussion Questions:

- Notes:

[illegible]

## Case Study 5: Social Media Engagement

### Situation:

Fikri often posts personal opinions about school policies on social media. Some of his posts criticized the way teachers handled discipline problems in the classroom. The school considered this upload inappropriate and summoned Fikri to provide an explanation. However, Fikri argued that he was only exercising his right to speak.

### Discussion Questions:

1. Are Fikri's actions a form of rebellion or freedom of expression? Explain.
2. If Fikri's actions are included in rebellion, then what kind of rebellion did Fikri do?
3. If Fikri's actions are included in rebellion, then what strategy does Fikri use to avoid the responsibility given by the school?
4. How should teachers or schools respond to Fikri's actions?
5. What can Fikri do to convey his opinion more effectively?
6. If you were Fikri, would you upload this criticism? Why?

Notes:

[illegible]



Activity 2

Behavior Contract Sheet with Adolescents

Behavioral Contracts with Adolescents

Name: Age: Date:

I hereby provide sufficient and accurate information regarding the following matters,

What have I done, am doing and will do regarding teenage rebellion in the following table:

What have I done	What Which currently I do	What will I do (commitment)

I (fill in name)..... will make this commitment to make me a better person and make me ready to enter society someday.

I am willing to discuss things that concern me with my companion/family when necessary.

I, the undersigned,

-----

(.....)

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## CLASS ON CONFORMITY, PEER PRESSURE, AND (NEGATIVE) RISKY BEHAVIORS

## Activity 1

## Video Analysis Sheet Related to Risk Behavior, Conformity, and Social Violations

Objective: so that students can learn about the concepts of conformity, peer pressure and negative risk behavior through analysis of news videos regarding negative risk behavior of teenagers

Discuss and list the following:

1. Negative adolescent risk behavior carried out by teenagers from the videos they have watched
2. Also add negative teenage risk behaviors that you know are happening around you
3. Analyze and state the conformity that occurs in each group of teenagers' behavior
4. Any social violations that occur from the videos you watch
5. Also add social violations that usually occur around you
6. Identify and list any pressures experienced by groups of teenagers who commit social violations
7. Write the results of the discussion on the flip chart

Note:

[illegible]

## Group Discussion Sheet Regarding Peer Pressure and the Concept of Peer Protection

Objective: for students to be able to identify activities that pose a dangerous risk and the concept of peer protection through group discussions

When all the pressures combine in a social situation, it becomes a formula for problems to arise:

Risk of danger = fun + excitement + together + challenge + now

Each group discusses the items in the formula, listing activities that:

1. Fun to do with the things you usually face every day
2. It's horrendous and makes them want to join in
3. It's challenging and wants to be done together and done now
4. What do you think is the concept of peer pressure protection to combat peer pressure?
5. What do you think needs to be done to be part of protecting your peers?
6. Write down the results of the discussion on the flipchart

Notes:

[illegible]

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## CLASS ON PRO-SOCIAL RISK BEHAVIOR

### Activity 1

Appendix Related Individual Tasks Determine Risk Taking Tendency Categories from Examples of Individual Responses

Objective: so that students can understand that the decisions they take are the result of a particular situation so that it is hoped that in the future students can consider every action they will take before carrying it out

List of questions, examples of individual responses from each category to a social situation: put a cross (X) in the column that corresponds to the following category:

- *Prosocial risk taker* (prosocial decision maker) = PR
- *Antisocial risk taker* (antisocial decision maker) = AR
- *Empathetic bystander* (empathetic observer) = EB
- *Indifferent bystanders* (indifferent observer) = IB

No	Examples of Individual Responses to a Social Situation	PR	AR	EB	IB
1	While the teacher was teaching the class, the other students started chatting and joking with each other. You act in defense of the teacher who is teaching and tell the other students to stop chatting, even though they might make fun of you.				
2	Your close friend starts spreading rumors about another classmate you don't know very well. You can imagine how sad your classmate would be if he found out that someone else was spreading rumors about him, but you didn't say anything because you were worried about what your close friend might do. say				
3	Your friend's parents, who are known for being strict about discipline, found you and your friend carrying cigarettes. You didn't say anything when your friend's parents started lecturing your friend, even though you felt bad when you saw how upset your				

	friend was taking all the blame.				
4	Your close friend was caught shoplifting his favorite snacks when you and your friends were visiting a supermarket. You don't say anything to your friends or the supermarket in the hope that the situation will just end.				
5	While the teacher was teaching the class, the other students started chatting and joking with each other. You join in with the other students chatting and don't pay attention to the teacher who is teaching, even though you might get punished by the teacher for it.				
6	When boarding the Trans Jakarta, your friends sit in priority seats and start chatting and joking with each other, disturbing the other passengers. You ask your friends to move seats and tell them to stop chatting, even though they might make fun of you.				

7	Your close friend starts spreading rumors about another classmate you don't know very well. You don't know the classmate well enough to say anything, so you keep quiet.				
8	When boarding the Trans Jakarta, your friends sit in priority seats and start chatting and joking with each other, disturbing the other passengers. You join other friends sitting in priority seats and chatting and not paying attention to other passengers, even though you may get reprimanded for it.				
9	While the teacher was teaching the class, the other students started chatting and joking with each other. Even though you understand that This situation was annoying for your teacher, you didn't say anything because you were worried about what your friends would think.				

10	Your friend's parents, who are known for being strict about discipline, found you and your friend carrying cigarettes. You tell your friend's parents that the cigarettes are not yours, so that you don't get in trouble with your own parents. Although, your friend may be angry with you for not sharing the blame.				
11	Your close friend was caught shoplifting his favorite snacks when you and your friends were visiting a supermarket. You didn't say anything when the supermarket started lecturing your friend, even though you felt bad when you saw how upset your friend was. all mistakes.				
12	When boarding the Trans Jakarta, your friends sit in priority seats and start chatting and joking with each other, disturbing the other passengers. You didn't want to get involved, so you ignored both the other passengers and your friends and chose to remain silent.				
13	While the teacher was teaching the class, the other students started chatting and joking with each other. You didn't want to get involved, so you ignored both the teacher and your classmates and chose to remain silent.				
14	Your friend's parents, who are known for being strict about discipline, found you and your friend carrying cigarettes. You admit the cigarette as yours so your friend doesn't get into trouble, even though that means you might get a harsher punishment.				
15	Your friend's parents, who are known for being strict about discipline, found you and your friend carrying cigarettes. You don't say anything to your friend or their parents in the hope that the situation will just end.				
16	When boarding the Trans Jakarta, your friends sit in priority seats and start chatting and joking with each other, disturbing the other passengers. While you understand that this situation is annoying for other				



	passengers, you don't say nothing because you're worried about what your friends will think.				
--	----------------------------------------------------------------------------------------------	--	--	--	--

17	Your close friend starts spreading rumors about another classmate you don't know very well. Even though your close friend might judge you, you ask him to stop talking about the classmate.				
18	Your close friend was caught shoplifting his favorite snacks when you and your friends were visiting a supermarket. You tell the supermarket that this was not your doing, so that you don't get into trouble with the supermarket. Although, your friend may be angry with you for not sharing the blame.				
19	Your close friend was caught shoplifting his favorite snacks when you and your friends were visiting a supermarket. You admit that you did it so your friend wouldn't get into trouble, even though it means you might get into more trouble.				
20	Your close friend starts spreading rumors about another classmate you don't know very well. You add more gossip, even though there is a risk of being caught by the classmate.				

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## Activity 2

### Personal Reflection Sheet Regarding Risk Taking and Prosocial Behavior

Objective: so that students can reflect and determine attitudes when they are in the middle of the scale of risk-taking and prosocial behavior, vulnerable to social influence and able to behave with empathy

If you are in a bullying situation, what will you do (explain in the following table)

<b>1. If the victim is your close friend,</b>
What would you do,
What risks will you accept?
Why do you want to do it,
<b>2. If the perpetrator is your best friend,</b>
What would you do,
What risks will you accept?
Why do you want to do it,

**3. If you don't know the victim well/don't know him at all**

What would you do,

What risks will you accept?

Why do you want to do it,

**4. If you don't know the perpetrator well/don't know him at all**

What would you do,

What risks will you accept?

Why do you want to do it,

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# CLASS ON SOCIAL INTELLIGENCE

## Activity 1

## Related Group Discussion Sheet Video Analysis of Workplace Etiquette

Objective: so that students can explore what ethics are needed in the workplace as one of the social ethics needed by students in the future

Each group will discuss:

1. What etiquette is required when you work that you learned from this short video
2. List what impacts you think can result if we apply ethics number 1 in the workplace
3. If we don't have ethics at number 1, what do you think could happen? Explain!
4. Have you ever been in a situation in the world of work and have you applied the ethics mentioned above? And what happened?
5. What ways do you think can be done to have and improve this ethic?
6. What do you think is your biggest challenge in having and improving this ethic?
7. Write on the flipchart the results of your discussion.

Note:

This image shows a single sheet of white paper with ten evenly spaced horizontal dashed lines, typical of primary school writing paper. The lines are black and extend across the width of the page. There are no margins, text, or other markings on the paper.

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Activity 2

Group Discussion Sheet Related to Making Informative Media

Objective: so that students can explore social ethics that apply in society and can communicate this to their peers

- 1. The group will create informative media in the form of videos, jingles, songs, posters, comics, short stories, etc. regarding social intelligence in several situations that will be provided by the instructor:
- 2. Group 1, you are talking to a friend, your cell phone rings and social media continues to provide notifications
- 3. Group 2, you need help from a friend and then the friend provides help
- 4. Group 3, you will be interviewed for a job and the company is waiting for you in the interview room
- 5. Group 4, you are working at a company and your boss is not there so there is no supervision while your friend invites you to play online games
- 6. If you choose to create audio-visual informative media, then after you record it, send the results to the instructor with a maximum duration of 1 minute

Notes:

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Weekly Activities

Weekly Mission Worksheet (Journal)

Mission Title: Emotional Intelligence

for My Future Weekly Assignment:

1. List what social intelligence you want to have or improve (minimum 2)
2. Give reasons why you want to have or improve social intelligence?
3. What efforts can you make to start carrying out this determination and try to maintain it

[illegible]

## Reflection and Evaluation Sheet

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## CLASS ON FLEXIBILITY AS EXECUTIVE FUNCTION

## Activity 1

## Reflection Sheet on Personal Experiences in Facing Change

Objective: so that students can reflect on personal experiences in facing change

Reflect and answer some of these questions based on your personal experiences in their workbook:

1. Have you ever found it difficult to adapt to changes in school or environment? How do you deal with it?
2. Would you rather find a solution the same way as before or try a new way? Why?
3. What do you usually do when your plans don't go as expected?
4. How do you deal with situations where your friends have different ideas than yours?
5. What would you do if you were asked to change your way of learning because there was a new method being implemented in class?
6. In what situations do you feel it is important to change your perspective on an issue?

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## Activity 2

## Group Discussion Sheet Regarding Cognitive Flexibility

Objective: so that students can understand more deeply about cognitive flexibility and things that can be avoided due to cognitive flexibility as well as things that can be done to train it through group discussions

Discuss the following:

1. What is cognitive flexibility:
2. What is cognitive rigidity (stiffness in thinking):
3. The results of research by the world economic forum, one of which in Indonesia, found that only 17% of Indonesian people were able to adapt to learning new things in less than 1 month, the other 30% needed more than 1 year to adapt to new things. Apart from the pandemic, we are also facing digital disruption, it is predicted that 23 million jobs will be lost, there will be 27 million new jobs. According to new studies, these 23 million lost workers will be useless (*useless*) forever or only 17% are able to survive. Humans find it very difficult to take shortcuts, why is that?
4. Things you can do to train teenagers' flexibility:
5. Things that teenagers can avoid with flexibility:
6. Write down the results of the group discussion on the flipchart

Notes :

[illegible]

## Reflection and Evaluation Sheet

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## CLASS ON FLEXIBILITY AND GROWTH MINDSET

### Activity 1H

#### Appendix

#### Sedentary and Growth Mindset Tendencies Questionnaire Sheet

Objective: so that students can recognize whether their thinking tendencies remain or grow based on their individual views. Put a cross (x) on the number that corresponds to your opinion about each statement below:

1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree  
5 = Strongly agree

NO	STATEMENT	1	2	3	4	5
1	I believe that a person's intelligence cannot be changed					
2	If I fail at something, it means I'm not talented					
3	I feel like there's no point in trying something new if I'm not sure it will work					
4	When faced with challenges, I often feel like giving up					
5	Criticism of my abilities makes me feel insecure					
6	If I'm not good at something, I don't think it will change					
7	I believe that my abilities can develop through effort and practice					
8	I see failure as an opportunity to learn something new					
9	When faced with challenges, I try to find ways to overcome them					
10	I feel that mistakes are part of the learning process					
11	I love trying new things, even if they are difficult at first					
12	Criticism helps me to improve and grow					

## Activity 2

### Group Discussion Sheet Regarding Strategies for Developing a Growth Mindset

Goal: so that students can learn how to develop a growth mindset from the inspirational articles they have read

### Growth Mindset *Infinite Game* to Develop Sustainable Tourism Villages

Of 9:36 PM

Dewi Tinalah - Community and village have been an inseparable unit since ancient times. The community is also smart and astute about the potential of the village and itself. It is proven that now there is a new space with a tourist village.



