

LESSON PLAN

LIFE SKILLS FOR YOUTH

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Disclaimer:

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NOTES FOR INSTRUCTORS

- The sequence of opening, core and closing activities can be done without following the exact order. Instructors can adapt it to the situation and conditions in the class.
- Learning activities can be carried out indoors or outdoors to provide new learning experiences for students.
- The application of class rules can use a *reward & punishment* system. This can be applied using *stick & pull stars* activity or by using other strategies. Instructors are expected to be able to understand the situation and conditions of the class so they can adjust the strategies they will use.
- The duration of the class is 3 hours with +/- 30 minutes, class starts at 08.30 WIB (UTC+7) and will finish at 11.30 WIB (UTC+7). Instructors have to understand the Lesson Plan so they can adjust class *start and finish times* as needed.
- Instructors can set time estimates and *bridging* per activity, so that learning activities can move from one stage to the next well.
- Activity: *icebreaker*, review of the previous day's material, review of class rules, reflection and evaluation on closing activities, can use other methods according to needs depending on the situation and conditions in the class.
- If there are group divisions, the instructor can choose the appropriate method to be applied and determine the number of groups to support the learning process effectively.
- If the instructor has a reference video/short film/article that is understood to have a stronger relationship to the material to be conveyed, then the instructor can replace the video/short film/article used in this lesson plan (if the film is not in Indonesian, it needs to include subtitles or be explained by the instructor)
- Play music while students do their work.
- Election of class leaders can be done weekly or adjusted to class conditions.
- The layout and class settings can be adjusted by the teacher taking into account comfort, feasibility and learning effectiveness
- Student personal reflection and evaluation sheets are located on the back page of this module.

01 LESSON PLAN

Life Skills Program for Youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

ORIENTATION

Lesson plan

Life Skills Program for Youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

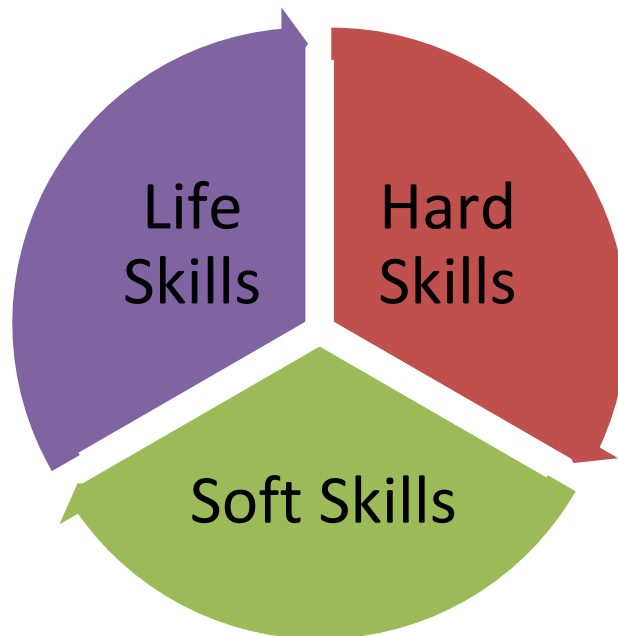
Topic	: Getting to know <i>Life Skills</i>
Sub Topic	: What are <i>Life Skills</i> ?; Importance of <i>Life Skills</i> ; Objectives of <i>Life Skills</i> ; <i>Life Skills</i> Curriculum; 1 year Lesson Plan, Overview of Daily Learning Activities, Google Account Creation
Time	: 3 hours (15 minutes break)
Learning objectives	: Students able to: ● Get to know <i>Life Skills</i> and the curriculum ● Know the lesson plan that students will study for the next 4 months ● Develop awareness of learning
Indicator	: Students able to: ● Ask questions related to <i>Life Skills</i> and lesson plan ● Write down their hopes after attending <i>Life Skills</i> class
Learning methods	: Interactive lectures, question and answer, pre-test
Instructional Media	: PPT, photocopy of pre-test / pre-test Google form link, photocopy of expectation sheet
Learning Materials	: Material about <i>What is Life Skills</i> and its importance, curriculum materials of <i>Life Skills</i> , lesson plan material, pre-test material
Learning Materials	: Flipcharts, post-its, laptops, projectors, speakers, notebooks, markers, pens, student workbooks
Learning materials	:

WHAT ARE LIFE SKILLS?

Life skills are defined as "*a group of psychosocial competencies and interpersonal skills that help people make the right decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and manage their lives in healthy and productive ways. Life skills can be directed at personal actions or actions towards others, as well as actions to change the surrounding environment to support health*", according to the World Health Organization (WHO). Taking into account the WHO definition, the Basic Life Skills curriculum offers young people the emotional, social, and intellectual tools needed to achieve success in life – on a personal level, an interpersonal level, and in their communities and workplaces.

According to The Great Dictionary of the Indonesian Language (KBBI), life skills are psychosocial abilities for adaptive and positive behavior that enable a person to meet needs and solve daily challenges effectively.

THE IMPORTANCE OF LIFE SKILLS



Life Skills are abilities that help individuals manage various daily challenges, such as decision making, emotional management, and effective social communication skills. Life skills help a person to live a balanced life, deal with stress, and maintain mental health. Without these skills, technical abilities (hard skills) or professional interactions (soft skills) may be less effective in personal and professional life.

Hard Skills are technical skills or special abilities learned through formal education or training. Hard skills are required for certain jobs, and often form the basis of professional competence. However, hard skills alone may not be enough for success in many jobs that require interpersonal skills.

Soft Skills are interpersonal skills that help someone interact with other people effectively. Soft skills are important for collaborating with other people and building good working relationships, and are often a determining factor in career success.

- **Life skills** are often considered as the broader foundation that underpins a person's emotional and mental well-being. Without good life skills, soft skills and hard skills may not be used optimally.

- **Hard skills** are necessary in many technical careers, but not enough without the soft skills of interacting with others.
- **Soft skills** become especially important in the modern world of work that prioritizes collaboration and relationship management.

In practice, **a combination of all three is often** the one that provides the best balance for success, both in personal and professional life.

LIFE SKILLS GOALS

Objective: The younger generation can improve citizenship skills which refer to the abilities and competencies needed for individuals to become active and responsible citizens in global society.

Target Beneficiary: This *Life Skills* learning package is intended to be applied to the younger generation in the age range of 15 – 24 years who live in the Panti Sosial Bina Remaja Taruna Jaya 1 which aims to provide social services and rehabilitation for school dropouts or street and neglected children in the DKI Jakarta community.

Expected results: Through life skills education, the young generation is equipped with various skills and knowledge so that they can be empowered and grow comprehensively as individuals, make positive contributions to their communities, and participate actively as responsible citizens; manage themselves; have resilience; learn active listening; think critically and creatively; solve the problem; finding a balance between priorities and desires; independent and disciplined; live in empathy and respect diversity; learn to participate.

LIFE SKILLS CURRICULUM

This curriculum is developed by Wahana Visi Indonesia and World Vision Korea sponsored by KOICA (Korea International Cooperation Agency) and in close collaboration with the DKI Jakarta Social Affairs Office to provide youth with new knowledge and the opportunity to apply new skills in a safe environment for a successful transition to adulthood. This curriculum is developed based on the UNICEF curriculum model which has been adapted to the contextual needs of youth assisted at PSBR TJ1.

Self Empowerment	Learning Skills	Employability	Active Citizenship
1. Self-management (11)	4. Creativity (3)	8. Independence (1)	10. Respect diversity (2)
2. Resilience (4)	5. Critical thinking (3)	9. Discipline (5)	11. Live with empathy (5)
3. Communication (3)	6. Problem solving (2)		12. Participation (4)
	7. Financial literacy (3)		

Each lesson is designed to be delivered within 3 hours per day (+/- 0.5 hours) for discussions, activities and group assignments, or individual assignments.

OVERVIEW OF DAILY LEARNING ACTIVITIES

Learning activities are designed so that students can be actively involved and participative in discussions, activities, individual assignments and group assignments. For several topics that require practice in daily life, weekly missions will be given in the form of journal writing with guidelines written in the student's workbook.

Personal reflection and evaluation activities are carried out to help students understand more, 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.

Daily assignments carried out in class and weekly journals need to be documented by photographing them and then uploading them to the digital folder on each Google drive. The purpose of storing these documents is to train students to be responsible for their own work and at the end it will become a collection of personal assignments and can become a portfolio and personal development record that can only be accessed individually.

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

Here 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 button "**Next**".

4. Verify Phone Number

- Enter your active phone number for verification.
- Google will send a verification code via text message (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.
- You can now 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 button "**Next**".

4. Verify Phone Number

- 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 the [Google Drive](#) using your Google account.

2. Click the "New" Button

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

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 is Ready to Use

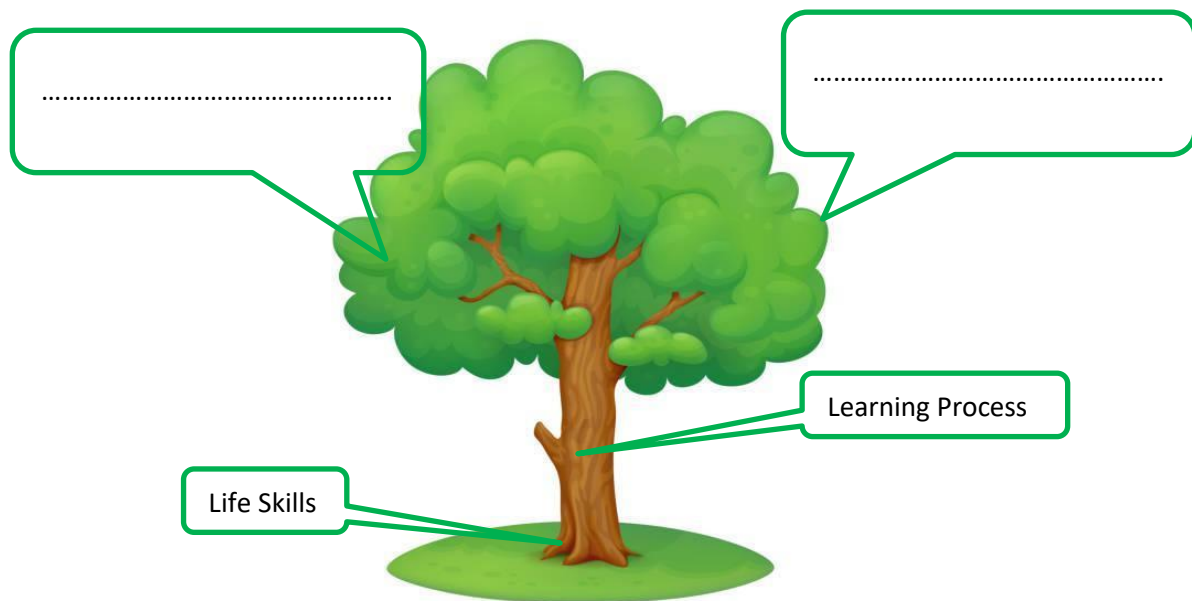
- The folder will appear in the list of files and folders in your Google Drive.
- You can double-click the folder to open it and save the files inside.

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by instructors
2	Introduction		The instructor introduces him/herself and is advised to get to know the students
3	Icebreaking	Games / quizzes / icebreakers / others 10'	The instructor gets the students' mood by using age-appropriate methods for young people aged 15 – 24 years to ease tension when meeting a new instructor
Core			
1	Delivery of material	Interactive lectures 35'	The instructor delivers the following material with the help of PPT: What are Life Skills?; The Importance of Life Skills; Life Skills Goals; Life Skills Curriculum; Lesson Plan; Description of daily activities

			Instructors encourage and motivate students about how this learning is very important for their future. Give an example if they are good at cooking but less resistant, and so on.
2	Avoid fatigue in students	Games / quizzes / icebreakers / others 5'	The instructor provides games/quizzes/icebreakers/others to temporarily divert students' concentration so they do not feel tired when entering the next session
3	Delivery of material	Interactive lectures + practice 35'	The instructor delivers the following material with the help of PPT: Material for creating a Google account and practice (specifically creating a G-Drive can be explained and guided by an ICT teacher) Students are directed to the computer laboratory and will be guided by a computer instructor to create: personal G-drive, personal folder, and upload files into the personal folder that has been created The instructor explains to students why collecting their work in these folders is important and how these files will be very useful for their future. For example, these files can be a record of their journey in learning life skills which one day can be used to see their development/growth as individuals who experience change.
	Break	15'	
4	Pre-test	Online / offline test 60'	The instructor states that the purpose of carrying out the pre-test is to measure the extent to which students' knowledge regarding life skills can be mastered by students before the class takes place The pre-test can be done online for students who have cellphones and using paper for students who do not have cellphones (another option is to use a computer laboratory to do the pre-test online)
Closing			
1	Closing	10'	The instructor asks students to write down their hopes after attending the LS class on sticky notes and stick them on the wish tree that the instructor has drawn on the flipchart sheet.