Seeing the existing potential, the people in the Tinalah River area in Purwoharjo Village are also clever at seeing opportunities for the village's potential. Nature, culture and all the ins and outs of life in the village make it a challenge for the community to continue to be contributors, both in the short and long term.

The mindset of the people in Tinalah Tourism Village [www.dewitinalah.com](http://www.dewitinalah.com) is now growing, the idea that "***Make money to do good***," is no longer relevant. "***Do good making money***" It is the principle of community contribution, even to the culture of activities in tourist villages.

***Do Good making money*** This is what is manifested in every contribution of the tourist village. People with their own abilities contribute well through their thoughts and skills. For example, by being the best guide in every tourist activity session.

Sustainable tourism villages are like patterns **The Infinite Game**,  
Become a community of contributors who give rise to unlimited courage,  
to find the courage to optimize abilities in tourist villages.

Tourism Village is not a limited game like football or chess. Adopting a limitless mindset builds stronger, more innovative and inspiring teams, organizations, careers and lives. In the end, the people in the Tourism Village who live with a limitless mindset are the people who lead all generations towards the future.

<https://www.dewitinalah.com/2021/11/mindset-bertumbuh-infinite-game-untuk-kembangkan-sustainable-tourism-village.html>

After reading the article, discuss the following questions:

List any approaches used in the article to develop a growth mindset

[illegible]

Weekly Activities

Weekly Mission Worksheet (Journal)

Mission Title: I Want to Grow

Weekly Assignment:

- 1. Think about 1 challenge / obstacle / failure that you have experienced / are currently experiencing related to a growth mindset
- 2. List any efforts/commitments you want to make to overcome these challenges/obstacles/failures

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## Reflection and Evaluation Sheet

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# SELF-DISCIPLINE MODULE

# CLASS ON DETERMINATION AND SELF-DISCIPLINE

## Activity 1

## Group Discussion Sheet for Analysis of Learning Videos Related to Self-Discipline

Objective: students can recognize the correct concept regarding self-discipline and what the impact will be if they apply this correct concept

Discuss the following things related to the video you have watched:

1. What is wrong self-discipline according to most people?
2. What consequences will occur if you apply such self-discipline?
3. What is the true meaning of self-discipline?
4. What consequences will occur if you apply the right self-discipline?
5. Write the results of the discussion in the student workbook

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

## Goal Setting Form Sheet

Objective: so that students can determine the goals they want to achieve regarding determination and self-discipline, not based on other people's views but based on personal motivation

### **GOAL SETTING FORM**

#### **1. The main purpose**

**What are your main goals regarding determination and self-discipline?**

(Write specifically, clearly, and measurably.)

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#### **2. Main Reason**

**Why is this goal important to you?**

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#### **3. Steps to Achieve Goals**

**Write down the specific steps you will take to achieve this goal.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

#### **4. Potential Barriers**

**What obstacles might you face?**

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**How do you overcome it?**

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## **5.Schedules and Deadlines**

**When do you want to achieve this goal?**

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**Schedule of steps to be taken:**

- Week 1: \_\_\_\_\_
- 2nd week: \_\_\_\_\_
- 3rd week: \_\_\_\_\_

## **6.Reminder and Evaluation System**

**How will you remind yourself to stay disciplined?**

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**When will you evaluate progress?**

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## **7.Rewards and Consequences**

**What would you give yourself if you succeeded?**

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**What are the consequences if you fail?**

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## **8.Support from Others**

**Who can help you keep going (friends, family, mentor)?**

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## Reflection and Evaluation Sheet

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## CLASS ON MYTHS AND VIEWS ON SELF-DISCIPLINE

### Activity 1

#### Group Discussion Sheet Regarding Self-Discipline Myths and Facts

Objective: students can differentiate between wrong perceptions (myths) and reality (facts) about self-discipline

Determine whether the following statements regarding self-discipline are classified as myths or facts and provide an explanation!

N	Statement	Myth/Fact	Explanation
1	Peopl who are discipline never lost motivation		
2	Self-discipline is only for people who have big ambitions		
3	Self-discipline means never relaxing or enjoying free time		
4	Small habits don't have a big impact on results		
5	Self-discipline is innate, not something that can be trained		
6	Self-discipline means sacrificing all the pleasures of life		
7	Talented people do not need self-discipline to be successful		
8	The more hard someone work, the more disciplined they are		
9	Self-discipline is only needed for work or study, not other aspects of life		
10	Disciplined people do not need help or support from others		

After completing determining whether the statement is a myth or a fact, the group is asked to answer the following questions:

- Add other myths and facts about self-discipline that you and your friends understand (at least 2)
- In your opinion, will you feel exhausted by applying self-discipline? Explain!
- What things can you do to reduce fatigue?
- Write your answers in the student workbook

[illegible]

Goal: students can identify their personal views regarding willpower and how to manage their energy and healthy lifestyle and perseverance

1. What will you do to train willpower
2. What will you all do to manage energy
3. What will you do for a healthy lifestyle
4. What will you do for patient perseverance



## Reflection and Evaluation Sheet

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# CLASS ON STEPS OF SELF-DISCIPLINE

## ctivity 1

Attachment of Individual Assignments Related to Student Life Map Paths

Objective: students can visualize their future in the next 5 years and get meaningful input from their friends

Imagine yourself in 5 years. Write down targets every year

Age (Years)	Target



## Reflection Sheet Related to Making the Future Real

Goal: so that students can make the future feel real by writing it down. Answer the following questions:

1. Imagine and write down what you will be like in the future (for example, appearance, friendships, lifestyle, health, job, etc.)
2. What will you do now to achieve that future you?
3. What do you hope for from your future self?
4. What will you be like in the future?
5. Imagine your future self by looking at yourself now. What would you be grateful for now?
6. What message would you like to convey to yourself in the future if you have succeeded in achieving your goals?

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Weekly Activities

Weekly Mission Worksheet (Journal)

Mission Title: I Want to Change

Weekly Assignment:

- 1. In order to achieve the targets in your life, list the daily activities that you want to discipline in your life (minimum 5)
- 2. Write down the ways you will do this week to start self-discipline
- 3. How do you start these methods

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Reflection and Evaluation Sheet

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## CLASS ON DISCIPLINE ISSUES IN YOUTH

## Activity 1

## Individual Task Sheet Regarding Disciplinary Violations

Objective: students can identify the reasons why they are not disciplined in certain areas and are able to provide suggestions for improvement

The areas that are difficult and challenging to stick to in my opinion are:

.....

Answer and write the following on the student worksheet:

1. Reasons why I often break (can be more than one)
2. Give advice on what teenagers need to do to discipline themselves with this (maybe more than one)
3. Give suggestions about what adults around you need to do to support teenagers in doing this (maybe more than one)

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## Activity 2

## Individual Reflection Worksheet on Stress Related to Self-Discipline

Goal: so that students can recognize sources of stress, the impact of stress, and find solutions for themselves

Answer the following questions and write them in the student workbook:

1. The source of the stress you experience is related to self-discipline
2. The impact of the stress you experience is related to self-discipline
3. How you can overcome this stress is related to self-discipline

*[The page contains faint horizontal dotted lines across its entire width.]*

## Reflection and Evaluation Sheet

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# CLASS ON STRATEGIES RELATED TO SELF-DISCIPLINE

## Activity 1

Individual Assignment Sheet Related to Practice Strategies for Training Willpower

Objective: students can practice strategies for training determination

### Doing the *I Will, I Won't, and I Want* Challenges

- I will refrain from: .....
- I will do something every day to build good habits: .....
- I will strengthen self-monitoring by: .....
- What benefits will I get if I manage to abstain? Does anyone else benefit as well (who)?
- Imagine that over time this challenge gets easier and you can do more difficult things. What do you think your life and feelings will be like when you make progress after progress?
- Is there any discomfort you would feel if you knew that this restraint was only temporary?

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**Hiding Temptation**

What temptations do I want to hide in order to achieve personal goals: How do I hide these temptations:

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**Wait for 10 Minutes**

List 1 thing that has become your habit to do immediately without waiting even though you know that it is not good:

Ask yourself whether you are willing to give up continuing to enjoy these temporary pleasures:

Things you want to try are waiting first for 10 minutes before taking action (minimum 2):

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## Avoiding Contagion

- Are other people in your social circle also doing willpower challenges?
- Is any of your behavior influenced by people closest to you or is someone closest to you influenced by you?
- Do you use social proof (the human tendency to follow other people's actions, choices, or opinions in certain situations, especially when they feel unsure) to convince yourself that a willpower challenge is no big deal?
- To avoid being infected by other people's failures in determination, take a few minutes at the start of the day to think about your goals. (write down at least 1 of your goals/targets for today):
- When you need extra determination, think about people who are role models and think about what they would do to achieve success?
- Imagine how you would feel if you succeeded in not being infected by the failure of other people's determination.

[illegible]

## Responding to Failure of Willpower

1. Have you ever accidentally imitated someone's behavior in achieving their goals and how they recovered from their failures? Explain!
2. Have you ever been infected by other people's negative feelings (for example, getting angry, feeling sad, etc.)?
3. Have you ever wanted or even given up on achieving your goals because you experienced emotional contagion such as many failures and feeling helpless? Explain!

[illegible]

Weekly Activities

Weekly Mission Worksheet (Journal)

Mission Title: Build Willpower and Avoid

Contagion Weekly Tasks:

- 1. Register your determination to experience changes in your future (at least 1)
- 2. Is there a character you want to emulate? If anyone, who would you copy? And what do you want to copy?
- 3. Are there any behaviors that are influenced by people closest to you or people closest to you who are influenced by you?
- 4. Do you use social proof (the human tendency to follow other people's actions, choices, or opinions in certain situations, especially when they feel unsure) to convince yourself that a willpower challenge is no big deal?
- 5. Imagine how proud you would feel if you succeeded in building your determination and avoiding infection

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# **VALUING DIVERSITY MODULE**

## CLASS ON DIVERSITY

## Activity 1

## Group Discussion Sheet Related to Multiculturalism

Objective: students can build their own knowledge and express their opinions regarding the questions given regarding multiculturalism

Discuss the following questions:

- According to your group, what does diversity mean?
- According to your group, what does uniformity mean?
- According to your group, is uniformity good? Explain!
- Write down examples of diversity that exist around you? (minimum 5)
- Write down the positive impacts of diversity (at least 5)
- Write down the negative impacts of diversity (at least 5)
- Give your suggestions on how to preserve diversity (minimum 5)
- Write down the results of the group discussion on the flipchart

[illegible]



## Activity 2

## Group Assignment Sheet for Creating Informative Media

Objective: so that students can create information media in the form of an invitation to preserve diversity for other teenagers

Each group is asked to create 1 informative media with the following conditions:

1. The group chooses one example of diversity that they answered in the first activity
2. Groups are asked to create 1 informative media in the form of a drama video, jingle, song, comic, short story, poster, etc
3. This informative media contains information that needs to be presented regarding the selected diversity and how to preserve it, accompanied by an invitation to other young people to help preserve it.
4. If the media is in the form of a drama video, jingle or song, it can be recorded and sent to the instructor with a maximum duration of 3 minutes
5. Make the media as creative and interesting as possible

## Notes

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## CLASS ON LIVING IN DIVERSITY

### Activity 1

#### Article Sheet Related to Intolerance

#### Article 1

## Diusir dari desa karena agama, bagaimana mencegah intoleransi di tingkat warga?

3 April 2019



Image caption: The discriminatory agreement in Karet Hamlet, Bantul, was sued by a Catholic named Slamet Jurniarto, who was not allowed to let residents live in the hamlet.