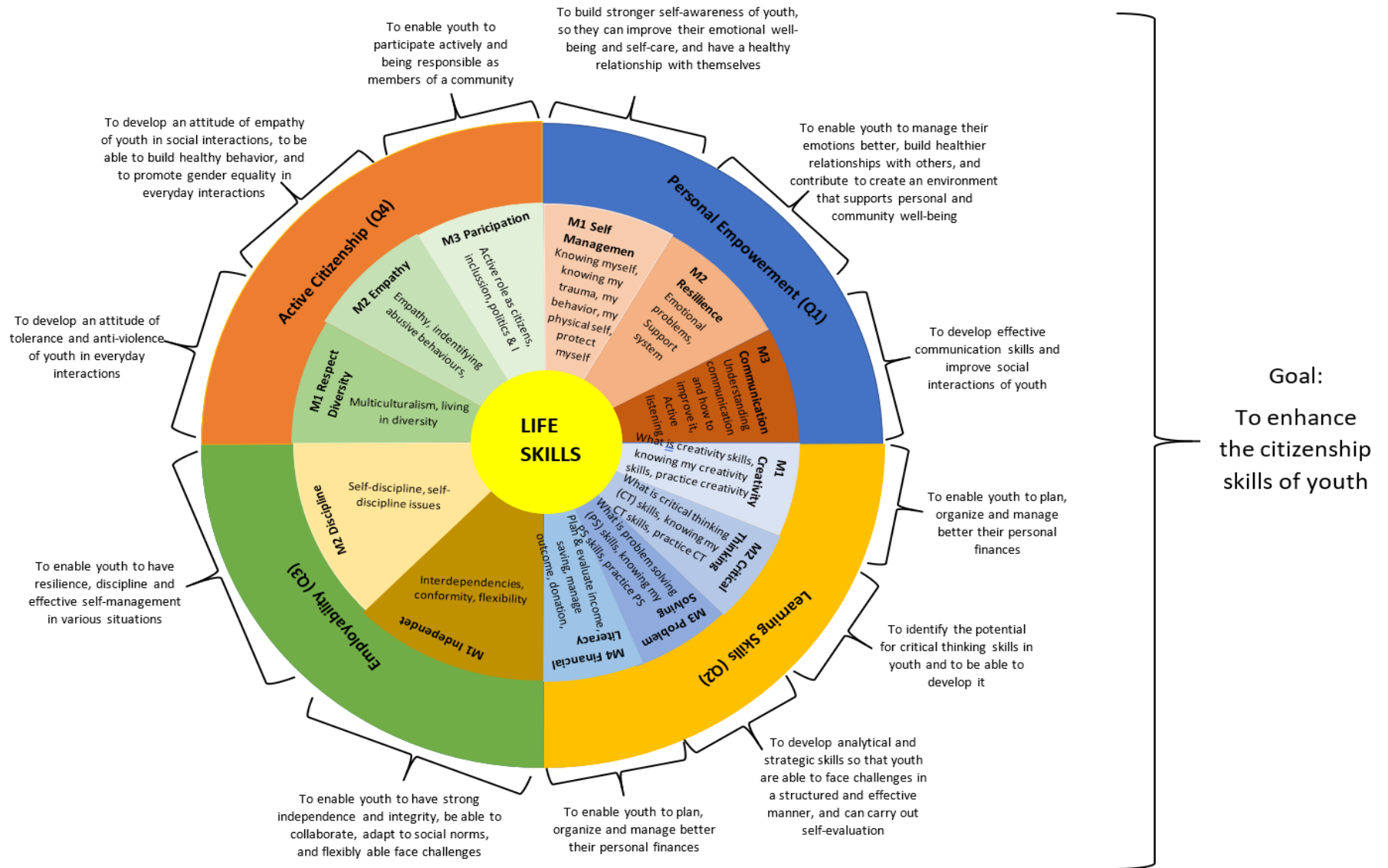
			• The instructor conveys the learning topics that will be carried out tomorrow and provides a conclusion for today's activities • Distribution of student workbooks, notebooks, pens • Remind students that student workbooks, notebooks, and pens must be brought to each meeting
2	Closing prayer	5'	Led by the class president

Student Expectation Sheet



Attachment

Life Skills Curriculum Diagram 1



Life Skills Curriculum Table

Life Skills’ Goal:					
To improve citizenship skills in youth					
Domain	Key Skills	Topic	Sub Topic	Module Objectives	Basic competencies
Self Empowerment	Self-Management	Get to Know Yourself	● Who am I? ● Accepting and Developing Yourself	To build stronger self-awareness of youth, so that they are able to improve their emotional well-being and better self-care, and have a healthy relationship with themselves	● Self-management ● Adaptability and flexibility
		Trauma	● Trauma ● Recovery		
		My habits	● My habit + Building Habits (Discipline Module, Discipline Issues Topics) ● Time Management		
		My body	● My body ● Taking Care of My Body: Maintaining Hygiene, Body Health + Specific Issues Related to Discipline (Discipline Module, Discipline Issues Topic)		
	Protected and Protecting	● Rights and Responsibilities ● Protection ● Protecting My Body: Protecting Myself			
	Resilience	Emotional Problems	● What are Emotional Problems? ● Avoid Emotional Problems ● How to Overcome Emotional Problems ● Managing stress (Module: Self-Management, My Habits Topic) + Flexibility and Stress Management (Independence Module, Topic Becoming a Flexible Person)	To enable youth to manage their emotions better, build healthier relationships with others, and contribute to creating an environment that supports the well-being of	
		My Support System	● What is a Support System?		

			● Forms Support System ● Building a Strong Support System ● Being a Good and Strong Support System	themselves and their communities	
	Communication	Understanding Communication and Improving Communication Skills	● Definition of Communication Skills ● Things that can improve and hinder communication skills ● The Impact of Poor Communication Skills ● Digital Literacy (Me and Social Media) + Growing in the Digital Era (Independence Module, Topics on Becoming a Person Involved in the Living Environment) ● Interpersonal Communication ● Active Listening	To develop effective communication skills and improve social interactions of youth	* Communication skills * Digital literacy
		Active Listening			
Study Skills	Creativity	What is Creativity?	● Paying Attention to Creativity Around + Flexibility and Innovation (Independence Module, Topic of Becoming a Flexible Person) ● Definition of Creativity ● Benefits of Creativity	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	● Recognizing Creative Thinking Potential ● Supporting and Inhibiting Factors of Innovation		
		Practising Creativity	● Creative Thinking Prompts ● Creating Creative Products		
	Critical thinking	What is Critical Thinking?	● The Phenomenon of Reactive Behaviour ● Definition of Critical Thinking	To identify the potential for critical thinking skills in youth and be able to develop this potential	
		Recognizing the Potential of Critical Thinking	● Recognizing Automatic Thought Tendencies ● The Challenges of Critical Thinking ● Am I Thinking Critically		
		Practising Critical Thinking	● Critical Thinking Reference ● Critical Thinking Practice		

	Problem solving	Problem Solving Conceptions	● What is Problem Solving Skills ● Supporting and Inhibiting Factors for Problem Solving	To develop analytical and strategic skills so that youths are able to face challenges in a structured and effective way, and can carry out self-evaluation.	
		Identification Strengths and Weaknesses	● Identification of Strengths and Weaknesses of Problem-Solving Skills		
		Practise Problem Solving Skills	● Effective Methods of Problem Solving ● Root Problem Identification ● Problem Solving Steps / Stages + Becoming a Problem Solver (Resilience Module, Emotional Problems Topic)		
	Financial Literacy	Learn Financial Plan Carefully	Learn Financial Plan Carefully	To enable youth to plan, organize and manage personal finances better	* Financial literacy
		Money-in Evaluation	Money-in Evaluation		
		Diligent Saving	Diligent Saving		
		Managing Money Out / Expenditures	Managing Money Out / Expenditures		
		Donation Allocation for Social Affairs	Donation Allocation for Social Affairs		
		Scrutinise Debts	Scrutinise Debts		
	Independent	Becoming a Person Who is Interdependent with Others	● Independence and Interdependence ● Relationships with Parents, Other Adults, and Peers ● Maintaining Relationships in Life	To enable young people to have strong independence and integrity, be able to work together, adapt to social norms, and face challenges flexibly	* Self-management * Adaptability and flexibility
		Become a Person Who Conforms to Prevailing Norms	● Conformity and Compliance ● Youth Compliance and Rebellion ● Conformity, Peer Pressure, and (Negative) Risky Behaviour		

			● Pro-Social Risk Behaviour ● Social Intelligence		
		Become a Flexible Person	● Flexibility as a Sublime Function ● Flexibility and Growth Mindset		
	Discipline	Self-Discipline	● Determination and Self-Discipline ● Myths and Views on Self-Discipline ● Steps of Self-Discipline	To enable youth to have resilience, discipline and effective self-management in various situations	
		Self-Discipline Issues	● Discipline Issues in Youth ● Strategies Related to Self-Discipline		
Active Citizenship	Valuing Diversity	Diversity	● Diversity Versus Uniformity ● Relevance and Contextualization	To develop an attitude of tolerance and anti-violence among young people in their daily interactions	* Cultural awareness and global citizenship * Ethical responsibility
		Living in Diversity	● Promoting the Values of Tolerance ● Anti-Violence		
	Empathy	Empathy	● Basic Concepts of Empathy ● Factors of Empathy ● Me and my Empathic Ability	To develop an empathetic attitude in young people in social interactions, be able to develop healthy behaviour, and promote gender equality in everyday interactions	* Empathy & compassion * Conflict resolution
		Identifying Abusive Behaviour around me	● What is Abusive Behaviour? ● Gting to Know the Emotionally Abusive Behaviour ● Causes & Impact of Emotionally Abusive Behaviour ● Overcoming Emotional Abuse ● Signs of Emotionally Abusive Behaviour ● Getting to Know Yourself ● Differences between Healthy Behaviour and Emotional Abuse ● Building Healthy Behaviour		
		Gender	● Basic Concepts of Gender ● Gender Equality & Inequality ● Causes and Consequences of Gender Inequality ● Getting to Know Stereotypes ● Gender Inclusivity		

Mandatory class pre-test	Mandatory Modules: (first 1 month) Resilience (4) Independence (10)	Mandatory class post-test with 1st month material	WBS will choose the next class to take (LS or Vocational) Increasing post test scores will be a recommendation	Self-Management (11) Communication (3)	Sharing Class with 2nd month material	Creativity (3) Critical Thinking (3) Problem Solving (2) Financial Literacy (3) Discipline (4)	Sharing Class with 3rd month material	Discipline (1) Appreciating Diversity (2) Empathy (5) Participation (4)	Post-test All materials
Batch 3									
Mandatory class pre-test	Mandatory Modules: (first 1 month) Empathy (5) Discipline (5) Creativity (3)	Mandatory class post-test with 1st month material	WBS will choose the next class to take (LS or Vocational) Increasing post test scores will be a recommendation	Self-Management (11) Resilience (4)	Sharing Class with 2nd month material	Communication (3) Critical Thinking (3) Problem Solving (2) Financial Literacy (3) Independence (5)	Sharing Class with 3rd month material	Independence (5) Appreciating Diversity (2) Participation (4)	Post-test All materials

MODULE SELF-MANAGEMENT

02 LESSON PLAN

Life Skills Program for Youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

GETTING TO KNOW YOURSELF

Lesson plan

Life Skills Program for Youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Getting to Know Yourself
Sub Topic	: Who am I; Accepting and Developing Yourself
Time	: 3 hours (15 minutes break)
Basic competencies	: • Self-management • Adaptability and flexibility
Learning objectives	: Students able to: • Identify their own personality, strengths and weaknesses • Reflecting on experiences in their life that can and cannot change • Develop an honest, open and confident attitude
Indicator	: Students able to: • Write down the strengths and weaknesses they have • Write down what cannot be changed, what can be changed and list at least 2 ways to change it
Learning methods	: Interactive lectures, games/reflections, individual assignments, group assignments, sharing
Instructional Media	: PPT, photocopy of student worksheet 'Bridges of Openness', photocopy of personality measuring tool, photocopy of worksheet listing things that can/cannot be changed, photocopy of personal reflection and evaluation
Learning Materials (attached)	: <i>Who Am I</i> material, <i>Accepting and Developing Myself</i> material, 'Window of Openness' question list, worksheet on recognizing personal characteristics, DISC method personality measuring tool, worksheet listing things that cannot be changed and those that can be changed in life, video, personal reflection and evaluation material
Learning Materials	: Flipchart, post-its, laptop, projector, speaker, notebooks, stationery, student workbooks, markers
Learning Resources	: Youth Life Skills Module
Learning materials	:

WHO AM I

Most people struggle to find the meaning of their lives. Some are on a spiritual journey, some are always trying new things, tasting various things that even get some of them into legal trouble. Humans are always bound by reasons and goals. He must have a reason why he must live. That is

why humans question their own existence because they cannot live spontaneously without reason. A person who is successful, great, rich and so on suddenly commits suicide because he feels that his life is meaningless. For example, he was never accepted by his own mother or something like that. The meaning of life is something that matters. Self-knowledge is part of the search for "what I live for, why I am here on this earth".

Johari window

		OTHER PEOPLE	
		See	Not see
ME	See	Window 1 BRIGHT	Window 2 BLIND
	Not see	Window 3 CONFIDENTIAL	Window 4 MYSTERY

The Johari Window is a technique created in 1955 by two American psychologists, Joseph Luft (1916-2014) and Harrington Ingham (1914-1995), so it is called Johari. The Johari Window is used to help people better understand themselves. The Johari concept is a house with four windows. The first window is an open window, the second window is a blind window, the third window is a secret window and the fourth window is a mystery window.

The first window is an open window. In this window I see and other people see too. Usually examples of the first window are hair shape, skin color, body shape or other physical characteristics. However, the more mature a person is, the bigger the first window will be, so that characteristics, interests or something non-physical will be known by that person and others.

The second window is called the blind window. A window where others look but I don't. For example, someone doesn't realize that they are someone who is easily carried away by emotions, but their friends know.

The third window is called the secret window. The third window is where I see but other people don't see. The third window is the things we keep secret or don't want others to know. This usually involves something painful or disappointing.

Fourth window is the most mysterious window, things that we and others do not yet know. For example, talents or interests that have not been explored.

Everyone always has four windows, but a mentally healthy person will have a bigger first window. He will get to know himself better and be proud of himself, not trying to hide himself from others.

Realizing who we are is the beginning of self-change, said Anthony De Mello, a philosopher in India who wrote dozens of best-selling books and is a teacher for self-development. Awareness of habits and behavioral patterns will reveal the various factors that shape them, namely culture,

education, parenting, values, life experiences and the genes inherited from parents. Awareness of who I am, why I behave in a certain way or prefer something over another, is the beginning of initiating changes towards self-growth.

My personality

Personality is the overall way an individual reacts and interacts with other individuals. Besides that, personality is often defined as characteristics that stand out in an individual, for example, shy people are given the attribute "shy personality". Shy people are given the attribute of "outgoing personality" and people who are wishy-washy, cowardly, and the like are given the attribute of "having no personality". Based on psychology, Gordon Allport states that personality is an organization (various psychological and physical aspects) which is both a structure and a process. So, personality is something that can change. Allport explicitly states that personality regularly grows and undergoes change.

In Allport's opinion, personality is a dynamic organization within an individual as a psychophysical system that determines his unique way of adapting to his environment. The key word in understanding personality is adjustment. Personality is a way or strategy to adapt to the environment.

Personality is influenced by heredity. Various studies show heredity refers to **genetic factors** an individual. Physical height, facial shape, temperament, muscle composition and reflexes, energy levels and biological rhythms are characteristics that are generally thought to be, either completely or substantially, influenced by who the parents of the individual are.