**Various cases of religious-based intolerance in society are said by human rights organisation Setara Institute to be rampant because the government is not alert to tackle potential conflicts.**

Communal agreements to refuse someone to live in a certain area on the basis of religion, such as what happened to a non-Muslim in Yogyakarta, can be prevented if the government is consistent in realising the principle of diversity.

On the other hand, the government claims to have procedures for monitoring sectarian conflicts, although there are no sanctions for officials who fail to maintain community unity.

"There are rules to ensure that state life goes well. There is also a religious harmony forum," said Syarmadani, Director of Economic, Social and Cultural Resilience at the Ministry of Home Affairs.

"There should not be a unilateral ban like in Bantul," said Syarmadani.

"But in the meantime we can only warn. Our approach is not in the concept of reward and punishment," he said when contacted on Wednesday (03/04).

## **Catholic residents in Bantul**

Earlier this week, an agreement was revealed between residents in Karet hamlet, Pleret, Bantul, Yogyakarta, to reject non-Muslim residents living in their village.

The head of Karet hamlet, Iswanto, claimed to be aware of the existence of the regulation since 2015.

He later cancelled the agreement because a resident named Slamet Jurniarto, who is Catholic, took issue with it. Slamet was not allowed by Karet residents to live in the hamlet because he does not embrace Islam.

"The regulation that was made, because of this problem, has been withdrawn and frozen starting today," Iswanto said as reported by journalist in Yogyakarta, Furqon Ulya Himawan.

## **Are there government officials who reject diversity?**

Diversity and unity, experts say, are basic values of the state that must be translated by all government officials, including those at the village or neighbourhood level.

According to Halili, a researcher at the Setara Institute, an organisation working on human rights issues, the government has so far failed to ensure that its officials implement the principle of diversity.

"The government must ensure that officials, from the top to the bottom, have a solid perspective of diversity," Halili said.

"The agreement in Karet Hamlet emerged three years ago, meaning that the officials in the hamlet, including the babinsa, did not care about the segregative agreement," he continued.

Halili said that a meritocratic approach could be a solution to government officials' neglect of intolerance issues.

"Structural sanctions are needed for officials who practice intolerance. It could be a transfer or other punishment. Perhaps government officials have never coordinated with each other about community harmony," he said.

### **'Religion-specific settlements are expanding'**

According to Setara Institute, the incident in Bantul is only one of many segregation phenomena at the grassroots level. In various regions, especially in Java, exclusive housing for certain religious groups has emerged.

Halili said this phenomenon can only be stopped by the government's political will to fight against societal divisions.

"The strengthening of religious conservatism has a prolonged social impact. Everything is now labelled as religious.

"The government should be responsive because this clearly threatens the unity of society," Halili said. The Ministry of Home Affairs itself states that every Indonesian citizen has the right to choose domicile in any region within the territory of the Republic of Indonesia.

This right can only be limited by special rights which are also regulated in laws and regulations.

### **'Bantul has the most incidents of intolerance'**

In Bantul regency, cases of religious freedom intolerance occur more frequently than in other regencies in Yogyakarta province, said the National Alliance for Unity in Diversity (ANBTI) Yogyakarta. The organisation noted that there have been seven incidents of intolerance in Bantul since 2016-2018 and increased to eight with the rejection of Slamet Jurniarto.

Here are some of them:

**19 February 2016**, the Islamic Jihad Front (FJI) came to the Waria Al-Fatah Boarding School in Kotagede, Jagalan, Banguntapan, Bantul. They requested that the boarding school be closed.

**7 December 2016**, Forum Ukhuwah Islamiyah (FUI) visited the public relations and admissions office of Duta Wacana Christian University (UKDW) Yogyakarta. They protested against a poster advertising UKDW's new student admissions that featured a photo of a woman wearing a headscarf.

**January 2017**, a number of residents rejected the Head of Pajangan Sub-District Yulius Suharto in Bantul Regency because he was non-Muslim. In fact, the Regent of Bantul, Suharsono, had already inaugurated him.

**12 October 2017**, Cancellation of the National Reformation Service of 500 Years of the Church of God by Stephen Thong Evangelistic International (STEMI) in Yogyakarta, due to rejection from Islamic organisations with accusations of Christianisation.

**28 January 2018**, a number of Islamic organisations rejected the social service activities of the Parish of Saint Paul's Church, Pringgolayan, Bantul, in commemoration of the 32nd anniversary of the founding of the church. The reason for the rejection was an attempt at Christianisation and they asked the church committee to move the activities in the church.

**11 February 2018**, Attack on parishioners and priest of Santa Lidwina Church in Bedog, Sleman, Yogyakarta, by a man. The priest who was leading mass and two parishioners who were attending mass were injured by the perpetrator's sword.

**17 December 2018**, Residents of RT 53 RW 13, Purbayan, Kotagede, rejected the installation of a cross headstone on the grave of a resident named Albertus Slamet Sugihardi. The residents cut off the top of the cross headstone. Residents also refused to pray for the dead at the cemetery and at the family home.

<https://www.bbc.com/indonesia/indonesia-47801818>



## Article 2

### **Source of Intolerance in Schools**

Bagong Suyanto - detikNews  
Monday, 25 Jan 2021 11:30 WIB

Jakarta - Cases of intolerance have occurred again at schools. Educational institutions that should be a habitus conducive to diversity are actually being developed in the wrong direction. The circulation of a video on social media showing an argument between students' parents and teachers regarding the obligation to wear the hijab, including for non-Muslim female students, is proof that the issue of intolerance is still a problem in educational institutions.

Jeni Cahyani Hia, who is a non-Muslim student at SMK 2 Padang, refuses to wear the hijab. Under the pretext that it is a school rule and custom, the video reveals how the school insisted that non-Muslim students like Jeni wear the hijab. At SMK 2 Padang, it turns out that there are 46 non-Muslim female students who wear the hijab in their daily activities at school, except Jeni.

#### Nothing New

In Indonesia, the act of discriminating against students of different religions is nothing new. Before the SMK 2 Padang case was revealed, a similar case had also occurred in DKI Jakarta. One of the teachers sent a message in the students' WhatsApp group to have an OSIS chairman who shares his beliefs. In various schools, it is suspected that cases of intolerance do not only occur in one or two schools.

A number of studies show that the practice of religious intolerance in Indonesia and in various parts of the world continues to increase from year to year (Hamayotsu, 2013; Qodir, 2016; Mietzner, 2018). The forms of acts of religious intolerance that occur in Indonesia are not only in the form of discriminatory treatment of religious minorities, restrictions on worship activities, prohibitions on the establishment of places of worship, but also occur in schools.

In a report entitled Global Uptick in Government Restrictions on Religion in 2016, the Pew Research Center noted an increase in the practice of religious intolerance towards minority religious groups. Of the 198 countries surveyed, the Pew Research Center found that 28% had strict or very strict restrictions on minority religious activities through laws or

actions by state officials.

In addition, there are 27% of countries that have high or very high levels of violence against religion perpetrated by individuals or non-state organizations. Overall, there are 83 countries (42%) that have high or very high levels of restrictions or prohibitions on religious activities worldwide (Pew Research Center, 2018).

In Indonesia, one of the worrying things is when intolerant practices start to emerge in educational institutions. Research results from the Center for the Study of Islam and Society (PPIM) UIN Syarif Hidayatullah, for example, showed that 43.88% of the 1,859 high school students who were respondents to this research tended to support intolerant actions and 6.56% supported radical religious beliefs (PPIM-UIN, 2017).



A study conducted by Suyanto et al (2019) from FISIP Airlangga University found that among students, intolerant attitudes and behavior in various schools had developed on a quite disturbing scale. School is not only a place for students to study and gain knowledge for their future, but also a space for the infiltration of bad influences in social interactions towards fellow students.

Even though 67.6% of respondents admitted that they had never committed acts of intolerance towards other students, 32.4% admitted that they had, while 29.2% admitted that they rarely did so and 3.2% admitted that they often did.

Indeed, it is not always the case that students commit intolerant acts towards their school friends. When there are no moments that allow and stimulate them to carry out intolerant actions, life and social patterns between students at school continue as usual. However, it is a different matter when there is a moment that stimulates the possibility of certain students committing acts of intolerance towards other students.

This study found that, when there is a lot of discussion about elections, for example, some students are sometimes encouraged to carry out acts of intolerance towards other students. Differences in ideology and which figures they idolize in the election mean that some students do not hesitate to carry out acts of intolerance towards their friends.

Behaving and acting intolerantly for some students is no longer surprising. Not only do they carry out acts of intolerance that are based on an attitude of rejecting differences, in everyday life at school some students admit that they are also accustomed to carrying out acts of bullying or persecution.

As many as 36.2% of respondents admitted to having committed acts of bullying, although the intensity was rare. Meanwhile, 5.8% of respondents admitted that they often carried out acts of persecution against other friends.

Most of the forms of persecution that students carry out against their friends (33%) are in the form of verbal abuse, namely harsh words, such as cursing, scolding, and the like that hurts their feelings. Meanwhile, other forms of persecution include carrying out acts of bullying (14.4%), spreading untrue rumors (11.4%), or carrying out physical actions against friends, such as hitting, kicking, and the like

(6.4%).  
Bad Effect

Sociologically, acts of religious intolerance in Indonesia, including among students, are generally influenced by various factors. Qodir (2016) stated that religious factors (shallow understanding of religious teachings), psychological factors (unstable teenage years), political factors (relatively minimal political access for young people), and economic factors (poverty and inequality in economic conditions) also play an important role in encouraging an increase in the practice of religious intolerance in Indonesia.

On the other hand, this trend of increasing the practice of religious intolerance also seems to be in line with the phenomenon of the increasingly widespread practice of identity politics, increasing acts of terrorism, and the decay of the democratic system that is currently occurring in many countries in the world (Clarke, 2013; Fukuyama, 2018).

Regardless of the influencing factors, intolerant practices - such as forcing non-Muslim female students to wear the hijab which occurred at SMK 2 Padang - will undoubtedly have a negative effect on students' social-psychological development. This act of coercion not only violates children's human rights, but also risks becoming an investment in narrow attitudes and even a culture of violence against diversity which is actually the spirit and identity of the multipluralist Indonesian nation.

Minister of Education and Culture Nadiem Makarim has emphasized that the education system in Indonesia is not discriminatory. A school principal, teachers and students must all be inclusive, open and anti-discriminatory.

Bagong Suyanto Dean of FISIP, Airlangga University

in full <https://news.detik.com/kolom/d-5347202/benih-intoleransi-di-sekolah>.



## Chaos in Tanjung Balai, monastery and temple burnt down



image captionThe burning started around midnight and happened quickly.

**Seven suspected looters are being questioned in connection with the riot that started with a woman's request to an imam to turn down the mosque loudspeakers, the mastermind and perpetrators are still being sought.**

The burnings started to erupt on Friday (29/7) near midnight, around 23.00.

"There were six monasteries and temples that were attacked by several hundred residents. However, in most cases, the burning was carried out on prayer tools, and the buildings themselves did not burn down," said North Sumatra Regional Police spokesperson, Kombes Rina Sari Ginting, to BBC Indonesia's Ging Ginanjar.

Asked why the crowd could freely go on the rampage and it seemed as if the police were letting them, Rina Ginting answered, "We are still investigating, but it's not right that the police are letting them."

"At that time there was actually a dialogue going on, but the crowd outside moved on their own. They moved quickly, we tried to ask them to disperse and not resort to violence. And the number of police was very limited."

"We continue to investigate and investigate who the perpetrators are, who the masterminds are. They will definitely be prosecuted, because this is a

criminal act," he stressed.

The seven people who have been 'detained' and are still being questioned are related to alleged looting during the incident, not to acts of vandalism and arson.

He added that the rampage by the people, some of whom were young people, lasted several hours, and began to disperse at around 04.30.

"However, the burning itself did not last long, because what was burned were items of worship. For example incense, agarwood, candles, oil and paper, Buddha statues, gongs., and furniture such as tables, chairs, lamps, lanterns. The buildings themselves, however, were slightly burnt.

### **Starting from the volume of the mosque loudspeakers**

He mentioned that the tension began before the Isha prayer, after Meliana, a 41-year-old Chinese woman, asked the management of the Al Maksum mosque in her neighbourhood to turn down the volume of the loudspeaker. After the Isha prayer, at around 8pm a number of worshippers and mosque officials went to Meliana's house. Then on the initiative of the neighbourhood head, Meliana and her husband were taken to the lurah office.