Another factor that has quite a big influence on character formation is the environment in which a person grows and is raised; norms within family, friends, and social groups; and other influences that a human being can experience. **Environmental factors** This has a role in shaping a person's personality. For example, culture forms norms, attitudes, and values that are passed from one generation to the next and produce consistency over time so that an ideology that is deeply rooted in one culture may have little influence on another culture. Coastal communities that grew up in an environment with hot temperatures, the sound of strong sea water and a dense population have become people who are more irritable, speak loudly, speak frankly and are hard workers.

The third factor that shapes personality is **a person's meaning or interpretation of the self** or about what he experienced. A person who has angry parents (hereditary factor), lives in a coastal area (environmental factor) can be a calm and patient person because he thinks that he must be a calm person to get a better life.

There are various personality theories to categorize humans, for example extroverts and introverts from Carl Gustav Jung which was later developed into the Myers-Briggs Type Indicator (MBTI) by Catherine and Isabel Myers and so on. 7 MBTI identifies the way a person gets energy i.e. Extrovert or Introvert, the way a person takes in information i.e. *Sensing* or *Intuition*, how to make decisions, namely *Feeling* or *Thinking* and how to work, namely *Perceiving* or *Judging*.

One other personality categorization that is widely known by the general public/non-psychologists is the theory of temperament, namely Sanguine, Melancholic, Choleric and

Phlegmatic. This theory was developed by Hippocrates and Galenus. Sanguine is a spontaneous, cheerful and persuasive person. Choleric are goal-oriented, decisive and systematic people. Melancholy is a person who is perfectionist, serious and full of caution. A phlegmatic is a person who is calm, loyal and reluctant to change.

Hippocrates' theory was adapted by William Moulton Taurston as personality categorization **DISC**.

D is the Dominant type. The Dominant type is the same as the Choleric type. People with the Dominant type are people who like to be in control, have a strong will, are persistent, firm and productive. The weaknesses of the dominant type are that they often force others to follow their wishes, they don't want to listen to other people, they have a high ego, they are impatient and ambitious. People with the Dominant type are suitable for work or activities that have clear targets. Dominant types tend to be more responsible if given the trust to lead a group, coordinate a committee or manage a program.

I is the Influence type, the same type as Sanguine. The person is friendly, talkative, optimistic, friendly, happy to provide support to others and optimistic. The weaknesses of sanguine people are that they are difficult to keep calm, disorganized, difficult to rely on because their interests change easily, they trust other people too easily so they are easily deceived. Influence type people will be good at providing support for others. Activities as a presenter, entertainer at a mass event by playing music or singing. People with the influence type have the ability to be persuasive or persuade, so they are superior for activities related to marketing goods, influencing or inviting someone.

S is a steady or phlegmatic type, is a calm person, doesn't like changes too quickly, is patient and loyal. Steady type people have the strength to listen, they are good listeners. The steady type doesn't like challenges and conflict, but he is a calm companion type. The steady type will be suitable for work as a companion, social work or administrative work.

C is the Compliance or Melancholic type. A person who is serious, thinker, strives for perfection, detail, accuracy, will not act before getting strong information and tends to be conservative. The weakness of the Compliance type is that they are too careful, too serious and often overly suspicious. This type is suitable for designing activities, evaluating a program, repairing quite complicated machines or equipment or designing images, book covers or doing editing.

**Character measuring instrument with DISC method attached.*

ACCEPTING AND DEVELOPING YOURSELF

Self-knowledge is the start of personal growth and development, but it can also be a Pandora's box. Recognition without self-acceptance will result in anger and self-disappointment. Likewise, self-development without self-acceptance will lead to frustration. Self-development and acceptance is a continuous process. This section will study the importance of acceptance in order to develop oneself

Self-Acceptance

Accepting yourself is the same as the concept of loving yourself or often called self-love. According to Morgado, the meaning of self-acceptance is a person's acceptance of all the things that are inherent and become his attributes, both positive and negative sides. Self-acceptance has a deep understanding of a person's ability to feel satisfied and accept themselves as they are, including their shortcomings.

Self-acceptance will make people happier. He does not simply give up on his shortcomings but he is able to choose which ones he needs to ignore and which ones he needs to improve or develop. Self-acceptance is not a reactive attitude or surrender, but a proactive attitude.

Accepting yourself includes all aspects, namely accepting emotions, thoughts and physical things. Acceptance of the physical is the most important thing because physical characteristics are something that is the easiest comparison material. Physical conditions that are shorter, thinner, or less tall, less beautiful or other physical characteristics become a comparison with other people. Dissatisfaction with the results of the comparison can become self-rejection which leads to anger at the self. Physical acceptance can lead to self-acceptance/self-love.

Accepting yourself is not an attitude of surrender, but growing together to develop yourself. People who accept their condition will be able to identify what things they can develop and what things they must accept wisely. A violinist whose body size is 10 cm short of registering as a police officer will be happier if he accepts failing the police physical test. This is what is called accepting and developing yourself. Accepting oneself addresses all things that cannot be changed, from physical characteristics to the past.

Self-development

Self-development is an effort made by a person to improve their quality and capacity, both in the personal and professional fields. The goal of self-development is to make someone a better person than before. When someone becomes the best version of themselves, they will experience various positive changes in life.

Self-development abilities have an important role because these abilities can help someone to create a strategy and tactical plan to become a better self. Experience fulfillment and self-actualization. Self-development will improve an individual's abilities, skills and knowledge so that they can achieve better and more successful life goals.

There are many ways you can develop yourself, such as attending formal or informal education, taking part in training held at the orphanage, reading books or articles offline or online, doing self-reflection or through discussions and assistance from staff at the orphanage.

Here are several ways that can help you recognize your own potential, as follows:

1. Know yourself

Evaluate what things have been done so far and explore what personal potential has been hidden. Make a list of questions and answer them yourself honestly. For example, what makes you enthusiastic? What makes you happy? What do you want most? What good habits do you have? Personal strengths and weaknesses, personal characteristics and many others.

2. Set goals

If you have self-awareness about what you want to achieve, your life will be more planned. Dreams will make life more focused. People who have goals will find it easier to make decisions in life. A sense of direction will guide the realization of the desired goals. After determining what you want or aspire to, then find the reason or motivation for life. To achieve a goal, you need something that can encourage you to always try to make it happen. Make a list of reasons why you should achieve that goal or ideal.

3. Learn various new things

Participating in various activities held at the orphanage will improve abilities and skills. Choosing activities that suit your potential and interests will make you develop towards achieving your goals or aspirations. Taking part in sewing training, cellphone repair, making vegetable pesticides or salon courses will bring you closer to achieving your goals. Reading activities can also deepen knowledge, increase vocabulary mastery, and keep you connected to new information.

4. Be open to constructive criticism and input

In a process of increasing one's capacity, various points of view from other people are needed to see how far one has progressed. Ask friends, social workers or trainers for input, suggestions, criticism that can help you to see more deeply the progress that has been made. Use the positive things from the various responses to help improve your abilities.

5. Relationship networks for self-development

The more often you interact with people, the newer ideas you can learn. Apart from that, by interacting with other people, you can also find out effective strategies for communicating and even working together with people who have different personalities.

6. Looking for a mentor

Finding and having a mentor who can help identify ways to make self-development easier is a very effective way. A mentor can come from someone with a professional background who is an expert in their field or a companion at the home who has years of experience developing clients.

Learning : Activities

Opening			
No	Activity	Method (time)	Information
1	Election of class leader	5'	Selected by the instructor or by the forum depending on the situation and conditions of the class
2	Opening prayer		Prayer is led by the class leader
3	Preparation of rules	Class discussion 10'	This activity of preparing class rules as a collective agreement is very important to carry out on the first day, so that everyone can understand their respective roles and

			responsibilities in contributing to the success of effective learning in the classroom. The class leader leads other students to prepare and write down class rules that are mutually agreed upon so that learning can take place well (as well as establishing star awards for those who enforce the rules and removing stars for those who ignore the rules). The instructor directs and guides students to make joint decisions and reminds them of the consequences that will result from these joint decisions
4	Building a class atmosphere so that students are ready to learn	<i>Icebreaker</i> 5'	Game 'Indonesia Says' The instructor gives clear instructions to students to imitate his hand movements or the instructions given if the instructor begins the instruction with the phrase 'Indonesia Says' After the instructor has led some instructions and it is felt that the students understand the game system, then ask one of the students to lead the game
5	Delivery of learning objectives	Interactive lectures 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Students cross the 'Bridge of Openness'	Game / reflection 15'	• If the number of students is not too large: The instructor explains that the purpose of this game is to see the extent to which students can recognize themselves and the extent to which their friends know themselves or will know themselves through disclosure of characteristics recognized by the individual. The instructor makes a straight line in the middle of the class using paper tape The instructor divides the students into 2 groups, who will stand to the left and right of the line (divide by the same number) and each student faces each other in front of the line The instructor explains that the line in front of them is a line of openness, and if each time the students listen to the characteristics read by the facilitator that match their characteristics, then they may cross the 'Bridge of Openness'.

	Students reflect on personal characteristics		• If the number of students is large and mobility, the above activities are not possible Alternative Johari Window activities are as follows: The instructor explains that the purpose of the following activity is to see the extent to which students can recognize themselves and the extent to which their friends know themselves or will know themselves through openness to characteristics that are recognized by the individual and recognized by their friends. The instructor distributes worksheets that students must fill out regarding personal characteristics that are LIGHT, SECRET. Instructors are expected to guide students in reflecting on their personal characteristics. (attached worksheet) After students have finished personal reflection regarding characteristics, ask each student to give the worksheet to a friend they trust to fill in the BLIND areas that the student concerned has not been aware of. After a friend he trusts has finished writing the BLIND area, the worksheet can be returned to the student concerned and give the student time to read his partner's writing.
2	A rendering of the Johari Window	Interactive lectures 15'	The instructor draws conclusions from the activities carried out and from observations in class and connects them with which characteristics are known only to oneself, which are only known to others, and which are known together without mentioning the Johari Window first (still in the same position, standing in front of the 'Bridge of Openness and facing each other) with the aim of finding out 'Who Am I' Once clear, the instructor enters the discussion and connects the previous activity with the Johari Window concept, namely: 1. Open window 2. Secret window 3. Blind window 4. Mystery window The instructor opens a question and answer room and ensures students understand the connectivity of the activities and concepts being studied

3	Students take a personality test	Individual assignments 20'	The instructor explained that to learn more about themselves, especially about their character, students would carry out activities to fill out a personality measuring instrument Prepare a personality measurement sheet to distribute to each student The instructor instructs students to fill in the measuring tool by selecting one of four words that best describes themselves by putting a cross (x) Students fill out a personality test sheet where each number is guided by the instructor and if there are terms that are difficult to understand, the instructor can explain them The instructor directs students to add up the number of their choices per column (from top to bottom) and the largest number in a particular column will indicate whether the student's character is Dominant / Influence / Steady / Compliance
4	Discussion of test results	Interactive lectures 15'	The instructor explains the results of the student's personality test based on the explanation of the DISC concept The instructor explains the strengths and weaknesses of each character and how to deal with these weaknesses The instructor explains using PPT about: * Definition of personality, factors influencing personality The instructor also opened a question and answer room for students who still did not understand
	Break	15'	
5	Building a learning atmosphere	Icebreaker 5'	Penguin gymnastics is led by the class leader https://www.youtube.com/watch?v=aYx7SBMIZis&t=42s
6	Presentation of material	Interactive talk 25'	The instructor explains the material about: (PPT) * Self-acceptance * Accept emotions, thoughts and physical * Self-development * How to recognize your own potential

			The instructor also opens a question and answer room for students who still do not understand
7	Students reflect on things that cannot be changed, things that can be changed and how to change them	Individual Assignments 20'	The instructor explains that the aim of the following activity is to focus on growth mindset and being able to accept failures in the past and have the courage to take opportunities in the future. Prepare worksheets for students (attached) Students each reflect and list: 1. At least 5 things related to their past or characteristics that cannot be changed in their lives 2. At least 5 characteristics that they can change in their life 3. Minimal 2 practical ways that they can do regarding the characteristics that they can change in number 2 above
8	Students share the results of personal reflections	Sharing 10'	The instructor asks for students' willingness to share the results of their personal reflections and asks other students to listen and provide positive feedback. Instructors can provide positive feedback and can connect the theory they have learned with the results <i>sharing</i> student.
Closing			
1	Strengthening students' knowledge	Interactive Lectures 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor conveys the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor

3	Closing prayer	5'	Led by the class president

Attachment

List of Johari Window Questions:

Students are asked to cross the bridge if they feel that these characteristics (special characteristics or traits possessed by students that differentiate them from other people, can be physical attributes, behavior, personality, skills, or beliefs) are inherent in you:

1. I use glasses
2. I dress neatly (clothes tucked into trousers/skirt)
3. I use socks
4. You can add several other questions related to the attributes used
5. I like to talk
6. I love being the center of attention
7. I like talking about other people behind their backs
8. I am diligent
9. I like to put others down
10. I'm humorous
11. I like to talk harshly
12. I'm polite
13. I am disciplined
14. I'm a loner
15. I'm a thinker
16. I like socializing
17. I like sports
18. I like to study
19. I don't like my past
20. I have big ambitions
21. I have many friends (more than 5 people)
22.

Note: the instructor can revise or add or reduce the list above according to the situation and conditions in the class as long as it is still in line with the Johari Window concept.

Worksheet

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:

LIGHT AREAS 'I see and others see too'	AREA BUTA 'I don't see and others see'	SECRET AREA 'I see and others don't'

Tipe B

NAMA :

JENIS KELAMIN :

Instruksi

Setiap nomor ada empat kata yang berbeda. Pilihlah satu kata yang paling menggambarkan diri anda dengan memberikan tanda silang (x) di depan kata yang Anda pilih tersebut.

1	Petualang	Bersemangat	Dapat menyesuaikan	Teliti
2	Membujuk	Penuh humor	Suka damai	Jujur
3	Berkeinginan besar	Pandai membawa diri	Patuh	Mau berkorban
4	Bersaing	Menyakinkan	Terkendali	Penuh pertimbangan
5	Sumber tenaga besar	Menyegarkan	Dapat dipercaya	Menghargai
6	Percaya diri	Bersemangat	Memuaskan	Perasa
7	Prinsip kuat	Tukang promosi	Sabar	Perencana
8	Yakin	Spontan	Baik hati	Terjadwal
9	Terus terang	Optimis	Hormat	Sesuai perintah
10	Selalu mendorong	Suka sendau gurau	Ramah tamah	Setia
11	Mandiri	Dapat dipercaya	Diplomatis	Terperinci
12	Merasa yakin	Riang	Konsisten	Penganalisa
13	Dapat berdiri sendiri	Memberi ilham	Tidak menverang	Idealis
14	Dapat memutuskan	Berkharisma	Sedikit bergurau	Pendiam
15	Cepat bertindak	Mudah bergaul	Menjadi penengah	Gemar musik
16	Berkemauan kuat	Pandai bicara	Bersikap toleran	Senang berpikir
17	Pembimbing	Periang	Pendengar yang baik	Kritis
18	Suka memimpin	Tangkas	Merasa puas	Perencana
19	Produktif	Terkenal	Menyenangkan	Ingin sempurna
20	Berani	Hangat	Berimbang	Disiplin
1	Sok pemimpin	Kurang ajar	Tanpa ekspresi	Pemurung
2	Tidak simpatik	Tidak disiplin	Tidak berminat	Pesimis
3	Penentang	Mengulang-ulang	Pendiam	Jarang tertawa
4	Terus terang	Pelupa	Penakut	Angkuh
5	Tidak sabar	Suka menghalangi	Tidak tegas	Merasa tidak aman
6	Tegaan	Tidak terduga	Tidak terlibat	Tidak terkenal
7	Keras kepala	Tanpa rencana	Bimbang	Sulit mengikhlasakan
8	Tidak peka	Meledak-ledak	Berkeluh kesah	Pesimis
9	Berdebat	Cepat marah	Tanpa tujuan	Tidak cocok
10	Manipulatif	Berlagak pamer	Sederhana	Bersikap negatif
11	Suka menekan	Ingin dipuji	Kuatir	Menarik diri
12	Tidak bijaksana	Senang bicara	Pemalu	Terlalu peka
13	Menonjolkan diri	Tidak teratur	Ragu-ragu	Kurang ramah
14	Kurang toleransi	Tidak tetap	Tidak peduli	Tertutup
15	Bertindak curang	Tidak rapi	Mengerutu	Terlalu berhati-hati
16	Keras kepala	Sombong	Lamban	Masa bodoh
17	Suka memerintah	Bersuara keras	Malas	Penyendiri
18	Pemarah	Susah konsentrasi	Kompromistis	Curiga
19	Tergesa-gesa	Gelisah	Enggan	Pendendam
20	Tidak simpatik	Emosi mudah berubah	Kurang percaya diri	Gengsi tinggi

TOTAL

D	I	S	C

Worksheet

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 things in your past or characteristics that you cannot change!

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

3. List at least 2 practical ways that you can do regarding the characteristics that you can change in number 2 above!

03 LESSON PLAN

Life Skills Program for Youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

TRAUMA

Lesson plan

Life Skills Program for Youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: My Trauma
Sub Topic	: Trauma
Time	: 3 hours (15 minutes break)
Basic competencies	: • Self-management • Adaptability and flexibility
Learning objectives	: Students able to: • Analyse things related to trauma • Identify related personal trauma • Develop an honest attitude towards themselves
Indicator	: Students able to: • Write down things related to trauma, causes, symptoms, impacts, and how to deal with trauma • Write/mention at least 1 trauma they have experienced in their respective notebooks
Learning methods	: Interactive lectures, film analysis, group discussions, presentations
Instructional Media	: PPT, short film about trauma, photocopy of video analysis worksheet, photocopy of personal trauma reflection worksheet, personal reflection and evaluation worksheet
Learning Materials	: <i>Trauma</i> material, short film material (attached link), group discussion material (attached), personal trauma reflection material, personal reflection & evaluation material
Learning Materials	: Laptops, projectors, speakers, flipchart, stationery, notebooks, student workbooks
Learning Resources	: Youth Life Skills Module
Learning materials	:
Trauma	

Trauma is a response when faced with a bad event that can endanger physical and mental conditions, such as abuse/violence (physical, mental, sexual), accidents, war or natural disasters. This topic discusses trauma, its forms, processes in the body, and its effects.

Definition and Types of Trauma

Trauma began to be recognised during the first world war, when it was given the name *Shell Shock* because it was experienced by many soldiers who fought and took shelter in trenches. The soldiers experienced symptoms of trauma, namely excessive fear of anything that reminded them of war. They panic when they hear the sound of vehicle exhaust or firecrackers because it reminds them of the sound of gunshots. Muddy soil or the smell of smoke makes the heart beat very fast because it reminds of the atmosphere of battle.

In medical terms, trauma refers to wounds or tears in body tissue. In the psychological world, trauma refers to a torn soul or wounds to the mind (soul). Trauma is a condition that arises as a result of a person's bad experiences or events, such as an accident, victim of physical violence, or natural disaster. According to Willey & Sons (in Bennett, 2006), psychological trauma is a condition that occurs as a result of a very surprising and frightening event, threatening physical or psychological harm, or an event which almost caused death. This condition can affect the mental, emotional and physical effects of someone who experiences it. Psychological trauma can destroy a sense of security, a sense of capability, and self-esteem, causing wounds that are difficult to heal completely (Davison, 2006).

Based on the cause, trauma is categorised into several types, namely *acute trauma*, *chronic trauma*, and *complex trauma*:

- Acute trauma is a type of trauma caused by a dangerous event that only occurs once, such as an accident or natural disaster.
- Chronic trauma is a type of trauma caused by dangerous events that occur continuously, such as bullying or domestic violence.
- Complex trauma is a type of trauma caused by various traumatic events, such as experiencing a natural disaster but then experiencing sexual violence while being displaced and rejection from the community.

Complex and chronic trauma has relatively more negative impacts than acute trauma, although there are also acute traumas that cause the same damage as complex trauma, namely trauma due to sexual violence.

Awareness of the trauma that has been experienced will help to be able to respond appropriately. The behaviour of someone who always does not like men with moustaches or gets angry more easily when they have different opinions with people who wear blue clothes rather than other colours or panics when in closed spaces may be triggered by a traumatic situation they have experienced. Awareness of the trauma one has will help a person to make recovery efforts or avoid more serious disorders.

Causes of Trauma

Trauma can be caused by various things, including violence, neglect or rejection, natural disasters, accidents and war. Trauma can occur due to direct involvement as a victim, for example children who are beaten and tortured by adults around them, children who experience sexual harassment, teenagers who experience bullying from their friends. Trauma can also occur

without experiencing being a victim but because of witnessing a traumatic event, for example witnessing a murder or accident

Symptoms of Trauma

After experiencing a traumatic event, or as a response to cumulative stressors, various trauma symptoms appear namely emotional symptoms, cognitive symptoms, behaviour, physical and spiritual. The following are some of the most common symptoms:

- Emotional: Excessive fear, anger, revenge, shame, guilt, and deep sadness
- Cognitive (thinking): Confusion, nightmares, too alert, too sensitive, difficulty concentrating/making decisions, easy to forget, short attention span, too critical and blank mind.
- Behaviour (actions): Withdrawal, antisocial actions-easily attacks others, inability to rest/relax, increased use of alcohol/cigarettes, avoidance of thoughts and feelings related to the event, impaired sexual function, loss or increase in appetite, easy loss of emotional control and irritability
- Physical: Thirsty/dry mouth, eyes twitch more often, nausea, weakness/no energy, chest pain, high blood pressure, fast heart rate, diarrhoea, shortness of breath, fatigue, change in appetite and headaches.
- Spiritual: Emptiness, loss of meaning, feeling of being unforgiven, cynicism, apathy, and crisis of faith

Impact of Trauma

a. Health Impact

In traumatic situations, stress hormones are produced in large quantities to trigger the lungs to move faster to absorb oxygen, the heart works extra so it can pump blood faster, the blood carries oxygen and sugar to be distributed to the body's cells so they have the strength to *mode fight* or being able to run faster when using the *fight mode*. The pupils dilate to recognize approaching danger, the body's muscles tense and so on. Physical reactions that last for a long time have an impact on health. Continuously pumping the lungs makes breathing short and breathless, the fast-flowing blood makes blood pressure high which results in insomnia and headaches. Calories that are prioritized for producing stress hormones cause immune cell production to decrease, which results in increased stomach acid and digestive disorders, itching due to eczema, canker sores and acne. Muscles that are always tense make the shoulder muscles tight and the oxygen supply to the back becomes thin, which results in back problems and a body that always feels tired. A body that needs more calories creates an urge to eat excessive amounts of carbohydrates and sugar. The combination of an overstimulated heart, excessive eating patterns, insufficient hours of sleep, weakened immunity results in diabetes, heart disease and even stroke.

Physical illnesses/disorders triggered by trauma: acid reflux, indigestion, eczema, canker sores, menstrual cycle disorders, excessive acne, diabetes, memory loss, heart attacks and strokes.

b. Psychiatric Impact

Prolonged symptoms of trauma (emotional, cognitive, physical, behavioural) will cause psychological impacts which are often referred to as mental illnesses, including phobias, depression, post-traumatic stress disorder, addiction/addiction to personality disorders.

Phobias are characterized by excessive fear of something that reminds of a traumatic event. A teenager who had an accident became afraid of riding a motorbike. He gets panic attacks every time he rides a motorbike. A child who was bitten by a dog on his way home from school became afraid every time he saw a dog.

Depressive disorders are characterized by prolonged sadness and suicidal thoughts. This disorder is often experienced by those who feel rejected by their families, people who have experienced sexual violence or people who have lost loved ones.

Post-traumatic stress disorder has three main symptoms. The first is avoidance, the same as phobias. The second symptom is experiencing it again; victims of sexual violence still imagine the perpetrator's face, still feel like they smell the perpetrator's scent or still often dream of experiencing rape even though the incident happened years ago. The third symptom of excessive stimulation is the heart beating fast, sweat pouring out or the body feeling weak and helpless. Post-traumatic disorders are more often experienced by people who experience violence, especially physical and sexual violence.

Personality disorders have various types, the common characteristics of which are emotional and unpredictable behaviour. A teenager at the orphanage often fights with other residents of the orphanage, even several times challenging the caretaker of the orphanage to fight. Apart from fighting, he also often tortured animals. He shows a happy expression when slamming a cat or breaking a chicken's neck. This teenager was diagnosed with borderline personality disorder. Personality disorders often occur in people who experienced rejection and/or sexual violence in childhood.

Addiction is the inability to stop depending on a substance. Addiction to alcohol, cigarettes or drugs often occurs in people who experience post-traumatic disorders and personality disorders. Alcohol or cigarettes are initially consumed to calm themselves, but in the end they become dependent.

If someone is showing mental disorders as described above, especially if they are interfering with daily activities or endangering themselves or others, they are obliged to get help from experts, psychologists or psychiatrists.

Learning : Activities

Opening			
N o	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class president
2	Building a class atmosphere	Icebreaker 5'	The instructor invites students to clap and shout 'SMART Youth' chants 'I Think, I Feel, I Can' Followed by 'Poco-Poco' exercise

			https://www.youtube.com/watch?v=FzLH3jzvlqo
3	Review previous material	5'	The instructor prepares games and questions about <i>who am I, accepting and developing myself</i>
4	Review class rules	5'	The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglect and if adjustments to class rules are made.
5	Delivery of learning objectives	Lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Group division	Games 5'	Get on a big ship... don't have money Ride a small boat..... rocking back and forth Get on the lifeboat containing it... Facilitator can modify the next part of the song Divide students into small groups (maximum 3 people j
2	Presentation of material	Interactive talk 10'	The instructor uses PPT to explain the material: * Definition and types of trauma The instructor opens space for questions and answers if there is still something that the students do not understand
3	Watch short films related to trauma	Watch 20'	The instructor says that the next activity was to watch a short film about trauma and the aim was for students to be able to analyse everything related to trauma: Film TRAUMA (8,5') https://www.youtube.com/watch?v=LzX9d0K_pP0 Film Environmental Pressure Leads to Trauma (5') https://www.youtube.com/watch?v=6Q4yE0k3p7w Film Trauma (5') https://www.youtube.com/watch?v=iWbk2RrjArk
4	Video analysis	Group discussion 30'	The instructor gives assignments to analyse different films for each group The instructor gives written instructions to each group which are put in an envelope that has been written: 'Group Assignment 1', 'Group Assignment 2', and 'Group Assignment 3'

			Things to discuss: 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? Write down the results of the discussion on a flipchart and make it look as attractive as possible
	Break	15'	
5	Building a class atmosphere	Icebreaker 5'	The instructor leads the game 'BOTTLES & LOTS' https://www.youtube.com/watch?v=d1VtlCthUa0&t=370s
6	Present the results of the discussion	Presentation 20'	Each group makes a presentation (if the number of groups is only small, if the number of groups is large then several representative groups can be asked to make the presentation) The instructor and other participants provide positive feedback The instructor draws conclusions and connects them to the theoretical concepts being studied
7	Presentation of material	Interactive talk 15'	The instructor uses PPT to explain the material: * Causes, symptoms and impact of trauma * Impact of trauma (health, mental) The instructor gives time for questions and answers if there is still something that the students do not understand
8	Students write and share personal trauma	Reflection & Sharing 15'	The instructor asks students to write down the trauma experienced by the student in the student workbook (if students do not have trauma, students can write down unpleasant events they have experienced, even though they did not cause trauma)

			Past events that have caused trauma in the present, whether due to bullying, accidents, neglect, sexual abuse, verbal abuse and so on Explain to students that the purpose of this activity is for students to better recognize the trauma they have and understand the root of the problem. And over time we hope they can find the best solution. Emphasize that students can share it in class without coercion. If students do not want to share their stories in class, then that is their right. If someone shares, other students are asked to listen without judgment and without expressing any opinions. The instructor provides positive and constructive feedback. And emphasized that they could consult about this with the psychologist at PSBR TJ1.
Closing			
1	Strengthening students' knowledge	Talk 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor conveys the aim of this activity to help students explore deeper 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing prayer	5'	Led by the class leader

Attachment

Video link used:

Film TRAUMA (8,5')

https://www.youtube.com/watch?v=LzX9dOK_pPO

Film Environmental Pressure Leads to Trauma (5')
<https://www.youtube.com/watch?v=6Q4yE0k3p7w>
Film Trauma (5')
<https://www.youtube.com/watch?v=iWbk2RrjArk>

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 abuse, verbal abuse and so on. (If you do not 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.