But the atmosphere heated up, Meliana and her husband were then "secured" to the Tanjung Balai Selatan Police Station.

"At the Polsek office, a discussion was held involving the sub-district head, the neighbourhood head, community leaders, the head of the MUI, and the head of the local FPI," said Rina Ginting.

She admitted that she did not know why FPI was involved.

"But outside, the masses began to gather a lot, with many students, they also made speeches. But we were able to stop them and they dispersed.

However, he said, two hours later the mob gathered again, possibly as a result of messages on social media.

They then went to Meliana's house and intended to burn it down but were prevented by neighbours. After that, the crowd, which was getting bigger and hotter, moved to Vihara Juanda which was about 500 metres away and tried to burn it but was blocked by Tanjung Balau Police officers. The angry mob then threw stones at the vihara.

"Then the mob moved to another place, which turned out to burn several viharas and kelentengs, which were close together," said Rina Ginting as well. She said that arson and vandalism occurred in at least six monasteries and a number of temples and several other buildings, as well as a number of vehicles.

[https://www.bbc.com/indonesia/berita\\_indonesia/2016/07/160730\\_indonesia\\_rusuh\\_tanjung\\_hall](https://www.bbc.com/indonesia/berita_indonesia/2016/07/160730_indonesia_rusuh_tanjung_hall)

#### Article 4

## Tolikara riots, first time a house of worship was burned down in Papua

Editor : Maria Rita Hasugian

Saturday, 18 July 2015 14:58 IWST



Students from Papua open tubers after roasting them during the stone burning tradition in Salatiga, May 6 2015. This event was deliberately held to create a peaceful atmosphere between Papuans and the people of Salatiga. TEMPO/Budi Purwanto

**TEMPO.CO, Jakarta** - Papua Peace Network Coordinator, Father Neles Tebay regrets the riots in Karubaga, Tolikara Regency, Papua which resulted in houses of worship being burned including 70 houses and kiosks during the Eid al-Fitr celebration, 17 July 2015.

According to Father Neles, acts of arson like this, whether carried out intentionally or without planning, cannot be accepted and justified by any believer. Papuan culture, he explained, does not teach people to disturb, let alone burn, places of worship.

[National Police Headquarters Has Not Yet Investigated Tolikar's Spread of Fake Newsa](#)

Cultural traditions teach that Papuans should not disturb places that are considered sacred, sacred or holy according to local culture. Sacred places in culture are places that, according to local beliefs, are inhabited by spirits.

"If you disturb this sacred place, according to Papuan beliefs, there will be consequences for the lives of the families of the people who disturb this place. The consequences could be that the disturbers fall ill, or one of their family members dies without getting sick first, or there is a famine," said Father Neles to Tempo today, 18 July 015.

According to Father Neles, when major religions such as Christianity and

Islam entered Papua, places of worship such as churches and mosques were seen as sacred, sacred or holy places. "Therefore, Papuans, whatever their religion, have never disturbed, let alone burned, either a church or a mosque, in all this time. Even a leaf of grass has never been disturbed or plucked from the yard of the church or mosque," he said.

### Police Deny There Was a Riot in Tolikara

As far as this Catholic clergyman knows, the burning of the prayer room in Tolikara was the first incident in Papuan history. Papuans have never burned places of worship before, except for what recently happened in Tolikara. "So, as a Papuan, I apologize for this incident which violates traditional norms," said Father Neles.

The head of the East Fajar Theological Philosophy College admitted that the burning of places of worship in Tolikara had harmed the efforts of Papuan civil society together with all religious leaders to make Papua a Land of Peace. This incident reminds us that the Papua Land of Peace campaign is still limited to the level of religious leaders. It turns out that the concept of Papua Land of Peace still needs to be promoted at the grassroots level.

The people, he said, need to be involved in discussion, reflection and working together to build Papua, a Land of Peace, so that they participate in seeking and maintaining peace in their respective places. According to Father Neles, the regents in all districts in Papua and West Papua Provinces need to facilitate internal Papuan discussions and dialogue about Papua, Land of Peace so that all parties participate in maintaining Papua as a Land of Peace.

"No one party is praising the burning of this place of worship. But there is also no need to immediately accuse other groups of being the perpetrators of the arson without being based on a credible investigation," stressed Father Neles.

He asked all parties to exercise restraint and not escalate the situation. The police were asked to carry out an investigation as soon as possible not only to find the perpetrators of the arson but also to find the main causal factors that triggered the arson.

"By knowing the causal factors, we can prevent this from happening again in the future," he said. He also encouraged religious leaders throughout the Land of Papua to work together to maintain peace on the land of Cenderawasih.

[https://nasional.tempo.co/read/765738/mabes-polri-belum-usut-besar-kabar-muncul-tolikara?tracking\\_page\\_direct](https://nasional.tempo.co/read/765738/mabes-polri-belum-usut-besar-kabar-muncul-tolikara?tracking_page_direct)



Group Discussion Sheet Related to Study Articles Regarding Intolerance

Objective: so that students can analyze and assess intolerant or tolerant attitudes that occur and students can build knowledge through examples and group discussions

Things that need to be discussed based on the articles obtained are:

- List the intolerant attitudes contained in the articles you get
- What causes these attitudes to arise?
- List the impacts of this intolerant attitude
- Who is harmed due to intolerant attitudes?
- List the tolerant attitudes that should be developed

Things to discuss based on events around you:

- Give examples of intolerant attitudes that often occur around you or that you often do that lead to violence
- What causes intolerant attitudes around you to occur?
- List any impacts caused
- Who is harmed because of this intolerant attitude?
- What efforts have been made to prevent intolerant attitudes from occurring or are there any concrete actions to stop this?
- What attitude should be built to build tolerance around you?
- Write down the results of the discussion on the flipchart

Note

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## Activity 2

# Role Play Instruction Sheet

The aim of making educational videos is so that students understand more about the values of tolerance and non-violence and can convey positive messages that can be used as material for outreach to other young people.

Groups are asked to make an educational video in the form of drama, public service announcements, jingles, news, lectures, etc. regarding tolerance and the value of non-violence.

Once the recording has been completed (maximum 2 minutes) it can be sent to the instructor

## Notes

[illegible]



## Reflection and Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

### 1. Self Reflection

What did I learn about myself through this day-long learning experience? How did I feel during and after today's learning experience?

What strengths and weaknesses do I see from my learning experience throughout the day?

### 2. Process Reflection

What went well during the day's learning process, and why? What can I do differently tomorrow for better results?

How do I prepare myself before learning, and is that preparation enough?

### 3. Reflection on Results

Are the results I achieved today in line with my initial expectations?

What makes this outcome a success or failure?

### 4. Learning Reflection

What are the main challenges I face, and how do I address them? What new skills or knowledge did I gain?

How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

How do I communicate and collaborate with others?

Was there a moment where I could have listened or responded better? What did I learn about interpersonal relationships through today's learning experience?



# EMPATHY MODULE

# CLASS ON BASIC CONCEPTS OF EMPATHY

## Activity 1

### Reflection Sheet on Personal Experiences Related to Empathy

Objective: students can remember experiences of empathy and can pass on that empathy to others

Reflect and remember the following things:

1. Have you ever experienced empathy and compassion from others?
2. Tell us about that experience!
3. How did you feel at that time?
4. What impact did you feel after receiving empathy and compassion from that person?
5. In your opinion, what makes them show such empathy and compassion towards you?
6. Has your experience of gaining empathy and compassion enabled you to exercise empathy and compassion towards other people?
7. Tell us about that experience!
8. How did you feel at that time?
9. How did the person feel at that moment?
10. What impact did your empathy and compassion have on that person?
11. Write the results of your reflection in the student workbook

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## Activity 2

## Sheet for Creating Empathy Practice Scenarios

Each group creates a scenario written in their workbook (can be taken from your experience), regarding:

1. First student problem
2. Second student response
3. The conversation that took place
4. Non-verbal movements involved
5. The feelings of the first and second students after the conversation is over
6. Once the scenario has been created, the group can immediately practice it

[illegible]

## Weekly Activities

## Weekly Mission Worksheet (Journal)

Mission Title: Building My Empathy

## Weekly Assignment:

1. Reflect on your empathy skills, do you have good empathy skills and show them to others?
2. Write down your strengths and weaknesses in terms of empathy abilities
3. Do you have the desire to correct these deficiencies?
4. If yes, write down what commitment you want to make to improve it

[illegible]

## Reflection and Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

### 1. Self Reflection

What did I learn about myself through this day-long learning experience? How did I feel during and after today's learning experience?

What strengths and weaknesses do I see from my learning experience throughout the day?

### 2. Process Reflection

What went well during the day's learning process, and why?

What can I do differently tomorrow for better results?

How do I prepare myself before learning, and is that preparation enough?

### 3. Reflection on Results

Are the results I achieved today in line with my initial expectations? What makes this outcome a success or failure?

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What are the main challenges I face, and how do I address them?

What new skills or knowledge did I gain?

How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

How do I communicate and collaborate with others?

Was there a moment where I could have listened or responded better? What did I learn about interpersonal relationships through today's learning experience?

# CLASS ON WHAT IS ABUSIVE BEHAVIOR

## Activity 1

### Abusive Tree Identification Sheet and Solutions

Objective: students are able to identify the causes of violence, types of violence, the impact of violence, as well as solutions to prevent violence by using the violence tree and solutions

Based on the films that have been watched and the knowledge that students already have, complete the following tasks:

1. Draw a tree consisting of roots, stems, leaves on the flipchart, make a large tree according to the size of the flipchart
2. Identify the causes of violence and write them at the roots of the tree
3. Identify the types of violence and write them on the tree trunk
4. Identify the impacts of violence and write them on the leaves of the tree
5. Identify what could be a solution to prevent violence and write it on another leaf on the tree

### Notes

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## Activity 2

### Article 1

# **After a hiatus from the world of entertainment, Aliando Syarief finally reveals the cause of having OCD, admits he was forced to work and experienced emotional violence**

**Nur Andriana** - Monday, 29 August 2022 | 16:09 WIB



Aliando Syarief.

**Grid.ID** - Handsome actor **Aliando Syarief** Some time ago it was reported that he would be taking a break from the entertainment world for some time.

After investigating, the reason Aliando wanted to take a break from the world that had made his name famous was because he was suffering from an illness **OCD** atau Obsessive-Compulsive Disorder.

Regarding the condition of the disease he was suffering from, Aliando conveyed it directly via live Instagram in early 2022.

On that occasion, the man who is familiarly called Ali said that he had disappeared from the entertainment world not just because he suffered from OCD.

However, it turned out there was another reason that made him decide to take a break. Unfortunately, that was the cause that actually became the starting point for him to suffer from mental disorders.

Regarding his condition, Aliando finally had the courage to tell the public about the dark times he had experienced recently.

Together with his friend, Ricky Weather, Aliando told of the tragic incident that happened to him which led to the emergence of OCD.

"Honestly, it's not because my OCD has disappeared. OCD is just the impact of this problem," said Ali, quoted from Ricky's YouTube channel, Monday (29/08/2022).

Aliando said that he had experienced crime at home and became a victim **violence**.



Unfortunately, Ali seemed reluctant to reveal further details of the problems he was experiencing.

"This is criminality. So, there is **criminal case** what happened in my house, after that it affected me **OCD**."

"If you could say, my case almost has a name **violence** domestic. It's like I'm forced to work, to support them. If not, I will be tortured," he added.

Even though he experienced violence, Aliando admitted that he could not report the case to the police because he did not have evidence.

This is what then creates mental conditions **Aliando Syarief** increasingly disturbed.

"No, because there is no evidence. The manipulation was more psychological. I was criticized, there is such a thing as emotional violence, there the violence affected my mental state," he said.

It turns out that it wasn't just physical and mental violence experienced by the cast of the soap opera Ganteng- Ganteng Wolves.

However, he revealed that he had attacked and made enemies of his own family because of the person who was behind the case.

"This criminal told me to attack my own family because they were the ones who made me like this," he said.

Due to this person's instigation, Aliando finally became emotional when he was near his own family.

"So, this person wanted to hide his hands from what he was doing and changed my emotions to be annoyed with the people beside me," he continued.

Slowly but surely, Aliando began to realize that this person had incited him into a bad circle.