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04 LESSON PLAN

Life Skills Program for Youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

RECOVERY

Lesson plan

Life Skills Program for Youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Trauma
Sub Topic	: Recovery
Time	: 3 hours (15 minutes break)
Pre-Condition	: Have received my Trauma material
Basic competencies	: ● Self-management ● Adaptability and flexibility
Learning objectives	: Students able to: ● Analyse how to recover from trauma ● Identifying personal trauma and how to overcome it ● Have a personal commitment to recovery ● Develop a persistent and motivated attitude
Indicator	: Students able to: ● Identify and write down at least 2 ways to overcome their past trauma ● Write down at least 1 commitment they will make to recover from trauma in a weekly journal
Learning methods	: Lectures, group discussions, presentations, reflections, <i>sharing</i>
Instructional Media	: PPT, photocopy of article on the story of Oprah Winfrey, Andika Ramadhan & Sopia Amarusu, photocopy of article analysis worksheet, photocopy of personal recovery reflection worksheet, photocopy of personal reflection & evaluation sheet
Learning Materials	: Material regarding Recovery, figure article material (attached), article analysis material, personal recovery reflection material, personal reflection & evaluation material
Learning Materials	: Laptop, projector, flipchart, metaplan, stationery, notebook, student workbook
Learning Resources	: Adolescent Skills and Life Skills Module
Learning materials	:

Recovery

Trauma recovery is necessary so that a person can live fully with joy and be free from various symptoms of trauma. There are various strategic approaches to trauma recovery, including approaches based on resolving trauma emotions, thoughts and memories.

Approaches based on resolving emotions include *Gestalt therapy*, *Prolonged Exposure therapy*, *Body Movement therapy* and *Emotional Freedom Technique therapy*. Even though these therapies have different emphases and stages, they have the same principle, namely resolving emotions that are still stored in memories of the traumatic events experienced.

A trauma recovery approach with a thinking or cognitive base among others *Cognitive Behavioral Therapy* and *Rational Emotive Therapy*. Therapy with this approach recovers trauma by correcting irrational thinking by replacing it with rational thinking.

Therapy with an emphasis on memory recovery, among others *Eye Movement Desensitization and Reprocessing* And *One Eye Movement Therapy*. This approach sees trauma as locking memory connectivity. Restoring memory connectivity will stop the alarm signal from continuing to fire due to being triggered by a part of the brain called the amygdala.

The various therapies above require professionals to carry them out. However, there are various ways that survivors can do it themselves:

a. Psychological First Aid

Psychological first aid is help given to survivors or carried out by survivors in the early days after a traumatic event. The principles of psychological first aid are: *Look, Listen & Link* or 3L. *Look* is to ensure survivors are in a safe place; *Listen* is that survivors can express emotions and be heard; *Link* is connecting survivors to further help (doctor-psychologist), connecting to police and government services (*PPT DP3AKB*) or connecting to people they can trust.

b. Acknowledging and Expressing Pain

Strong feelings of hurt make you avoid or refuse to think about the traumatic event. Healing and freedom will not reach their fullness in isolation. It is through opening up and admitting that the healing process begins. Expressing hurt releases the energy of anger or fear. Various ways to express emotions: Tell stories in support groups, tell stories to friends/people you trust, tell stories to God through prayer, express psychological wounds through writing, poetry, paintings or other works of art.

c. Support Group

Join a support group. Support groups can exist in the home or outside the home. Support groups are groups with similar characteristics or challenges who are committed to providing emotional and informational support to each other. Through support groups, survivors can share their worries with each other, learn coping strategies from each other and strengthen each other.

d. Sport

Trauma disrupts the body's natural balance, leaving survivors in a highly emotional and fearful state. Survivors can do sports. Take advantage of the sports facilities at the orphanage. In addition to burning adrenaline and releasing endorphins, exercise and movement can actually help to repair the nervous system.

Exercise for 30 minutes or more almost every day. Or if it is easier, exercising three times 10 minutes per day is just as good. Exercises that are rhythmic and involve both arms and legs – such as walking, running, swimming, basketball, or even dancing – are best. Add an element of attention. Instead of focusing on your thoughts or distracting yourself while exercising, focus on your body and how it feels when you move. Pay attention to the sensation of the feet hitting the ground, for example, or the rhythm of breathing, or the sensation of angina on the skin.

e. Relaxation

Relaxation helps the body and brain are not in *emergency mode*. Various ways of relaxation: deep breathing, repetitive prayer, yoga, meditation, progressive muscle relaxation or Tai chi. Various relaxation techniques can be learned via YouTube.

f. Finding meaning

Victor Frankl, psychologist who wrote the book *Man's Search for Ultimate Meaning* explains that humans have a great need to find the meaning of life, including the meaning of the experiences they experience. Positive interpretation of an event will enable a person to accept a traumatic event as a part of life that triggers positive growth.

g. Setting goals

A healthy person is a person who is not controlled by the past but is driven by a strong vision. Gordon Allport stated that a strong goal for the future will make a person unite all life experiences and use all energy to make it happen. Oprah Winfrey's dream of becoming a news anchor, Andika Ramadan's dream of becoming an entrepreneur or Sopia Amarusso's desire made them able to face their trauma.

Recovery requires time and is a dynamic process. However, the courage to start is a sign that the individual is moving towards recovery and returning to his previous functioning, and in the end this will result in the ability to adapt.

Other practical steps that can be taken

- Accept change as a natural part of life
- Learn to have a positive view of yourself and others
- Maintain and practice self-care throughout the recovery process
- Develop a positive future orientation
- Foster hope. Stay connected and develop a positive and supportive social network

Post Traumatic Growth

Apart from having a negative impact, traumatic events can also provide benefits. Various researches conducted by Richard Tedeschi shows the existence of post-traumatic growth in people who experience painful events. Although post-traumatic growth does not occur in all trauma victims, traumatic experiences can also result in a positive view of oneself, others and the world.

Oprah Winfrey is famous for her television programs *Oprah Winfrey Show* experienced various traumatic events. His mother and father separated, he grew up in violence and economic hardship. At the age of 9, Oprah became a victim of sexual abuse by her own cousin who was supposed to look after her. Oprah also ran away from home and at the age of 14, Oprah became

pregnant and her baby died not long after birth. But in the end, Oprah was able to get through difficult and traumatic times. The experience of trauma made him a wise person who cares about human values. The female billionaire with assets of 2.7 billion dollars has various programs to protect children from violence. He said "What happens to you, can make you strong"

Victor Frankl wrote in his book *Man's Search for Ultimate Meaning*, that humans can find meaning and purpose in life through suffering. Suffering forces a person to reflect and use their best abilities and potential. People who are able to overcome trauma will recognize and accept new opportunities. They will forge stronger relationships with loved ones and also with others who are experiencing the same suffering. They cultivate inner strength through the awareness that they have overcome life's challenges. They come to appreciate life more and experience spiritual emotional growth.

Post-traumatic growth is a positive change or transformation experienced by a person after struggling with trauma. Characterised by better self-quality or condition than before experiencing trauma. People who experience post-traumatic growth definitely experience self-improvement no matter how small. Apart from that, people who experience post-traumatic growth ultimately have a wider perspective, a wider range of tolerance, an increased stress threshold, and an increased ability to appreciate. Apart from that, when someone experiences growth after trauma, that person is better able to recognise their own vulnerabilities, has more courage to ask for help, is aware and recognizes their own capacities.

Tedeschi and Calhoun (2004) say that post-traumatic growth is the experience of positive change that occurs as a result of struggling with a very challenging life crisis. This is manifested in five domains related to post-traumatic growth, namely appreciation of life, better relationships with other people, personal strength, new possibilities, and/spiritual change and a new understanding of the meaning and purpose of life.

a. Appreciate life and living more

It is a change in what is important in a person's life. When faced with fear and loss we often become better at realizing what we still have but perhaps previously ignored. Fundamental changes are changes regarding a person's life priorities which can also increase appreciation for the things they have, for example valuing their life. This change in priorities, for example, turns small things into something important and valuable, for example a child's smile or time spent playing with children.

b. Be more connected with others

Represents changes such as closer relationships with other people, more intimate and more meaningful. Someone may improve relationships with family or friends. For example, parents who have lost their children state that they are more empathetic towards anyone who is sick and anyone who is experiencing sadness.

c. Get to know yourself better

It is a change in the form of increasing personal strength or recognizing the strength within oneself. For example, a parent who loses a child says, "I could have managed things better. Things that were a big deal are now not that big of a deal to me."

d. More open to new experiences

It is the survivor's identification of new possibilities in life or the possibility of adopting a new and different pattern of life. For example, someone who experienced the loss of a loved one due to a disaster influenced him to struggle with grief and turned himself into a social disaster activist through Tagana. By becoming a Tagana member, he can try to provide care and assistance to other people who experience suffering and loss due to disasters. Some people show new interests, new activities and may begin significant new life patterns.

e. Being More spiritual

This is a change in the form of developments in aspects of spirituality and matters of an existential nature. Individuals who are not religious or have no religion can also experience post-traumatic growth.

Reference

If you feel that the trauma is too heavy to handle alone, your daily life is disrupted, try seeking professional help such as a psychologist or psychiatrist. Some psychology services provide free consultations *online* or *offline*. You can take advantage of this service to maintain and improve mental health.

1. Association of Indonesian Psychologists

The Association of Indonesian Psychologists or HIMPSI provides free online consultation services to the public. To get this free psychologist consultation, people can contact HIMPSI regions throughout Indonesia. HIMPSI regions that provide free online consultation services include HIMPSI Central Java, HIMPSI East Java, HIMPSI West Java, HIMPSI Lampung, HIMPSI Jambi, HIMPSI West Sumatra, and a number of other provinces.

2. Association of Indonesian Clinical Psychologists

The Association of Indonesian Clinical Psychologists (IPK) also provides counselling services *online* free. You can use this service to consult about your complaints ranging from anxiety, sadness, stress, to depression. IPK provides free counselling services in every area.

3. Share a story

Sharing stories is a counselling service *online* free on Line, Instagram, and Google Meet. There are a number of experienced psychologists who can help you.

4. University

Psychology faculties at a number of universities also provide free consultation services with psychologists. Several universities that provide free psychologist consultation services include Unika Soegijapranata, Sebelas Maret University, and Jakarta State University.

5. BPJS Health Psychologist and Psychiatrist

Psychologists or psychiatrists can usually be found in hospitals or health centres so that health care costs in both are still covered by BPJS Health. BPJS Health can also be used for medical rehabilitation and counseling with psychologists in institutions.

**Learning :
Activities**

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	The instructor leads the 'Chibi Maruko Chan' dance or the instructor can ask one of the students to lead (conditioned) https://www.youtube.com/watch?v=ygixLfRsgs
3	Review	10'	The instructor continues with a review of the previous day's material regarding trauma The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglect.
4	Delivery of learning objectives	Interactive lectures 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Group division	Games 5'	Use the drum-cow-storm game Divide students into small groups (maximum 3 people if possible)
2	Students read articles about inspirational figures	Group discussion 25'	The aim of this activity is so that students can learn from every incident experienced by the characters they read about, from experiencing trauma to being able to recover and develop Group 1 reads the article https://daihatsu.co.id/tips-and-event/tips-sahabat/detail-content/cerita-inspiratif-perjalanan-mewujudkan-mimpi-seorang-oprah-winfrey-/ Group 2 reads the article https://linkumkm.id/news/detail/11621/andika-ramadhan-mantan-anak-jalanan-yang-kini-berhasil-jadi-ceo-clorismen Group 3 reads the article

			https://www.finansialku.com/lifestyle/kisah-sukses-sophia-amoruso/ Each student gets a photocopy of the article 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? Write on the flipchart and give an attractive appearance to the flipchart
3	Presentation of discussion results	Presentation 20'	Each group representative/representative gets the opportunity to present the results of their discussion for 5 minutes The instructor and other students provide positive feedback
4	Presentation of discussion results	Talk 15'	The instructor explains the material: * Ways that survivors can do * Other practical steps that can be taken The instructor draws conclusions that are connected to the material being studied
	Rest	15'	
5	Building a class atmosphere	Icebreaker 5'	The instructor leads a game of 'True-False' Students are asked to line up to the back according to their groups The instructor instructed to jump forward if it was 'Correct' and if it was 'Wrong' it meant jumping in the opposite direction As a warm-up, use easy instructions first after students really understand, then the formula can be improvised by the facilitator (True-False or True-False, etc.)

6	Presentation of material	Interactive lectures 20'	The instructor uses PPT to explain the material: * Trauma recovery approach strategies * Post-traumatic growth * Post-traumatic changes * References The instructor also provides space for questions and answers if there is still something that the students do not understand
7	Dig into yourself for information regarding efforts to recover from trauma	Reflection 15'	The instructor relates it to yesterday's assignment regarding trauma experienced by students (if students do not have trauma, students can write down unpleasant events that students have experienced, even though they did not cause trauma) and asks students to recall what efforts have been made by students and the people around them to recover and help recover from the trauma experienced. Register the efforts that have been made in each book and also write down what assistance/assistance is needed to recover completely.
8	Share reflection results	Sharing 10'	The instructor asks students who are willing to share what efforts have been made and what help is needed Instructors and other students can provide positive feedback The instructor also provides conclusions that are connected to the material being studied
Closing			
1	Strengthening students' knowledge	Talk 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor conveyed the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process,

			results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Weekly Missions	Instructions 5'	Explanation of the title and description of the mission given
4	Closing prayer	5'	Led by the class leader

: Write a Weekly Mission Journal

Assessment

Mission Title : Recovering From My Past Trauma

Write in the relevant student workbook:

1. Tell us about your background (family and what you did before entering the orphanage)
2. What traumatic stories have you experienced?
3. Your way of trying to recover
4. What do you want to do to grow/change for the better?

Attachment



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 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. Later he was also able to win 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 a 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 becoming 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-mewujudkan-mimpi-seorang-oprah-winfrey/>



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 dropped-out, 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 IDR. 4 million tuition fees. 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-berhasil-jadi-ceo-clorismen>



The story of Sophia Amoruso, a former thief who is now called the "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 (IDR. 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 (IDR. 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 (IDR. 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 (IDR. 1.37 trillion), raising revenues of US\$49 million (IDR. 671.3 billion) from venture capital firm Index Ventures – an early investor in Asos and Net-a-Porter – and rental proceeds of 500,000 square meters of land.

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 (IDR. 1.37 billion).

In February 2017, the retail company *online* Boohoo.com bought Nasty Gal for US\$20 million (IDR. 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 Nastygol.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/>

Article Analysis Worksheet

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

1. Write 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

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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?

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05 LESSON PLAN

Life Skills Program for Youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

MY HABIT

Lesson plan

Life Skills Program for Youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	:	My habit
Sub Topic	:	My habit
Time	:	3 hours (15 minutes break)
Basic competencies	:	• Self-management • Adaptability and flexibility
Learning objectives	:	Students able to: • Understand things related to habits • Build an attitude of not giving up and self-confidence
Indicator	:	Students able to: • Create 1 educational teaching aid (APE) that is interesting and informative regarding customary material • Mention habitual material to classmates using the APE media that has been created
Learning methods	:	Interactive lectures, group discussions, <i>gallery walk</i> , presentation
Instructional Media	:	PPT, educational props made by students, photocopies of group instructions, photocopies of personal reflection & evaluation sheets
Learning Materials	:	My Habit material, group assignment material (attached), APE material, personal reflection & evaluation material
Learning Materials	:	Flipchart, metaplan, laptop, projector, markers, crayons, sticky notes, colored paper, envelopes, student workbooks, notebooks, stationery
Learning Resources	:	Youth Life Skills Module
Learning materials	:	

MY HABIT

Are you aware that our fate is influenced by habits? Things that are considered trivial, for example the habit of managing time, the habit of keeping promises, the habit of sleeping/taking a break and other habits ultimately determine the direction of our lives. Habits are behaviors that are carried out repeatedly without going through a thought process. Habits that are carried out continuously will eventually become character, character will determine the direction of our life. People who are used to being honest will be known as someone with an honest character, people

who are used to being disciplined in their time will be known as people who are punctual, people who are used to behaving patiently will be known as patient, or people who behave conscientiously will be known as careful people. In the end, habits that become character will make someone trusted by others for a job or a responsibility that becomes a path to a better life.

Good habits are important because they affect all aspects of life, physical, emotional, mental, social and economic relations. Good habits produce a healthy body, a confident mentality and productive behaviour.

Sow Thoughts Reap Behaviour,
Sow Behaviour Reap Habit,
Sow HABITS Reap Character
Sow Character Reaps FATE

Definition of Habit

Habit is the repetition of something continuously or most of the time in the same way and without reason, or something that is embedded in the soul from things that happen repeatedly and are accepted by habit. Habits are formed through a habit circle involving cues, routines, and rewards.² One important characteristic of habits is that they are triggered by cues around us. The trigger can be a certain time, place or activity. Getting out of bed every morning and walking into the kitchen, for example, can trigger you to grab breakfast and start eating it. Habitual behaviour generally offers rewards - in this case, a freshly taken breakfast package.

Habits and Categorization

Humans can conclude that humans carry out habits without thinking because this has been ingrained in the human soul and has become human nature. Habits are like shortcuts - something we can do quickly and without thinking because we've done it so often that it's become automatic.

Types of Habits:

- a. **Motor Habits** related to the physical activity a person does. Examples of motor habits include walking, standing, and running. This type of habit must be practiced with caution: there is a danger that practicing incorrect movements can be caught by the cerebellum and create bad habits, for example poor posture. These habits are formed through practice, and once the habit is formed, it will happen automatically.
- b. **Intellectual Habits** is a habit related to psychological processes that require intellectual abilities. Examples of intellectual habits include good observation and logical thinking. This type of habit is formed by continuously practicing good thinking skills until they become instinctive.
- c. **Character Habits Or Emotional Habits**, express our character in the form of habits. This habit has a good understanding of feelings and emotions. Examples of character habits include helping others in need, time management, and trusting others. These habits help us develop our personality as we age.
- d. **Key Habits** is a small modification in our daily routine that influences the formation of other habits. An example of a key habit is someone who takes care of their body and has a habit of exercising regularly. Habits like these can also unintentionally carry over to other aspects of a person's life. For example, influencing better eating habits and reducing unhealthy snacks.

Nine Categories of Very Important Habits

Habits are the invisible architecture of everyday life, and are an important element of happiness. About 40 percent of what we do every day is shaped by habits, and if we have habits that

work for us, we are more likely to be happy, healthy, productive, and creative. The habits people most often want to develop fall into nine areas.

1. Energy: exercise and sleep
2. Productivity: focus, work, progress
3. Relationships: connect and deepen
4. Recharge: relax and rest
5. Sequence: clean and organize
6. Goals: reflect, identify, engage
7. Conscious consumption: eating, drinking, shopping
8. Wise investments: save, support, feel
9. Creativity: study, practice, play

How Habits Are Formed

It takes around 21 to 254 days to form a new habit. Before a new behaviour can become automatic, it takes an average of 66 days. The three main components of habit formation are cues, routines, and rewards. This habit formation process is called the habit circle.

1. **Signal or Trigger**
It can be a scent, event, feeling, person, object, or other thing. A cue is anything that reminds you of a habit or prompts you to perform an action. Simply put, the behaviour you will develop is driven by triggers which are cues.
2. **Routine.**
The specific routine your brain develops whenever a cue triggers your habit. You are asked to do something and then you start taking action to do it. Your habits include what you do before and after the habitual behaviour. This means that your habits are also connected to your other actions because habits are not just one action or one step.
3. **Award / Rewards.**
The reward may be feeling better emotionally with the habit and because of the satisfaction you receive from the reward, you will have a higher tendency to continue repeating the habit subconsciously. A reward can be understood as something your brain likes that helps it remember future habit loops.

Basics of Habit Formation

- **Physiological Basis**
This confirms that there is a pathway that we follow when a connection has been formed by a clear neural signal driven by multiple repetitions of an action. This relationship will be strengthened when the response occurs and the stimulus is repeated.
- **Psychological Basics**
Psychological foundations focus on how individuals maintain learning processes or experiences. Habits are acquired dispositions and this is what psychological theory explains. We form habits by our ability to continually maintain and condition our responses.

Why Habits Are Hard to Break

The reason why bad habits work is because they have never been studied by the brain. Habits are largely unconscious behaviour and function on autopilot. As a consequence of the pleasant and rewarding feelings a bad habit gets when it is formed, the habit also becomes embedded in the mind. We don't think too much about habits when we do it. These habits are programmed to make things happen without us even realizing it. Snack eaters will say they don't realize they have finished their chips until there are no more left. Their actions are carried out without realizing it.

Smokers will say that they have smoked an entire cigarette without realizing it. Habits formed through repetition will become automatic, unconscious behaviour. And this is what makes it harder to break the habit. To stop the habit means you have to change your smoking behaviour over a period of 21-254 days.

If you consistently don't smoke for 21-254 days (depending on the level of dependence on cigarettes), then you will have a new habit, namely not smoking.

● Conscious Habits and Hidden Habits

Conscious habits and hidden habits are two common types of habits. You can quickly review your own conscious habits because they are quite easy to identify. In fact, these conscious habits have a high tendency to disappear when you shift your attention. Habits that you can easily recognize are conscious habits. Some examples are smoking after eating, exercising every day, jogging in the afternoon, or waking up to an alarm every morning.

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 behaviours 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 act up, you may not realize it because they have become an integral part of our decision-making process, lifestyle and conditioning.

● How to Identify Your Hidden Habits

You must direct your attention to recognizing your own types of 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 play on your cell phone for long periods of time?

Social Habits:

- What words or phrases do you say often?
- Are there some movements or actions that you tend to do?
- Do you make or avoid eye contact with other people?
- Do you talk to other 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 going to bed, what pattern do you do?

Mental Habits:

- How do you react to negative news?
- When you see someone posting photos of a luxury vacation on social media, what feelings 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 one 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 delays and getting things done?

IMPACT OF HABITS**1. Good and Bad 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, not following the rules and so on.

Everyone will always be faced with having good or bad behaviour. 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.

Oprah Winfrey

Oprah managed to get out of poverty and become one of the richest women in the world.

Oprah's success stands in stark contrast to her background. Born to a young, unwed mother, Oprah spent the first few years of her life in abject poverty in her maternal grandmother's family. She faced a lot of abuse as a teenager even leading her down the path of dangerous promiscuity and resulting in pregnancy when she was only 14 years old. After her son died shortly after birth, Oprah moved to Nashville, Tennessee to live with her father, Vernon. Moving to Tennessee was a turning point in Oprah's life.

Guided by his father's strict rules and his insistence that he work hard to reach his full potential. In her father's upbringing, Oprah developed the habit of always being proactive, she did not let her past experiences define her. This habit keeps him calm and positive.

Oprah also stated that her father's habit of studying was the key that helped her change her life. He believed that the only way a person can truly grow is by changing the way he thinks, especially through Education. The example set by his father made him accustomed to reading many and varied books since he was young, so his insight was broad.

2. 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.

a. 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.

b. 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.

c. 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 are grateful for, but it's a powerful habit that can help you find growth. Use these gratitude list ideas to get started!

d. 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!

e. Improves mood

When you feel that you are working towards achieving your goals, improving yourself, and 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.

f. 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 or drinking too much sugar 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 a better sleep routine.

g. 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?

h. 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.

i. 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!

3. 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.

- **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 lead to 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.

- **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.

- **Declining 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 increase the 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.

- **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 have difficulty concentrating, which can reduce motivation and mental health.

4. 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:

a. 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 we find ourselves back at square one with our bad habits. Maybe 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 stress, 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.

b. 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 full control of what you have done. 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.

c. 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 and 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 eating habits *junk food*, you can't go 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 easy to access, easy to move/carry and you can do it at any time. The easier it is for you to replace these habits, the more successful you will be.

d. 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 social media 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 it all yourself and remember that everyone needs to feel needed, so asking for help can be a good thing for you and your friends.

e. 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 the habit for good, 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. Give yourself rewards along the way so you have things to look forward to. Note the progress you have made and note what works so you can do more. Motivate yourself in every way possible and never give up.

5. Nine Steps to Creating New Good Habits

Changing habitual behaviour, 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 behaviour. 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 goal. 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.
 - Cue: sometimes called a trigger. This is what triggers habits (good or bad).
 - Behaviour: this is what happens when the cue occurs.
 - Rewards (rewards): these are the results obtained from the behaviour.

For example: Procrastination-

- Cue: being asked to do a task that you find boring or time consuming.
 - Behaviour: you make excuses for not doing the task, you put it aside by saying that you will do it later.
 - Reward (reward): you do something else you like.
3. Step 3: Create a cue (trigger) for the new habit you want to create.
 4. 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.
 5. 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.
 6. 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.
 7. 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.

8. 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.
9. 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. 6 Things to Avoid When Creating New Good Habits

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

1. Being Too Rigid

If you are too rigid in your thinking and behaviour, then you are setting yourself up for failure. Although success requires planning, you must continually evaluate your plan and change it 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, then 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.

4. 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.

5. 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 behaviours 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.

6. **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 them 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. This means that no matter what happens, you can do something instead of waiting for someone or something to change, you can change it.

7. **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.

- **Goal setting:** identify goals and know what to do to achieve them.
- **Priority determination:** know what tasks are important and do them first. Making a list can help you determine priorities.
- **Get 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/pray, write a to-do list, and do the things we think we don't have time for. Meanwhile, everyone at home was asleep. 5am guarantees privacy and time for yourself without distractions.
- **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.
- **Healthy eating and diet:** 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.
- **Fitness and sports:** 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.
- **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 knowing yourself, you can identify the future you truly 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.
- **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.

**Learning :
Activities**

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	Instructor: 'Where's your spirit?' Student: 'This is my spirit?' Repeated 3x Instructor: 'SMART Youth' Students: 'I think' (fingers point to each other's heads) 'I think' (fingers press each other's chests) 'I can' (palms clenched) Instructor leads the 'Penguin' dance https://www.youtube.com/shorts/8mT8GsB3uaw
3	Review	10'	The instructor continues with a review of the previous day's material regarding recovery The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of learning objectives	Interactive lectures 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Group division	Games 5'	Take a big ship... don't have any money Ride a small boat... rocking back and forth Get on a lifeboat filled with... The instructor calls out numbers to fill in the blanks in the song, or modifies them by addition / subtraction / multiplication / division Divide students into small groups

2	Presentation of material	Interactive lectures 20'	The instructor delivers material regarding: * Habits and categorization * Types of habits * Nine categories of very important habits * How habits are formed * Basics of habit formation * Why habits are hard to break The instructor opens a question and answer room and provides contextual examples so that students understand well
3	Make educational props	Group task 40'	The instructor explains the following activities 1. Students are asked to read the material provided carefully and then 2. Create educational teaching aids (everything that can be used as a means or equipment for playing that contains educational (educational) value, and can develop all students' abilities) 3. The form of APE made 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 4. After the APE is finished, the group will display it/paste it in their respective areas. 5. Groups prepare their respective areas well (tidy or decorated) so that they are ready for visits by other students from other groups. 6. The group appoints 1 presenter (the person who will explain) the material contained in the APE to other groups who will visit their area 7. Other group members will visit other group areas (clockwise) and will listen to material presentations from other groups The aim of this activity is for students to understand the material and be able to convey the concepts of the material to other students The instructor prepares 4 corners/areas for 4 groups, in each corner/area an envelope has been placed containing group instructions (if the number of groups is more than 4 then more than 4 areas are needed) Each group gathers in their respective areas and carries out assignments guided by the instructor

			Note to instructors: if more than 4 small groups are formed, then the material containing group instructions can be divided again to suit the number of groups.
	Break	15'	
4	Building a class atmosphere	Icebreaker 5'	Instructor leads 'Pokemon' dance https://www.youtube.com/watch?v=BhVVubV0uV0&t=10s
5	Go around visiting other group areas and get explanations from the presenter <i>stand by</i> in the area	Gallery walk 50'	The instructor explained that: -Each group gets the opportunity to present in their corner for 10' (adjust to the number of groups available) -Members of other groups rotate clockwise to visit other exhibition areas and receive explanations from presenters in other groups -In the group, the presenter will explain the material obtained and other visiting group members can ask questions -The presenter who explains can use creative delivery methods -After all group members have returned to their respective areas, the facilitator stops the activity <i>gallery walk</i> by inviting students to chant 'SMART Youth'
Closing			
1	Strengthening students' knowledge	Interactive lecture 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor conveys the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people

			Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing prayer	5'	Led by the class leader

Attachment

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, colour metaplan, etc.)
11. Learning Materials: (attached)

Group 1 Material Sheet

Conscious Habits

Habits that you can easily recognize are conscious habits. The habit Be aware this has 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 behaviours 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 are grateful for, but it is 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 behaviour, 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 behaviour. 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. Behaviour: this is what happens when the cue occurs.
 - III. Rewards (rewards): these are the results obtained from the behaviour.