This is what succeeded in making Aliando get out of this vicious circle and decide to leave it.

"I was wrong too, I'm happy to accept someone like that," he concluded. Now

Aliando seems to be opening himself up to the public more and more.

In fact, he has become active again on social media and is starting to return to **world of acting** who has made a name for himself.

<https://www.grid.id/read/043451344/sempat-vakum-dari-dunia-entertainment-aliando-syarief-akhirnya-bongkar-causes-of-ocd-suffering-admits-having-been-forced-to-work-until-experiencing-emotional-violence?page=3>

## Article 2

### **Having Experienced Emotional Abuse, Selena Gomez Reveals Her Feelings After Breaking Up and Leaving Her Married Justin Bieber**

**My Life** - Saturday, 29 February 2020 | 19:12 WIB



**Grid.ID** - Everyone has their own way of forgetting **ex-** his lover.

For musicians like **Selena Gomez**, The way to let go of his love in the past is through a work.

Selena Gomez can now let go **Justin Bieber** after expressing his feelings in his latest album, *Rare*.

"Selena feels very relieved, finally she can tell her side of the story, make peace and finally close the chapter on her life with Justin."

"He is happy to be able to tell the truth through art and in his own way," said a source to *US Weekly*, quoted from *Elle*, Saturday (29/2/2020).

Regarding her feelings after ending her relationship with Justin Bieber, Selena admitted that she was very happy because now she could move on to a new chapter in her life.

"It was very difficult and I'm glad it's over," Selena said in an interview with National Public Radio (NPR).

"This is a nice way of saying, it's over."

After successfully letting go of her ex-boyfriend, Selena Gomez doesn't want to rush into a romantic relationship again.

"He wants to focus on his music career and mental health."

"He is currently in no rush to enter into a romantic relationship. Selena is still healing," said a source.

"But she now knows what kind of men she wants to date and what qualities to have in order to be in a healthy relationship," she explains.

**Justin Bieber** And **Selena Gomez** It is known that they started dating in 2011.

They then separated after Justin Bieber reportedly cheated on her with another woman. The two singers started dating again in 2015 but then broke up again.

They reunited one last time in 2017 before splitting for good.

Justin Bieber has now married model Hailey Baldwin shortly after **separated** from Selena.

Meanwhile, the 27 year old singer took a break from the world of music to restore his mental health.

However, Selena Gomez has now returned to the music industry with the release of her new album entitled Rare. (\*)

<https://www.grid.id/read/042044833/sem-pat-alami-kekerasan-emosional-selena-gomez-express-his-feelings-after-breaking-up-and-leaving-married-justin-bieber?page=all>

### Article 3

## **Can I Legally Process Verbal Abuse from Colleagues?**

detikcom Team - detikNews

Friday, 22 Jul 2022 09:25 WIB

Jakarta - A team in one office should strengthen and support each other. But in some cases, there are people who even drop each other and cut each other in the folds. Can this be policed?

This was a question from detik's Advocate readers who were sent to email: [redaksi@detik.com](mailto:redaksi@detik.com) and cc'd to [andi.saputra@detik.com](mailto:andi.saputra@detik.com) Here are the complete questions:

Dear. Editor of Hukum Detik,

Mr Andi Saputra, Good

morning.

Let me introduce myself, I, one of the private employees at a private company located in the Central Jakarta area. I would like to ask for help from gentlemen who are experts in law.

I will share a little story about one of my friends at a private company where I actively work. Since the beginning (March 2019) I joined to work here, my co-worker has always insulted me and bullied me to the extreme, just me.

At the beginning of this year, January 2022, I officially moved away from him, but the insulting and oppressive pressure continued until it escalated to physical violence in the work room, he attacked me verbally and then I was beaten on the right arm and left arm, because I never responded to his actions towards me, I just kept quiet and didn't give any reaction.

Now, this morning when I came in late, sat at the table, only 1 minute late, he started insulting me by shouting and it went on for more than 1 hour. Even though there were other co-workers at work, he still shouted harsh words.

And once again I didn't react in any way to his verbal attacks. This is one of the voice recordings I took this morning, July 7, 2022.

I would like to ask for a solution, sir.  
What kind of preventive measures do I need to take?

The HR department at my workplace has tried to neutralize it, but my coworker's verbal attacks will repeat themselves 1 or 2 hours later.

And the HR Department has also consulted with legal consultants, but the suggestions they have given have not had much effect.

I have also tried to talk to the person personally via WA chat, now he is the one who has blocked my WA, I talk verbally to meet him outside working hours and outside the workplace, such as going to his house or for example he is worried that I will commit acts of violence against him.

I have given the solution, "Come on, let's meet at the nearest police station." Instead, he ignored me and continued his verbal attacks on me and always looked for my mistakes so that he felt that his verbal attacks were well-founded and justified.

Please provide a solution, sir.

Thank you in advance for accepting my complaint. Best Regards,  
Jakarta

.....  
To answer the questions from detik's Advocate readers above, we asked for the opinion of advocate Yudhi Ongkowijaya, S.H., M.H. Following is the complete explanation:

Thank you for your question, sister. We will help to answer it.

Regarding co-workers who insulted and oppressed you to the extreme, we concluded that these actions were continuously carried out directly against you (not in writing or through electronic media), carried out in front of other people (office friends), with or without violence or threats of violence, resulting in disturbed psychology and calm in your activities and lowered your self-esteem and dignity. Apart from that, Sister also experienced beatings from her co-workers, but this did not result in injuries or illness.

Acts of direct insult to the person concerned constitute a violation of the provisions of Article 310 Paragraph (1) of the Criminal Code, which states that:

Any person who intentionally attacks someone's honor or good name by making accusations about something, with the clear intention of making the matter known to the public, is threatened for defamation with a maximum imprisonment of nine months or a maximum fine of four thousand five hundred Rupiah.

If the insulting act carried out contains elements of violence or threats of violence in it, then the action can be included in the offense of Article 335 Paragraph (1) 1 of the Criminal Code Juncto Constitutional Court Decision Number 1/PUU-XI/2013, which states that:

Any person who unlawfully forces another person to do or not do something or to allow something, by using violence or threats of violence, whether against the person himself or another person, is threatened with imprisonment for a maximum of one year or a maximum fine of four thousand five hundred Rupiah.

Then, if in the same incident, there is also a beating that does not cause injury or pain, then according to the provisions of Article 352 Paragraph (1) of the Criminal Code, it is stated that:

Apart from what is stated in Article 353 and Article 356, abuse that does not result in illness or an obstacle to carrying out a position or job is threatened as light abuse, with a maximum imprisonment of three months or a maximum fine of four thousand five hundred Rupiah. This penalty may be increased by:

one third, if the crime is committed against someone who works for him or is under his command.

From the description of the questions submitted, it is quite surprising that the efforts of your office seem to allow acts of humiliation and oppression against you to continue. Companies should be the first and foremost in ensuring protection and security for their workers.

This is in accordance with the provisions of Article 86 Paragraph (1) of Law Number 13 of 2003 concerning Employment in conjunction with Law Number 11 of 2020 concerning Job Creation, which states:

Every worker/laborer has the right to obtain protection for:

- a. Work safety and health;
- b. Morals and ethics; and
- c. Behavior that is in line with human dignity and dignity and religious values.

For this reason, the company, which is represented by the personnel department (HRD), based on reports from you and based on sufficient evidence, should be able to make more efforts to protect you from acts of humiliation or violence carried out by other fellow employees, namely not only by summoning the person concerned for questioning and advice, but also giving a warning letter if you continue to do this repeatedly, and if necessary, the company has the right to terminate your employment relationship if the person concerned, based on sufficient evidence, really does not heed the warning letter that has been given to him.

Sister's actions in always being patient are very commendable. Yudhi Ongkowijaya, advocate

In our opinion, your actions, which have always been patient in dealing with the behavior of your co-workers, even though they have treated you badly and led to harassment of your honor and dignity, is a very commendable action. Moreover, Sister prioritizes family dialogue in order to resolve these problems. However, if patience and a personal approach do not produce results, as a preventive measure, you can take legal action, namely by using the services of a Legal Counsel (Advocate) to issue a warning via Summons to your co-workers.

If the person concerned still does not change his attitude, then it is time for you to take further criminal legal action, by first collecting evidence and witnesses who saw and heard the incident directly, then making a Police Report regarding the actions of your co-worker, based on the alleged criminal act of insulting and/or threatening and/or light abuse as stipulated in Article 310 Paragraph (1) and/or Article 335 Paragraph (1) 1st and/or Article 352 Paragraph (1) of the Criminal Code, both personally or accompanied by an appointed Legal Advisor.

That's our answer, hopefully it can be useful. Regards. Yudhi Ongkowijaya, S.H., M.H.

Partner at ELMA & Partners Law Office

www.lawofficeelma.com <https://news.detik.com/berita/d-6192409/apakah-saya-bisa-polisikan-coworker-verbal-violence>

## Study Sheet for Articles Related to Emotional Violence

Based on the articles you obtained, discuss the following and write your answers in your respective workbooks:

1. What are the factors that cause emotional violence to occur?
2. What are the long-term impacts experienced by the victim?
3. What are the short-term impacts experienced by the victim?
4. What can be done if it happens that they become victims
5. What can they do if they become a third party (direct or indirect witness)

[illegible]



## Reflection and Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

### 1. Self Reflection

What did I learn about myself through this day-long learning experience? How did I feel during and after today's learning experience?

What strengths and weaknesses do I see from my learning experience throughout the day?

### 2. Process Reflection

What went well during the day's learning process, and why?

What can I do differently tomorrow for better results?

How do I prepare myself before learning, and is that preparation enough?

### 3. Reflection on Results

Are the results I achieved today in line with my initial expectations? What makes this outcome a success or failure?

### 4. Learning Reflection

What are the main challenges I face, and how do I address them?

What new skills or knowledge did I gain?

How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

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Was there a moment where I could have listened or responded better? What I learned about interpersonal relationships through today's learning experience.

## CLASS ON SIGNS OF EMOTIONALLY ABUSIVE BEHAVIOR

### Activity 1

#### 'Knowing Yourself' Questionnaire Sheet Regarding Emotional Violence

Objective: to identify whether students are involved in a situation of emotionally violent behavior or not so that they can find the right solution for this.

Please read each statement carefully and rate how often you experience this behavior on a scale of 1-5 (Never - ever - quite often - often - very often).

No	Item	Scale
1	I have been insulted by my partner/family member/friend in front of other people.	
2	When I make a mistake, I tend to get blamed.	
3	My partner/family member/friend uses threats to control me.	
4	My partner/family member/friend does not take my words seriously.	
5	People around me taunt me by calling me bad names.	
6	My partner/friend/family member ignores my feelings or needs.	
7	My partner/family members try to isolate me.	
8	My partner/friend/family member compares me to others.	
9	My partner/friend/family member emotionally blackmails me to get what they want.	
10	My partner/friend/family member makes me feel like I'm not good enough or worthless.	
11	My partner/friend/family member silenced me to punish me.	
12	My partner/friend/family member denies things they have said or done.	
13	My partner/friend/family member puts pressure on me when I can't support them financially.	
14	My partner/friend/family member doesn't care how their actions affect my well-being.	
	Total	

## Activity 2

## Short Film Analysis Sheet Related to Emotional Violence

Objective: so that students can build individual knowledge about healthy behavior and violent behavior around us and how to build healthy behavior and try to eliminate violent behavior

Analyze the film then discuss the following questions and write your answers in each student's workbook:

- What do you think the meaning of violent behavior is?
- What do you think are signs of violent behavior?
- What do you think is the impact of violent behavior
- How do you think you can eliminate violent behavior?

This image shows a full page of white paper with horizontal dotted lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Activity 3

## Instruction Sheet for Creating Information Media Related to Healthy Behavior Campaigns

Objective: so that students can campaign for healthy behavior among teenagers through creating information media

The group assignments are as follows:

1. Create information media to campaign for healthy behavior among teenagers in the form of drama videos / jingles / songs / posters / short stories / comics / other interesting forms
2. If you use audio-visual media, record it for a maximum duration of 1 minute and send it to the instructor
3. The campaign contains necessary information about healthy behavior and an invitation to maintain this healthy behavior
4. Students can use examples that often occur around them
5. Students can also add slogans to stop violent behavior and so on (use your creativity)

## Notes

[illegible]

## Weekly Activities

## Weekly Mission Worksheet (Journal)

Mission Title: Stop Emotional Violence

### Weekly Assignment:

1. Observe violent behavior that often occurs around me and write it down (at least 1)
2. In your opinion, how can we stop violent behavior and foster a culture of healthy behavior? Explain
3. What can I do to implement healthy behavior this week

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

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## CLASS ON BASIC CONCEPTS OF GENDER

## Activity 2

## Short Film Analysis Sheet Related to Gender Inequality

Things that are contained in the film and need to be discussed by the group regarding:

- What do you think is the meaning of gender inequality?
- Forms of gender inequality experienced by the characters
- The causes of gender inequality experienced by the characters
- Due to gender inequality experienced by the characters
- Identify other forms of gender inequality towards men/women that you know about (at least 1)
- Identify other causes of gender inequality towards men/women that you know (at least 1)
- Identify other effects of gender inequality on men/women that you know (at least 1)
- What do you think is the importance of gender equality?
- Write down the results of the group discussion on *flipchart*

## Notes

[illegible]

## Weekly Activities

## Weekly Mission Worksheet (Journal)

Mission Title: Pro Gender Equality

### Weekly Assignment:

1. Tell me about gender equality or inequality that I have experienced/performed towards other people in the form of actions or words
2. Tell us about the impact experienced by the victim
3. Give a commitment regarding what will be done to stop gender inequality starting from the personal environment

[illegible]



## Reflection and Evaluation Sheet

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# CLASS ON GETTING TO KNOW STEREOTYPES

## Activity 1

## Short Film Analysis Sheet Related to Stereotypes

Objective: students can build initial knowledge related to stereotypes through analysis and group discussion

Things that need to be analyzed and discussed from the films that have been watched are:

- What do you think is the meaning of stereotypes?
- What do you think are the forms of gender stereotypes?
- What do you think are the consequences of stereotypes?
- Write the results of the group discussion in their respective workbooks

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Activity 2

Case Study Sheet

Objective: for students to be able to provide practical solutions to promote gender equality and create inclusivity from the given case

Case 1

In high schools, there is a tradition that the student council president is almost always a male student. When a female student ran for Student Council President, some of her male friends said that "women are not assertive enough to be leaders."

- Even though he has a good work plan and is supported by many friends, these stereotypes make some students doubt his abilities.
- In the end, male students with less mature programs were selected because they were deemed "more suitable as leaders."

**Impact:**

1. Female students lose self-confidence and feel unappreciated because of their gender.
2. Male students reinforced the view that leadership is a "man's domain."

**Discussion Questions:**

1. What is the main problem seen in this case?
2. How do gender stereotypes affect youth's opportunities to lead?
3. What can schools do to ensure student council elections are fairer and more inclusive?
4. How do you encourage young women to be confident in taking on leadership roles?

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## Case 2

In a school, only male students participate in sports activities such as football and basketball, while female students tend to choose gymnastics or volleyball. When a female student wanted to join the basketball team, she was rejected on the grounds that "girls are not strong enough to play competitive basketball."

- In contrast, a male student who wanted to join a modern dance club was ridiculed by his peers for choosing a "girl's activity."

**Impact:**

1. Both students felt unwelcome and lost interest in participating in school activities.
2. Gender stereotypes become a barrier to exploring interests and talents.

### Discussion Questions:

1. How do gender stereotypes influence youth participation in sports and arts activities?
2. What can PE teachers or extracurricular counselors do to overcome gender discrimination?
3. How can schools create an environment that encourages inclusivity in extracurricular activities?
4. What is the role of peers in supporting gender inclusivity?

[illegible]

Case 3

In high school, students are allowed to choose a major according to their interests, but there are certain stereotypes that influence their decisions:

- Men tend to choose the science major because it is considered more prestigious, while more women choose the social sciences or language major.
- A male student who wanted to major in languages was teased by his friends as “not smart enough for science.”
- On the other hand, a female student who chooses science is considered strange by her friends because it is considered “unnatural.”

**Impact:**

1. Teenagers feel pressured to choose a major based on social views, not personal interests.
2. Students' potential is not fully developed because decisions are based on stereotypes.

**Discussion Questions:**

1. What impact do gender stereotypes have on teenagers' educational choices?
2. How can schools help students choose majors according to their interests and talents without being influenced by stereotypes?
3. What steps can be taken to change the view that certain majors are only suitable for certain genders?
4. How can parents play a role in supporting their child's choice of major without gender bias?

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## Weekly Activities

## Weekly Mission Worksheet (Journal)

Mission Title: Stop Stereotypes

### Weekly Assignment:

1. List the stereotypes you have experienced/performed (at least 1)
2. After knowing this material, is there anything you would like to change about stereotypes?
3. If there is, list what commitments/steps you want to take to change it (at least 1)

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## Reflection and Evaluation Sheet

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# **PARTICIPATION MODULE**



## Debate Preparation Sheet 'Participation is a Right or Choice'

Objective: so that students can increase their critical understanding of the role of participation as a basic right of children and adolescents and understand the relationship between participation rights and individual responsibilities

- The affirmative group collects data and facts related to participation as a right that needs to be supported and writes them in their respective workbooks

[illegible]

- The negative group collects data and facts related to participation which is an option that does not always have to be done and writes them in their respective workbooks

## Activity 2

## Instruction Sheet for Creating Informative Media How to Participate

Goal: for students to provide creative ideas about how teenagers can be involved at home / neighborhood / school / country and provide inspiration to increase youth participation

Students create informative media which can be in the form of drama videos / jingles / songs / comics / short stories / posters to provide tips on how to participate at home / in the neighborhood / school / country in a creative way

If students make audio-visual recordings, they are asked to record a duration of 1 minute and then send it to the instructor

## Notes

[illegible]

## Reflection and Evaluation Sheet

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# CLASS ON ACTIVE PARTICIPATION OF YOUTH AS CITIZENS

## Activity 1

### Minimum Service Standards Sheet

Objective: students can better understand what to do when they feel restless, uncomfortable and want to change the situation through existing regulations critically, not based on likes/dislikes or assumptions but using steps based on data and facts

Sudin Sosial dari lima wilayah kota administrasi, hingga tokoh masyarakat dan rujukan dari PSBI Bangun Daya 1 Kedoya dan PSBI Bangun Daya 2 Ceger yang didapatkan dari hasil penertiban. Adapun alur pelayanan yang dilakukan, berikut merupakan penjelasannya:

1. Pelaksanaan pendekatan awal meliputi:
  - a. Penjangkauan;
  - b. Observasi;
  - c. Identifikasi;
  - d. Motivasi dan seleksi.
2. Pelaksanaan penerimaan meliputi:
  - a. Registrasi;
  - b. Persyaratan administrasi;
  - c. Penempatan dalam panti.
3. Pelaksanaan perawatan, pemeliharaan serta asuhan dan perlindungan sosial;
4. Pelaksanaan asesmen meliputi:
  - a. Penelaahan;
  - b. Pengungkapan.
5. Pelaksanaan pemberian pembinaan meliputi:
  - a. Fisik dan kesehatan;
  - b. Mental;
  - c. Sosial;
  - d. Pelatihan keterampilan kerja usaha kemandirian (otomotif, las, menjahit, tata boga, tata rias dan salon, servis Hp, komputer, servis AC, furnitur).

6. Pelaksanaan resosialisasi meliputi

- a. Praktek belajar kerja;
- b. Reintegrasi dengan kehidupan dalam keluarga dalam masyarakat;
- c. Persiapan dan pelaksanaan penyaluran;
- d. Bantuan kemandirian.

7. Pelaksanaan pembinaan lanjut meliputi:

- a. Monitoring;
- b. Konsultasi;
- c. Asistensi;
- d. Pemantapan;
- e. Terminasi.

Mereka yang masuk Panti akan diberikan pembinaan dan pelatihan menggunakan model sistem panti dengan durasi satu tahun dengan harapan dapat menjadi remaja yang memiliki pribadi berkualitas, mandiri, memiliki moral, dan mampu menjalankan fungsi sosial secara normatif. Terdapat beberapa program pelayanan dalam panti yang meliputi diantaranya meliputi (Profil Panti Sosial Bina Remaja Taruna Jaya 1):

1. Bimbingan fisik (kedisiplinan, senam kesegaran jasmani, pelajaran baris-berbaris);
2. Bimbingan spiritual/mental (keagamaan, peringatan hari besar keagamaan);
3. Bimbingan sosial (kewirausahaan, etika sosial/moral, remaja dan permasalahannya, kepemimpinan, kesehatan reproduksi, dsb.);

4. Bimbingan keterampilan (terdiri dari 9 jenis atau jurusan: otomotif, las, menjahit, AC/pendingin, tata rias, service HP dan computer, furniture, dan tata boga);
5. Kegiatan Seni dan Olahraga (Band, Futsal, dan Voli);
6. Kegiatan penunjang seperti outbound, karya wisata, dan Pelatihan Berbasis Kompetensi (PBK).

### 2.3.2 Latar Belakang dan Sejarah Panti Sosial Bina Remaja Taruna Jaya 1

Berdasarkan SK Mensos RI No. HUK 7/2/57 pada tanggal 2 November 1959 Depsos RI dengan UNICEF menjalin hubungan Kerjasama untuk mengadakan penelitian dengan nama "*Assessment Planning Community of Indonesia Children Needs Survey*" (APS) di wilayah Tebet, Jakarta Selatan. Penelitian ini dilakukan di daerah Tebet karena pada saat itu wilayah Tebet merupakan wilayah padat penduduk dengan tingkat perekonomian rendah pada saat itu. Hasil penelitian menunjukkan bahwa di wilayah Tebet ditemukan banyak remaja tidak dapat melanjutkan pendidikan ke tingkat yang lebih tinggi.

Berdasarkan hasil penelitian tersebut, pada tahun 1962 didirikan Pusat Kursus Serba Guna (PKS) yaitu lembaga kesejahteraan sosial dimana menangani remaja putus sekolah dengan memberikan pelatihan keterampilan di daerah Tebet, Jakarta Selatan. Pada tanggal 20 Mei 1970, Pusat Kursus Serba Guna (PKS) berubah menjadi karang taruna pertama di Indonesia sebagai proyek Laboratories Depsos RI. Kemudian pada tahun 1974, Karang Taruna dirubah menjadi sebuah panti yaitu Panti Karya Taruna. Berdasarkan SK Mensos RI No. 14/HUK/KEP/IX/1979, Panti Karya Taruna berubah nama menjadi Sasana

Tugas Panti Sosial Bina Remaja Taruna Jaya 1 ialah melakukan pemberian bimbingan berupa pelayanan yang bersifat preventif, rehabilitatif, dan promotif. Pemberian bimbingan pelayanan yang dilakukan baik berupa bimbingan fisik, spiritual, sosial hingga pelatihan keterampilan dan kegiatan resosialisasi. Tidak hanya itu, terdapat bimbingan lanjutan bagi remaja yang terlantar putus sekolah agar mampu mandiri dan memiliki peran aktif dalam melakukan kehidupan masyarakat serta melakukan pengkajian dan penyiapan standar pelayanan.