For example: Delay –

- IV. Cue: being asked to do a task that you find boring or time consuming
 - V. Behaviour: you make excuses for not doing the task, you put it aside by saying that you will do it later.
 - VI. Reward (reward): you do something else you like.
3. Step 3: Create a cue (trigger) for the new habit you want to create.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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 stiff in your thinking and behaviour, 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 behaviours and replace them with positive beliefs. Again, this is where self-knowledge and self-mastery are the keys. 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.

Group 4 Material Sheet

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 behaviour. 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 to 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 do not have to carry the entire 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.

06 LESSON PLAN

Life Skills Program for Youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

BUILDING HABITS

Lesson plan

Life Skills Program for Youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Self-Discipline Issues
Subtopic	: Building Habits
Time	: 3 hours (15 minutes break)
Pre-Condition	: Participants have received material about My Habits
Basic competencies	: • Self-management • Adaptability and flexibility
Learning objectives	: Students able to: • Understand how to build good habits and eliminate bad habits in accordance with the legal concept of behaviour change • Have a commitment to building good habits and eliminating bad habits • Build an analytical attitude
Indicator	: Students able to: • Write down at least 1 proposed way to build good habits and eliminate bad habits on a piece of paper • Write down at least 1 commitment to build good habits and eliminate bad habits in a weekly journal
Learning methods	: Interactive lectures, guided instruction, class discussions, individual assignments
Instructional Media	: PPT, example card of steps in the law of behaviour change, photocopy of worksheet on creating good habits, photocopy of worksheet on eliminating bad habits, photocopy of personal reflection & evaluation sheet
Learning Materials	: <i>Building Habit</i> Material, material on the card (attached), individual assignment on <i>creating good habits</i> material, individual assignment material eliminates bad habits, personal reflection & evaluation material
Learning Materials	: Markers, speakers, metaplans, flipcharts, laptops, projectors, notebooks, stationery, student workbooks
Learning Resources	: Youth Life Skills Module
Learning materials	:

BUILDING HABITS

Here are three lessons about building habits from the book *Atomic Habits* by James Clear (2018).

1. Small habits make a big difference.

It's often easy to overestimate the importance of a single defining moment and underestimate the value of making small, daily improvements. An increase of 1 percent is not very striking, sometimes even invisible. However, improvements like this can be much more meaningful, especially in the long term. The difference that small improvements can make over time is astounding. If we can get 1 percent better every day for a year, we will be thirty-seven times better by the end of the year. If we got 1 percent worse every day for a year, then our performance would decline to almost zero. What starts as small wins or minor setbacks accumulates into something more. It does not matter how successful or unsuccessful we are at the moment. Our habits will put us on the path to success. Focus on getting 1 percent better every day. For example, being a little friendlier in every social interaction can result in a wider and stronger network of relationships over time.

2. Forget about setting goals and focus on personal systems instead.

Goals are about the results we want to achieve. Systems are about the processes that lead to those results. If you have difficulty changing habits, the problem is not with yourself but with your system. Bad habits repeat themselves over and over again not because we don't want to change, but because we have the wrong change system.

Example:

An entrepreneur has a goal of building a company worth one hundred billion.

The system is how to test product ideas, recruit employees, run marketing ads, etc.

3. Build identity-based habits.

The key to building lasting habits is to focus on creating a new identity first. Our current behaviour is a reflection of our current identity. To change behaviour for the better, we have to start believing new things about ourselves or build identity-based habits.

Example:

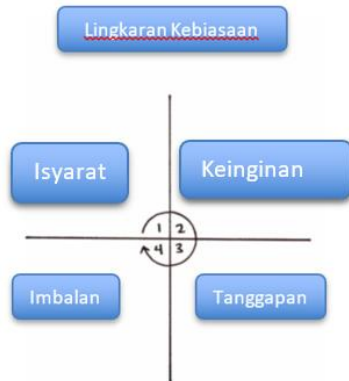
Someone trying to quit smoking says, "No, thank you. I tried to stop." This shows that he still believes that he is a smoker who is trying to do something else.

It's better to say, "No, thank you. I'm not a smoker." This indicates a change in identity, where smoking was part of his old life and he now does not identify as someone who smokes.

Changing beliefs is not as difficult as we imagine. There are two steps:

- Determine the type of person we want.
- Prove yourself with small wins. Our identity emerges from our habits.

The process of building a habit can be divided into four simple steps, namely cue, desire, response, and reward. Breaking habits down into these basic parts can help us understand what habits are, how they work, and how to improve them. The cue triggers a desire, which motivates a response, which provides a reward, which satisfies the desire and, ultimately, is associated with the cue. Together, these four steps form a neurological feedback loop; cues, desires, responses, rewards, and so on. This allows us to create automatic habits. This cycle is known as the habit loop.



We can turn these four steps into a practical framework that we can use to design good habits and eliminate bad ones. This framework is called the Four Laws of Behaviour Change, and provides a simple set of rules for creating good habits and breaking bad ones.

1. Making it visible (versus invisible), where we increase encounters with cues that trigger a behaviour.
2. Make it interesting (versus uninteresting), which will increase the chances of a behaviour becoming a habit.
3. Making it easy (versus hard), where we reduce the barriers to an behaviour occurs.
4. Make it satisfying (versus frustrating), which increases the chance of the behaviour being repeated in the future

The following are ways to create good habits using the four laws above.

1. Make it visible.
 - Become aware of current habits by writing them down.
 - Using implementation intentions:

"I will [BEHAVIOR] at [TIME] at [LOCATION]."

Example:

 - I will jog for 30 minutes at 4 pm on the jogging track at the orphanage complex.
 - I will do life skills assignments for 15 minutes at 8 pm in my room.
 - Stacking habits:

After [CURRENT HABIT], I will [NEW HABIT]."

Example:

 - After taking off my school shoes, I will immediately change into a t-shirt.
 - Once seated and ready to eat, I will express my gratitude for what happened that day.
 - After brewing a cup of tea, I will enjoy it for 15 minutes.
 - After enjoying it for 15 minutes, I will write a schedule of activities for today.
 - After writing the activity schedule for today, I will immediately start the first task.
 - After finishing dinner, I will immediately wash the dirty cutlery.
 - After washing the cutlery, I will immediately read a book.
 - After reading the book, I will prepare study equipment for the morning.

Once we become comfortable with this approach, we can develop a common stockpile of habits

to guide us whenever the situation is right.

- When I see stairs, I will use them instead of the elevator.
- When I want to buy something with a price of more than 50 thousand, I will wait 24 hours before buying it.
- Design the environment, so that cues for good habits are visible.
Example:
 - If we want to drink more water, fill a water bottle every morning and place it somewhere visible.
 - If we want to practice guitar more often, put the guitar in the middle of the room.

2. Make it interesting.

- Using a temptation package, namely pairing the behaviour you want to do (desire) with the behaviour you need to do (need).
After [CURRENT HABIT], I will [HABIT I NEED]
After [HABIT I NEED], I will [HABIT I WANT]
Example:
 - After I finish drinking in the morning, I will say one thing I am grateful for from the previous day (needs).
After saying one thing that I am grateful for, I will read a book (desire).
 - Once I get the phone, I'll do it *push up* ten times (need).
After doing *push-up* ten times, I'll check Instagram (desire).
- Joining a culture where the behaviour we want is considered normal behaviour.
Example:
 - join a cooking skills class and develop a shared identity that elevates personal identity, from "I love cooking" to "We love cooking."
- Creating motivational rituals, namely doing something we enjoy immediately before a difficult habit.
Example:
 - Listening to music on your cell phone can help you focus more when studying, so simply turning off your cell phone without music can improve your focus.
 - Take three deep breaths and smile when you start to feel signs of stress.

3. Make it easy.

- Reduce barriers, by reducing the number of stages between self and good habits.
- Prepare the environment as best as possible, so that future behaviour is easier.
Example:
 - Prepare study equipment (clothes, shoes, books, drinking bottles) the night before.
 - Prepare prayer equipment at night and put it in an easily accessible place for easy retrieval when you want to use it.
- Mastering decisive moments, namely by optimizing small choices that can have a much bigger impact.
- Use the two-minute rule, which means scaling down a habit until it can be done in two minutes or less. This is to master the habit of starting something.

Example:
 - Read one page of a book every night (don't read straight away every night before bed).

- Opening a notebook (not studying straight away for tomorrow's class).

If this rule feels like force, really do it for two minutes and then stop.

Example:

- Run for two minutes then stop. However, do it every day of the week.

Once a habit is established, then we add the next, more difficult parts.

Example:

- Get up early
Level 1: Turn off all devices at 10pm every day.
Level 2: Already in bed by 10 o'clock every night (eg, reading a book)
Level 3: Turn off the lights at 10pm every day
Level 4: Wake up at 04:30 every morning.
- Automate habits, namely by investing in technology and one-time purchases that can lock in future behaviour.
Example:
 - To increase productivity, we can turn off group chat notifications, set the phone to silent mode, and delete gaming and social media applications.
 - To buy a cheaper quota package, register for a free course program, and register for an automatic savings program.

4. Make it satisfying.

- Using re-reinforcement, that is, giving yourself direct rewards when completing a habit. Choose rewards that reinforce identity.
Example:
 - Every time we manage to refrain from snacking on fast food, we put the money we do not spend into a savings account labelled "New Clothes."
 - Every time we successfully restrain ourselves from giving in to the urge to shop, we reward ourselves with self-praise and personal hygiene.
- Making "doing nothing" enjoyable, that is, designing ways to see the benefits of avoiding bad habits.
- Use a habit monitor. Keep track of the chain of habits and "do not break the chain."
- Don't be absent twice. When you forget to do a habit, make sure you get back on track immediately.

Meanwhile, here are ways to get rid of bad habits by using the opposite of these four laws.

1. Makes it invisible.

- Reduce exposure, by eliminating environmental cues of bad habits.
Example:
 - If you feel like you can't get anything done, leave your phone in another room for a few hours
 - If you play too much *game*, *uninstall* application *game* and store it in the companion after use.

2. Makes it unattractive.

- Reframing thought patterns, namely by focusing on the benefits of avoiding bad habits.
Example:
 - View sport as an opportunity to increase stamina and develop skills. "It's time for me to increase my stamina and run faster." (instead of "I have to run this morning.")

- View saving as a way to increase purchasing power in the future (not a limitation).
3. Making it difficult.
- Increasing barriers, namely by increasing the number of stages between the self and the bad habit.
 - Using commitment-keeping tools, namely by limiting future choices to only those that are beneficial.
- Example:
- Leave your wallet with a companion when traveling so you don't snack on unhealthy food when you want to lose weight.
 - Get rid of half the portion of rice before starting to eat.
4. Makes it frustrating.
- Looking for an accountability partner, that is, someone to monitor our behaviour.
 - Drafting a habit contract which makes the costs of committing bad habits in public expensive and painful.
- Example:
- If we don't exercise on a predetermined schedule, we have to treat a friend.

Learning Activities :

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class president
2	Building a class atmosphere	Icebreaker 5'	The instructor leads a game of 'Batak-Batuk-Batik' Baldy said → head holding movement Said cough → movement of holding the mouth Batik said → the movement of holding the shirt The instructor gives 1 instruction to the student first, after the student understands then the instructor combines several instructions and can increase the tempo
3	Review	10'	The instructor continued with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglect.
4	Delivery of learning objectives	Interactive Lectures 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			

1	Delivery of material	Interactive talk 20'	The instructor explains material regarding: -3 lessons on building habits -The habit circle -4 laws of behaviour change Give an explanation to students until they understand and open a question and answer room
2	Do guided assignments about creating good habits	Guided instruction 30'	The instructor explained that the purpose of this activity was so that students could try to find examples of activities that could help create good habits. Prepare 4 corners (corner 1: Make it visible; corner 2: Make it interesting; corner 3: Make it easy; corner 4: Make it satisfying), stick a blank flipchart in each corner Prepare writing on a metaplan (card) about examples of steps taken at the stages: Make it visible, Make it interesting, Make it easy, Make it satisfying Shuffle the cards and place them in a container that students can pick up The instructor explains how to create good habits contained in the PPT while explaining the function of the four corners The instructor guides and directs students to determine which corner to place the card in accordance with the provisions 'Make it visible', 'Make it easy' etc. Each student takes a card, reads it and decides which corner to put it in and then sticks it in that corner And so on until the cards containing examples of how to create good habits run out *Another alternative activity if the number of students is too large to carry out activities that require a lot of mobility in the classroom is to use the attached worksheet, where students will be given examples of steps to create good habits, and students are asked to check which group of steps these examples fall into.
3	Discussion of student work results	Class discussion 15'	The instructor discusses how to create good habits from these four steps Discuss the 'Make it visible' corner by reading out the cards that have been attached by students, ask all students whether the first example that has been read is correct and

			agreed to be placed in that corner or not, ask one child to give a reason, and so on until the last corner is discussed Students can add other examples from everyday life during class discussions The instructor explains the material contained in the PPT regarding how to create good habits
	Break	15'	
4	Building a class atmosphere	Ice breaker 5'	Participants stand together to perform Maumere gymnastics movements Link: https://www.youtube.com/watch?v=8-Mzdh4RY5Q
5	Do guided assignments about breaking bad habits	Guided instruction 30'	The instructor explains that the purpose of this activity is so that students can try to find examples of activities that can help to break bad habits. Prepare 4 corners (corner 1: Makes it invisible; corner 2: Makes it unattractive; corner 3: Makes it difficult; corner 4: Makes it disappointing), stick a blank flipchart in each corner Prepare writing on the meta plan (card) regarding examples of steps taken in the stages Make it invisible, make it unattractive, make it difficult, make it disappointing (make as many as possible) Shuffle the cards and place them in a container that students can pick up The instructor explains how to get rid of bad habits in the PPT while explaining the function of the four corners The instructor guides and directs students to determine which corner to place the card in accordance with the provisions 'Make it invisible', 'Make it difficult' etc. Each student takes a card, reads it and decides which corner to put it in and then sticks it in that corner And so on until the cards containing examples of how to get rid of bad habits run out *Another alternative activity if the number of students is too large to carry out activities that require a lot of mobility in the classroom is to use the attached worksheet, where students will be given examples of steps to eliminate bad habits, and students are asked to check which group of steps these examples fall into.