Tidak hanya itu, berdasarkan Pergub DKI Jakarta Nomor 200 Tahun 2017 menjelaskan tentang fungsi Panti Sosial Bina Remaja Taruna Jaya ialah:

- a. Penyusunan bahan rencana strategis dan rencana kerja dan anggaran Dinas Sosial sesuai lingkup tugasnya;
- b. Pelaksanaan rencana strategis dan dokumen pelaksanaan anggaran Dinas Sosial sesuai lingkup tugasnya;
- c. Penyusunan standar operasional dan prosedur teknis pelayanan rehabilitasi sosial remaja bermasalah;
- d. Pelaksanaan penjangkauan dan pendekatan awal yang meliputi observasi, identifikasi, seleksi dan motivasi;
- e. Pelaksanaan penerimaan meliputi registrasi, persyaratan administrasi dan penempatan dalam Panti Sosial Bina Remaja Taruna Jaya;
- f. Pelaksanaan assessment meliputi penelaahan, pengungkapan dan pemahaman masalah dan potensi;
- g. Pelaksanaan perawatan meliputi pemenuhan kebutuhan sandang, pangan, dan pemeliharaan kesehatan;



- h. Pelaksanaan pembinaan meliputi pendidikan, pembinaan fisik, bimbingan mental, spiritual, sosial dan keterampilan;
- i. Pelaksanaan praktik belajar kerja/magang;
- j. Pelaksanaan kerja sama pembinaan keterampilan dengan lembaga lainnya;
- k. Pelaksanaan pemberian konseling psikososial, bantuan advokasi, bantuan dan asistensi sosial;
- l. Pelaksanaan penyaluran kembali kepada keluarga, rujukan kelembagaan lainnya dan penyaluran kerja;
- m. pelaksanaan pembinaan lanjut meliputi monitor, konsultasi, asistensi, pemantapan dan terminasi;
- n. Pelaksanaan penyediaan, pemeliharaan dan perawatan prasarana dan sarana Panti Sosial Bina Remaja Taruna Jaya;
- o. Pelaksanaan koordinasi dan pengembangan kerja sama serta kemitraan dengan lembaga lainnya;
- p. Pelaksanaan pengembangan pelayanan luar Panti Sosial Bina Remaja Taruna Jaya;
- q. Pelaksanaan kegiatan ketatausahaan dan kerumahtanggaan Panti Sosial Bina Remaja Taruna Jaya;
- r. Pelaksanaan -pengelolaan kepegawaian, keuangan dan barang Panti Sosial Bina Remaja Taruna Jaya;
- s. Pelaksanaan pengelolaan informasi pelayanan publik;
- t. Pelaksanaan publikasi kegiatan dan pengaturan acara;

- u. Pelaksanaan kearsipan, data dan informasi Panti Sosial Bina Remaja Taruna Jaya; dan
- v. Pelaksanaan pelaporan dan pertanggungjawaban tugas dan fungsi Panti Sosial Bina Remaja Taruna Jaya.

Dari fungsi yang telah dijabarkan maka tugas dari Panti Sosial Bina Remaja Taruna Jaya 1 ialah memberikan bimbingan pelayanan yang bersifat preventif, rehabilitatif, dan promotif dalam bentuk bimbingan fisik, spiritual, sosial, pelatihan, keterampilan, resosialisasi, serta bimbingan lanjut bagi remaja terlantar putus sekolah agar mampu mandiri dan berperan aktif dalam kehidupan bermasyarakat, serta melakukan pengkajian dan penyiapan standar pelayanan.

#### **2.3.5 Struktur Organisasi dan Kepegawaian Panti Sosial Bina Remaja Taruna Jaya 1**

Dalam Peraturan Gubernur DKI Jakarta Nomor 200 Tahun 2017 pasal 5 menjelaskan susunan organisasi Panti Sosial Bina Remaja Taruna Jaya yang terdiri dari:

- a. Kepala Panti;
- b. Subbagian Tata Usaha;
- c. Satuan Pelaksana Pelayanan Sosial;
- d. Satuan Pelaksana Pembinaan Sosial; dan
- e. Subkelompok Jabatan Fungsional.

Minimum Service Standards Assessment Sheet

Selected service standards:

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No	Service Standard Stages	Assessment		
		Satisfied	Enough	Disappointed
1	Stage Title:			
	Explanation:			
2	Stage Title:			
	Explanation:			
3	Stage Title:			
	Explanation:			
4	Stage Title:			
	Explanation:			
5	Stage Title:			
	Explanation:			

## Reflection and Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

### 1. Self Reflection

What did I learn about myself through this day-long learning experience?

How did I feel during and after today's learning experience?

What strengths and weaknesses do I see from my learning experience throughout the day?

### 2. Process Reflection

What went well during the day's learning process, and why? What can I do differently tomorrow for better results?

How do I prepare myself before learning, and is that preparation enough?

### 3. Reflection on Results

Are the results I achieved today in line with my initial expectations? What makes this outcome a success or failure?

### 4. Learning Reflection

What are the main challenges I face, and how do I address them?

What new skills or knowledge did I gain?

How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

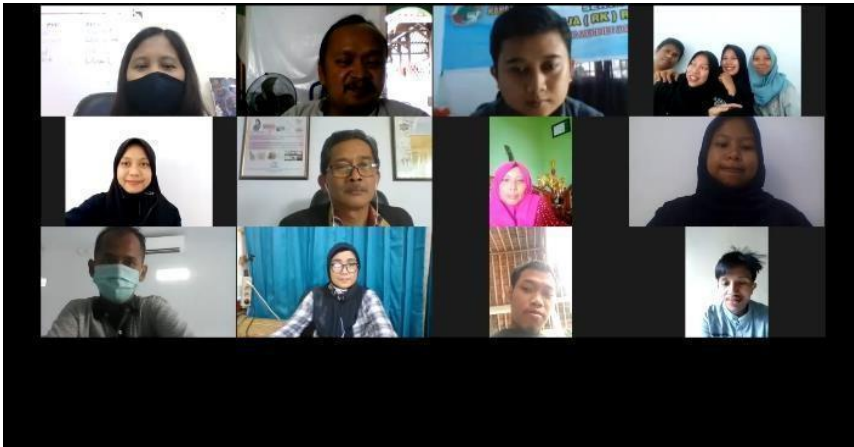
How do I communicate and collaborate with others?

Was there a moment where I could have listened or responded better?

What did I learn about interpersonal relationships through today's learning experience?

# CLASS ON INCLUSION

## Activity 1



Article Sheet

Related to Social

Inclusion Article 1

### **Joint Efforts to Increase Understanding of Kespro in the Jember Community**

Access to free sex in the era of globalization allows anyone to misuse their reproductive organs, including people with disabilities. This is the background for carrying out a social analysis of reproductive health by Youth Inclusion on Health and Reproductive Rights (HKSR) Jember Regency.

The social analysis was carried out from 28 May to 28 July 2020, under the direct guidance of the Advocacy Center for Women with Disabilities and Children (SAPDA) in partnership with the Institute of Teacher Training and Education of the Republic of Indonesia Teachers' Association (IKIP PGRI) Jember Regency.

The social analysis took samples from disabled and non-disabled teenagers, the community and parents in Jember Regency. Samples

are spread across Ambulu District, Anjung District, Sukorambi District, Panti District, and Summersari District.

"We chose these five sub-districts because these sub-districts are easy to reach by Jember HKSR Inclusion Youth friends," said Salman, Jember HKSR Inclusion Youth representative and field officer, when disseminating the results of the social analysis last Friday (15/1).

Data mining in the form of interviews resulted in the finding that the majority of people in the five target subdistricts in Jember Regency were very distant from the issue reproduction health. "The majority of teenagers know about reproductive health, but still see it as something taboo to discuss," said Salman.

This condition is caused by the fact that most teenagers, both disabled and non-disabled, in Jember Regency rarely receive socialization regarding sexual and reproductive health from the government or health services.

Education regarding this issue only comes from schools, and is generally targeted at students who are active in the Intra-Sea Student Organization (OSIS). "Therefore, teenagers in rural areas are rarely exposed to socialization about reproductive health issues," said Salman.

The same findings were also found in the community. Salman said that there are still many people who consider reproductive health issues as something impolite to discuss. "They feel it is still not appropriate to convey it to teenagers or even children," said Salman.

Apart from that, there are also many residents in Jember Regency who have limited knowledge and basic information about what sexual and reproductive health is. "How they should care for (reproductive organs), they still don't know enough," said Salman.

Finally, in the elderly group, social analysis shows that the majority of them are still unfamiliar with sexual and reproductive health issues, especially parents who live in rural areas. "Only a small

percentage think that education about reproductive health is important to convey to children from an early age," explained Salman.

### **Collaboration with Regional Government**

Responding to the results of this social analysis, Suprihandoko from the Jember Regency Women's Empowerment and Child Protection (DP3A) Service, invited friends from the Jember HKSR Inclusive Youth community to join the Youth Information and Counseling Center (PIKR) managed by the National Population and Family Planning Agency (BKKBN).

"In Jember Regency there are quite a lot (PIKR). Maybe after this, friends can track down and join youth information and counseling centers to disseminate materials about sexual and reproductive health for teenagers with disabilities," said Suprihandoko.

The Jember District Health Service, represented by Dwi Handarization, also invited members of the Jember HKSR Inclusive Youth community to collaborate in creating an educational mechanism about sexual and reproductive health that targets the general public directly.

This effort is important, considering that education about this issue still only takes place through educational channels. Dwi has so far been socializing sexual and reproductive health guidebooks for every level of education, from elementary school (SD) to high school (SMA).

Outreach was carried out to parent groups and the School Health Unit (UKS) in every school in Jember Regency. "So maybe at the end of this session we will create activities, what activities we can do together, to be able to touch the community directly," said Dwi.

Asrorul Mais, a representative from IKIP PGRI Jember also welcomed the invitation from Suprihandoko and Dwi. Because, according to him, the policies related to sexual and reproductive health education issued by the Jember Regency government are still oriented towards the general public.

This condition was found both in the PIKR program belonging to the Jember BKKBN, as well as the socialization of sexual and reproductive health guidebooks for schools belonging to the Jember Health Service. "So there is no special guidance or special techniques on how to carry out specific activities (for people with disabilities)," explained Asrorul.

Moreover, sexual and reproductive health education in Jember Regency for people with disabilities has been mandated in Regional Regulation Number 7 of 2016 concerning Protection and Fulfillment of the Rights of Persons with Disabilities. "In this regulation, one of the things that the government is obliged to fulfill, in this case, is reproductive health rights specifically for people with disabilities," explained Asrorul.

Added Asrorul, Sholih Muhdlor from the Gender, Equality, Disability, & Social Inclusion (GEDSI) SAPDA team hopes that the invitation for cooperation will one day result in adjustments to existing sexual and reproductive health services in Jember District hospitals and health centers to make them more inclusive for people with disabilities.

"There are things that we can actually do without having to drastically change the existing services. For example, it is related to providing information. Information for friends with disabilities actually has the same content as information related to sexual and reproductive health rights provided to friends without disabilities. It's just that the model of approach has to be different," said Sholih.

<https://sapdajogja.org/2021/01/upaya-bersama-tingkatkan-pemahaman-kespro-masyarakat-jember/>



## Article 2

# Children and Adolescents' Participation in Inclusive Villages: An Important Role in Community Development

by village admin | August 25, 2023 | ARTICLE



## 1. Introduction

Participation of children and adolescents in [inclusion village](#) is important to ensure sustainable development in society. In an inclusive village, all residents, including children and teenagers, have equal opportunities and are recognized as an important part of the community. Involving children and youth in village decision-making and development processes will give them a sense of ownership, build leadership skills, and promote social justice. This article will discuss why children and young people participate in [inclusion village](#) important, what the benefits are, and how to encourage active participation.

## 2. Children and Adolescents' Participation in Inclusive Villages: An Investigation

Bhuana Jaya Jaya Village, which is located in Tenggara Seberang sub-district, Kutai Kartanegara Regency, is an example of an inclusive village that is successful in encouraging the participation of children and teenagers. This village has involved children and teenagers in various aspects of village development, including decision making, village elections, social activities, and development of child-friendly infrastructure.

The participation of children and teenagers in Bhuana Jaya Jaya Village is a good example for other villages in building inclusive communities. Through

active participation, children and teenagers become agents of change in their villages, bringing fresh ideas and new perspectives to improve the village better.

## The Importance of Children and Youth Participation in Inclusive Villages

The participation of children and adolescents in inclusive villages has many benefits, both for themselves and society as a whole. Here are some reasons why this participation is important:

1. Encourage a sense of ownership and responsibility: Involving children and young people in decision-making and village development processes will give them a sense of ownership and responsibility for their village.
2. Build leadership skills: Through participation, children and young people can develop leadership skills that will be useful to them in the future.
3. Strengthening social justice: The participation of children and youth in inclusive villages will promote social justice, where every individual has an equal opportunity to contribute to and benefit from village development.
4. Valuing new perspectives: Children and young people bring new perspectives and fresh ideas that can help address the problems facing villages in innovative and creative ways.
5. Developing social skills: Children and adolescents' participation in inclusive villages also helps them develop social skills such as cooperation, negotiation and problem solving which will be useful in their daily lives.

## How to Encourage Children and Youth Participation in Inclusive Villages

There are several ways that can be done to encourage the participation of children and teenagers in inclusive villages:

- Conduct outreach: Socialize the importance of children and youth participation to village communities, village leaders and parents so that they support and facilitate this participation.
- Involving children and youth in decision making: Involve children and youth in decision-making processes related to their villages, such as infrastructure development, social activities, and educational programs.
- Provide a safe and inclusive space for participation: Ensure there is a safe and inclusive space for children and young people to express their ideas, opinions and aspirations.
- Support leadership skills development: Provide training and leadership skills development programs for children and youth to help them become effective agents of change in their villages.
- Provide access to information and resources: Ensure children and young people have adequate access to information and resources to support their participation.

<https://www.bhuanajaya.desa.id/partisipasi-anak-dan-remaja-di-desa-inklusi-peran-penting-in-community-development/>

## Article 3

### Encourage Youth Movements to Create an Inclusive Social Environment in Villages

- June 5, 2024



Youth and the younger generation are important components in society who need to be actively involved in development, starting with development in villages. The active participation of youth is very important in helping the government formulate development policies, overcome socio-cultural and economic challenges, and create an inclusive social environment in villages. Youth have great potential to create a just and sustainable future for all elements of society by upholding the principle of inclusion, where no one is left behind.

Youth are known for their high enthusiasm, innovation and creativity. By involving them in village development, we can utilize fresh ideas and innovative solutions to overcome various existing challenges. Youth can provide new perspectives in various aspects of village life, from agriculture, the creative economy, to information technology.

The younger generation often adapts more easily to change and has a good understanding of the needs and aspirations of the surrounding community. They can act as a bridge between tradition and modernity, helping to integrate local knowledge with global developments.

By upholding the principle of inclusion, youth can contribute to creating a fair and equitable environment for all levels of society. This is important to ensure that the development carried out can be enjoyed by everyone without exception.

Strengthening the Gender, Disability and Social Inclusion (GEDSI) perspective for youth is important so that their enthusiasm, innovation

and creativity are more effective in collaborating with the government to realize development and an inclusive social environment in the village.

YCMM through the SIPAUMAT Program held "GEDSI Training for Women and Youth" in Malancan Village from 29, 30 April to 01 May 2024. The GEDSI perspective should be an integral part of the development strategy to ensure all levels of society can be involved and benefit from development.

Mainstreaming gender and the GEDSI perspective in every stage of development is important to realize gender equality and justice. Policies, strategies, programs and activities Gender responsive programs should be integrated into the Village Medium Term Development Plan (RPJMDes) and Village Government Work Plan (RKPDDes) documents.

Through this training, which was also attended by representatives of the Malancan Village Government, YCMM wants to initiate collaboration between the village government and women's and youth groups in village development. YCMM also wants to encourage the birth of young people who are pioneers of social inclusion in the villages and environments where they live.

Based on the YCMM baseline data, in Malancan Village there are many marginalized groups who experience social exclusion, such as groups with disabilities, female heads of families, and children. Many residents still have difficulty accessing basic services, social assistance and other government programs. In addition, there is a high number of cases of sexual violence against women and children in Malancan Village.

Most of the youth who attended this activity admitted that this was their first time taking part in training or other capacity building activities. They felt very happy because they were invited to this activity.

"So far, we young people in the village have never been involved in the development process, perhaps because it wasn't considered important or we didn't know anything about it. In fact, we didn't know anything about what Musrenbang, APBDes, RPJMDes, RKPDDes, etc. were because we weren't told about it. We felt that development matters were only the parents' business. Youths were only involved for sports, holiday celebrations such as Christmas, New Year and August 17 celebrations. Especially about GEDSI, we had only just heard about it. now," said Dian, a young woman representing the GKPM Youth Movement organization (Mentawai Protestant Christian Church).

A similar statement was also made by Hendra, representative of the GPdI Sirilanggai Youth Movement. He said that so far youth groups have only played a role in church or religious organization activities. Responding to this statement, Mr. Nason, Head of Sibeuotcun Hamlet, who represents



the Head of Malancan Village, admitted that the hamlet and village government had so far not looked at youth groups as a potential force in the village. He really appreciated the training activities involving this youth group and was inspired to involve youth in the Dusun Musrenbang and other development planning this year. He will also convey the same proposal to the Village Head so that it is implemented in the nine hamlets in Malancan Village.

This training activity was attended by 14 women and 12 men representing youth organizations from nine hamlets in Malancan Village. The resource person/facilitator is Tarida Hernawati, Program Manager of SIPAUMAT YCMM, and co-facilitator Bambang Sagurung, facilitator of YCMM at Malancan Village. The initial material presented was about basic gender concepts, considering that some participants were still very unfamiliar with GEDSI issues. Followed by material about gender injustice, gender equality and gender-based violence. These materials are delivered in the form of presentations, videos and short films on the themes of gender and gender-based violence. Videos and short films are quite effective in increasing participants' understanding of narrative material in presentations.

Material about disabilities and social inclusion is presented in the same way. Several participants shed tears while watching a touching short film about children with disabilities. In the discussion after watching the film, Mr. Nason realized that there were many children with disabilities in his village who had been neglected. He promised to start paying attention to the disabilities group by prioritizing them in accessing basic services and social assistance. Rini, a young woman from Ukra Hamlet, said that materials and films about disabilities made her aware that everyone, including people with disabilities, have the same rights.

In the final training session, the participants prepared an action plan after this training activity. Participants were divided into three groups. At the end of the activity, the participants hoped that the activities involving and strengthening the capacity of this youth group would not end here. They want to be given space and opportunities to continue to increase their potential and be useful for society and the surrounding environment.

Involving youth in village development is not only a necessity, but also an obligation to create a better and more inclusive future. The GEDSI training program in Malancan Village is an important first step in empowering youth to play an active role in village development. By continuing to provide support and opportunities, youth can become agents of change who lead villages towards better prosperity and social justice.

<https://estungkara.id/dorong-gerakan-pemuda-dalam-ciptakan-lingkungan-sosial-yang-inklusif- in the village/>

## Study Sheet for Articles Related to Social Inclusion

Objective: students can discover good practices that occur among teenagers regarding inclusion and how it relates to everyday life in various fields

Things that need to be discussed based on the case given are:

1. The purpose of inclusion carried out by the community?
2. Benefits of inclusion gained by the community and by society?
3. The barriers to inclusivity that communities are working to overcome?
4. Inclusive principles applied in community programming?
5. Stages carried out in implementing inclusion carried out by the community (what is done at the planning, implementation, evaluation and reporting stages)
6. Write down the results of the discussion on the flipchart

### Note

[illegible]

Group Discussion Instruction Sheet Regarding Emotional Inclusion

The aim of the following activity is to see to what extent students and their environment have implemented inclusion and which areas need improvement

Things to discuss:

**Number 1**

**Statement:**

Inclusion is the ability to participate in society, and to be free from discrimination and disadvantage, this includes equal opportunities to:

- 1) Access to education and training;
- 2) Have a fair job;
- 3) Have a safe and comfortable home;
- 4) Using health services, public transportation and other services;
- 5) Connect with family, friends and local community;
- 6) Dealing with personal crises such as ill health;
- 7) Be heard and influence the decisions that affect them.

**Question:**

Do you agree that inclusion is already happening in these 7 areas around you? If not, please state in which areas (at least 1)? What happens in practice? And what suggestions for improvement can you provide?

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**Number 2**

**Statement :**

\*Emotional inclusion is an effort to build a better environment by paying attention to the needs and emotional involvement of everyone. Therefore, emotional inclusion is closely related to mental health because everyone has the right to feel happy, feel valuable, appreciated, and be heard and express what they feel.

**Question:**

In your opinion, what simple actions have you taken to pay attention to the needs and emotional involvement of each person? So that you participate in creating a safe and comfortable social environment so that everyone is able to be themselves, express themselves, and establish better relationships with other people to feel happy, valuable, appreciated and listened to and express what they feel without feeling afraid of being judged.

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### Number 3

#### Statement :

\*In a loving and supportive social environment, a person will be able to express himself better so that he reaches his maximum potential. Efforts to implement emotional inclusion in everyday life, for example by;

- Normalize emotional honesty expressed by someone so that person does not

feel stressed and can be himself

- Adjusting responses to someone's emotions according to their needs, for example some people may need space for themselves or actually need other people to listen to their stories. We need to show concern for a person's emotions and adapt responses to the emotional needs required. We do not respond according to our wishes unilaterally.

- Examining our cultural and personal biases because people are emotionally diverse.

- Ensure that cultural and power-based preferences for emotional expression are not

embedded in a high-risk decision system.

- Creating physical space to process emotions as well as the availability of meaningful help

and precise

#### Question:

From the efforts to implement emotional inclusion in everyday life above, give examples of what you want to happen both from yourself and your group friends!

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## Number 4

**Statement :**

Some case studies of bad practices among teenagers include negative content on social media in the form of hate speech, fake news and SARA (tribe, religion, race and inter-group) sentiments. An example is the issue of SARA, such as natives and non-natives. This behavior and actions will result in teenagers becoming intolerant and discriminating against people with different backgrounds.

**Question:**

From the case study above, in your opinion and your group friends, what simple actions can you take to avoid being involved in acts of hate speech? And what can you do to encourage/influence the environment around you so that you don't get involved in hate speech both on social media and in everyday life.

[illegible]

## Reflection and Evaluation Sheet

The following important questions can help you dig deeper into understanding, evaluate experiences, and draw lessons that can be applied in the future. This reflection leads to positive changes, both in the way of thinking, making decisions, and acting in the future.

### 1. Self Reflection

What did I learn about myself through this day-long learning experience? How did I feel during and after today's learning experience?

What strengths and weaknesses do I see from my learning experience throughout the day?

### 2. Process Reflection

What went well during the day's learning process, and why?

What can I do differently tomorrow for better results?

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Are the results I achieved today in line with my initial expectations?

What makes this outcome a success or failure?

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How can I use what I have learned in the future?

### 5. Reflections on Interactions with Others

How do I communicate and collaborate with others?

Was there a moment where I could have listened or responded better? What did I learn about interpersonal relationships through today's learning experience?

## CLASS ON “POLITICS AND I”

### Activity 1

#### Political Education Practice Material Sheet

Objective: to train teenagers in concrete actions in conducting socialization and increasing political awareness on social media

The forms of political participation that will be carried out by groups are:

1. Share information related to political issues that are important to them so that it can help spread understanding and awareness about these issues to their friends
2. Awareness campaign *online* to raise awareness about certain issues such as women's rights, children, etc
3. Using visual arts such as creating visual arts such as videos, posters, memes, illustrations or pictures, etc. that depict political issues in a creative way. This can help attract attention and spark discussion
4. You can post this visual art to your social media
5. The visual art is photographed and sent to the instructor or if it is a video / jingle / song with a duration of 1 minute it can be sent directly to the instructor

#### Notes

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## Sheet for Making a Diagram of the Stages of Democracy in Indonesia

Objective: for students to understand the important stages that occur in the democratic process in Indonesia and to be able to express them in a creative flow diagram

The following are several important stages in the political process in Indonesia that teenagers should know:

1. **General elections:** General elections are when people elect their representatives at various levels of government, such as elections for president, members of parliament and regional governments.
2. **Election campaign:** During the campaign period, potential candidates promote themselves to voters. Teenagers can observe these campaigns and understand the platforms and promises put forward by the candidates
3. **Voting:** This is the stage when voters actively use their voting rights to elect the candidate or party of their choice
4. **Vote counting and results announcement:** After voting, the votes are counted and the results are announced. Teens can monitor this process to understand how elections work
5. **Formation of government:** After the results of the general election are announced, a government is formed. The president and vice president-elect, as well as members of parliament and local governments, will begin work
6. **Policy Making:** Elected officials are responsible for creating and implementing policies that benefit society. Teens can understand how these policies can impact everyday life
7. **Control and supervision:** Parliamentarians have a role in overseeing government actions and ensuring that they work in the interests of the people. Teens can understand how this supervision plays a role in maintaining accountability
8. **Civic participation:** Youth can also get involved in protests, advocacy campaigns, and other civil society initiatives to speak out on important issues and influence the political process
9. **Policy changes and statutory amendments:** The political process also involves discussing and passing laws. Some laws may be revised or changed according to societal developments
10. **Public and media monitoring:** Teenagers can understand how the media plays a role in shaping public opinion
11. **Political education:** Teens can search for information, read the news, attend seminars, and learn about political issues to

understand the political process better

12. **Participation in youth organizations:** Teens can join these types of organizations to learn more and participate in positive actions

Understanding these stages will help teenagers feel more connected to the political process in Indonesia and feel more confident in engaging in more active political participation.

Instructions: Make a flow diagram / stages of the democratic process above on a flipchart as creatively as possible (you can use metaplan, colored markers and other available ATK), you can use arrows, pictures and others to make it easier to understand these stages. Also provide an explanation of each stage.

## Reflection and Evaluation Sheet

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