6	Discussion of student work results	Class discussion 15'	The instructor discusses how to break bad habits Discuss the 'Make it invisible' corner by reading out the cards that have been attached by students, ask all students whether the first example that has been read is correct and agreed to be placed in that corner or not, ask one child to give a reason, and so on until the last corner is discussed Students can add other examples from everyday life during class discussions The instructor explains the material in the PPT
Closing			
1	Strengthening students' knowledge	Talk 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor conveys the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Weekly missions	Instructions 5'	Explanation of the title and description of the mission given
4	Closing Prayer	5'	Prayer is led by the class leader

Assessment : Write a daily journal

Mission Title: Creating good habits

Mission Description:

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

Attachment

Card for Creating Good Habits (write it on the metaplan) (students are asked to look for other examples outside the examples that have been given and write them in the points provided)

1. Make it visible

When I wake up in the morning, I will set an alarm and put it near the bed	I will write notes about priority tasks and stick them on the mirror or cupboard as reminders so they are easy to see
If we want to practice guitar more often, put the guitar in the middle of the room	If we want to drink more water, fill a water bottle every morning and place it somewhere visible
If you want to live an organized life, put your daily schedule somewhere visible	If you want to diligently read books, place the book in a place that is easy to reach and visible
..... .	

2. Make it interesting

Discuss with people who have the same goals so they can support each other	Join a community that suits your hobby
After exercising, I will play games	Give yourself a small reward after completing a task
Listen to music on your cell phone to be more focused while studying	After doing good things, I will praise myself
.....	

3. Make it easy

Prepare equipment for the next day (clothes, shoes, bags, drinking bottles, etc.) the night before	Prepare prayer equipment in a visible place in the room so that it is easy to find it when needed

Read one page every night (don't read all the way through) before bed	Open and read a notebook before going to class or in the evening (not studying immediately for tomorrow's class)
Exercise for five minutes then stop. However, do it every day of the week	To increase productivity, we can stop following social media celebrities
Buy a cheaper quota package	Turn off group chat notifications when you want to concentrate
Sign up for a free course program	Set your phone to silent mode when in class
Register for an automatic job application program (submit CV to a job search site)	Delete or disable an application <i>game</i> and social media when you want to focus
.....	

4. Make it satisfying

Every time we manage to refrain from snacking on fast food, we put the money we don't spend into a savings account labelled "New Clothes." (allocation of money to more useful things)	Every time we manage to restrain ourselves from giving in to the urge to shop, we praise ourselves and practice personal hygiene
Thank yourself after completing a task	Give yourself a reward after succeeding with a new habit
View sport as an opportunity to increase stamina and develop skills.	View saving as a way to increase purchasing power in the future
.....	

Eliminate bad habits card (write on the meta plan) (students are asked to look for other examples outside the examples that have been given and write them on the points provided)

1. Makes it invisible

If you feel like you can't get anything done, leave your phone in another room for a few hours	If you play too much <i>game</i> , <i>uninstall</i> the application and keep the cell phone in the companion
If you want to quit smoking, keep cigarettes out of sight	If you want to stop gossiping, stay away from environments that support gossip
Throw away pornographic images and keep them out of reach of eyes and hands	Do not read unimportant news
.....	

2. Makes it unattractive

Gossiping will worsen my mood and the hearts of others	If I don't tidy up my food, it will be difficult for other people
If you want to stop smoking, focus on the consequences, not on the pleasure it provides	If you want to stop eating sugar, focus on diabetes that can be caused
.....	

3. Making it difficult

Save money when traveling so you don't snack on unhealthy food when you want to lose weight	Get rid of half the portion of rice before starting to eat
Don't fill your internet quota if you are tempted to play games continuously	Run around the field five laps if you are not doing your homework
Punish yourself when you start to be tempted to smoke again	Confess to your mentor when you are tempted to look at pornographic images again
.....	

4. Makes it frustrating

If we don't exercise on a predetermined schedule, we have to treat a friend	if you start smoking (or doing bad habits) again, then give a gift to a friend
If you don't say thank you, you could be fined	If you don't clean up your own food, you have to clean up other people's food at a later time
..... ...	

Related Individual Worksheets Creating Good Habits

Read carefully the examples of behaviour given in the following table, then determine whether the examples of behaviour are included in the behaviour 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. *The answer key is used by the instructor.*

No	Example Behaviour	A	B	C	D
1	After exercising, I will play games		X		
2	View sport as an opportunity to increase stamina and develop skills				X
3	Prepare equipment for the next day (clothes, shoes, bags, drinking bottles, etc.) the night before			X	
4	Listen to music on your cell phone to be more focused when studying		X		
5	I will write notes about priority tasks and stick them on the mirror or cupboard as reminders so they are easy to see	X			
6	Prepare prayer equipment in a visible place in the room so that it is easy to find it when needed			X	
7	View saving as a way to increase purchasing power in the future				X
8	Read one page every night (don't read all the way through) before bed			X	
9	Delete or deactivate gaming and social media applications when you want to focus			X	
10	Open and read a notebook before going to class or in the evening (not studying immediately for tomorrow's class)			X	
11	Give yourself a reward after succeeding with a new habit				X

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

32			X		
33				X	
34					X

Related Individual Worksheets Eliminating Bad Habits

Read carefully the examples of behaviour given in the following table, then determine whether the examples of behaviour are included in behaviour that makes it invisible (E), makes it unattractive (F), makes it difficult (G), or makes it disappointing (H) by putting a cross (x) in each column. *The answer key is used by the instructor.*

No	Example Behaviour	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	X			
2	Save money when traveling so you don't snack on unhealthy food when you want to lose weight			X	
3	If you want to stop eating sugar, focus on diabetes that can be caused		X		
4	If you play too many games, uninstall the application and store your cell phone in a companion	X			
5	Don't fill your internet quota if you are tempted to play games continuously			X	
6	Punish yourself when you start to be tempted to smoke again			X	
7	If you want to quit smoking, keep cigarettes out of sight	X			
8	If you want to stop smoking, focus on the consequences, not on the pleasure it provides		X		
9	If you don't clean up your own food, you have to clean up other people's food at a later time				X
10	If you want to stop gossiping, stay away from environments that support gossip	X			
11	If you don't say thank you, you could be fined				X
12	Confess to your mentor when you are tempted to look at pornographic images again			X	
13	Throw away pornographic images and keep them out of reach of eyes and hands	X			
14	If you start smoking (having a bad habit) again, then give a gift to a friend				X

15	If I don't tidy up my food waste it will be difficult for other people		X		
16	Do not read unimportant news	X			
17	Ran around the field five times when not doing assignments			X	
18	If we don't exercise on a predetermined schedule, we have to treat a friend				X
19	Gossiping will worsen my mood and the hearts of others		X		
20	Get rid of half the portion of rice before starting to eat			X	
	Fill in the blanks with other examples from everyday life				
21		X			
22			X		
23				X	
24					X

07 LESSON PLAN

Life Skills Program for Youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

TIME MANAGEMENT

Lesson plan

Life Skills Program for Youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: My habit
Sub Topic	: Managing Time
Time	: 3 hours (15 minutes break)
Pre-Condition	: Got my habit material and built a habit
Basic competencies	: ● Self-management ● Adaptability and flexibility
Learning objectives	: Students able to: ● Identify each activity according to the 4 time quadrants ● Get to know the steps to manage time well ● Make a personal commitment to manage time well ● Build an attitude of wanting to grow by learning to manage your time well
Indicator	: Students able to: ● Be aware, write down and group all personal activities into 4 time quadrants ● List the steps for managing time to be successful ● Write down at least 1 personal commitment to manage your time better in a weekly journal
Learning methods	: Interactive lectures, individual assignments, <i>sharing</i> .
Instructional Media	: PPT, video, photocopy of time quadrant sheet, photocopy of quadrant II organizing sheet, photocopy of weekly mission sheet, photocopy of personal reflection & evaluation sheet
Learning Materials	: <i>Managing Time</i> material, learning video material, time quadrant sheet material, quadrant II organizing material, weekly mission material, personal reflection & evaluation material
Learning Materials	: Markers, speakers, laptops, projectors, notebooks, stationery, student workbooks
Learning Resources	: Youth life skills module
Learning materials	:

Time management habits have an impact on productivity. The ability to sort and prioritize activities or tasks is key for anyone who wants to maintain productivity anywhere. Each of us certainly has tasks that we want and must do in our daily activities. To achieve the task targets at hand, we must understand time management. Time management is a process of controlling time within certain limits to carry out certain tasks. Time management is the ability to plan and make the best use of time. This topic discusses the ability to manage time by prioritizing the principle of putting things first, the four quadrants of time management, and *organizer* Quadrant II (*to do list*).

Time management is the process of planning, controlling and using the maximum possible time to complete certain tasks. According to Forsyth, time management can be interpreted as a way of controlling time to create effectiveness and productivity. The ability to stay focused on priorities is the key to maintaining productivity that will lead you to success in life. Time usage can be divided into 4 quadrants.

The Four Quadrants of Time

1. **Quadrant I.** Activities in Quadrant I are activities that are important, urgent, time-limited, immediate, crisis, problem, emergency. Activities that must be carried out immediately (DO). As long as we only focus on Quadrant I, Quadrant I becomes bigger and more dominant. Needs on This first quadrant is usually related to work-related matters such as important task deadlines that must be completed in the near future.
2. **Quadrant II.** Activities in Quadrant II are activities that are not urgent but important. Making plans (PLAN), establishing friendship, good relationships, anticipating risks, seeing opportunities, sharpening the saw, worship, increasing competence, sharing knowledge, *coaching*. Planning can help us streamline time and resources. Activities in quadrant two are important things that we will do in *to do list* but can be completed after the activities in quadrant one are completed.
3. **Quadrant III.** Activities in Quadrant III are activities that are urgent but not important. Sometimes people are trapped in Quadrant III because they think they are in Quadrant I. And usually their urgency is based on other people's priorities and expectations (for example providing news or conveying information to work partners). If you can delegate, delegate immediately (DELEGATE).
4. **Quadrant IV.** Activities in Quadrant IV are activities that are not urgent and not important. Usually people whose dominant focus is in Quadrant IV are people who are irresponsible, dependent on other people, reactive, and have no goals. Spending a lot of time on useless things. Reduce activities in Quadrant IV if you want to be successful (ELIMINATE). Quadrant IV activities are usually an escape for people who focus on Quadrant I. Activities in Quadrant IV are activities that can be done last or can also be replaced with the thing that more beneficial, such as reducing time watching TV.

I. Putting the First Things First

Having the ability to choose what is important and what is not is an effective habit in achieving success. Putting first things first is a habit related to oneself (personal victory or independence - *self-mastery*). In this habit, humans learn to determine priorities and manage time so that what is important comes first, not postponed. But this habit is more than just managing time, it is also a matter learn to cope scared and defensive when which is difficult. Sometimes someone has a series of goals and good intentions, but implementing and

prioritizing them is very difficult. Therefore, this habit requires will power (the power to say yes to the most important things) and resistance (the power to say no to things that are less important and to peer pressure). By being able to sort our interests according to our needs, we will be able to prioritize what is important and must be done first.

Always prioritize the most important things to do. Stephen Covey calls them "big rocks." Imagine a bucket, where the bucket is where we place the activity, while the stone is assumed to be an activity. There are big rocks and there are small rocks or what we call gravel. To fill the bucket with these stones, we will prioritize putting large stones in the bucket first, then fill the empty spaces with gravel. If we put the gravel in first, the large stones may not be able to fit into the bucket, maybe they can, but not all of them. From this parable, Stephen R. Covey illustrates that we must prioritize what is a priority first. Priorities are those that have a big impact on our goals, are the closest targets and can have an influence on many people.

At the beginning of each week, identify the main things or important things that must be done that week. Identify activities in the orphanage that are important to participate in, for example health checks that will be carried out by the health office, carrying out assignments from the machine repair course being attended, making stock reports in the orphanage's kitchen, training orphanage members in certain activities and so on. The main activity becomes the focus to do, other activities that are not important and not urgent, for example playing chess, playing games, making small talk, are done after doing the main thing.

Quadrant II Organizer can help someone make good planning (TO DO LIST). Quadrant II organizers have an impact that makes a tremendous positive difference in people's lives. Find your Quadrant II, then use a tool (organizer) to manage your activities based on Quadrant II.

II. 6 Important Criteria for Quadrant II Organizers

1. **Coherent**, unifying rules, goals and priorities.
2. **Balanced**, maintain various rules/tasks beforehand, so that they are not ignored.
3. **Weekly Priorities**, the key is not prioritizing what is inside your schedule, but schedule your priorities.
4. **Dimensions of people**, think efficiency when it comes to things, but think effectiveness when it comes to people. Sometimes schedules need to be adjusted when dealing with people.
5. **Flexibility**, the organizer must suit our style or our needs.
6. **Portability**, simple, easy to carry anywhere.

III. 4 Main Activities for Organizing Quadrant II in a Weekly Period.

1. **Role Identification**, what role do we take in 1 next week.
2. **Selecting Targets**, choose 2 or 3 important results that must be achieved in each role over the next 1 week.
3. **Schedule/Delegation**, set a time block of 7 days forward to achieve our chosen goals.
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.

Learning Activities :

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	Let's count, The instructor asks students to make a circle and count from number 1 If there is a multiple of 2 then it is replaced by the word 'Door' Improvise with other multiples
3	Review	10'	The instructor continued with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglectation.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Participants watch the video	Watch videos 5'	Time management tips from Maudy Ayunda (2') https://www.youtube.com/shorts/hJDm3JVmHmM
2	Explanation of material	Interactive lecture 15'	The instructor explains about, (using PPT) * 4-time quadrants and connected it to Maudy Ayunda's testimony in the video that had been watched previously and opened a question and answer room for students
3	Fill out the time quadrant sheet	Individual Assignment s 25'	The instructor stated that the purpose of this activity is so that students can recognize/identify the activities they carry out (outside of the activity schedule at the orphanage) in any time quadrant. Every student,

			1. Identify each other's activities outside study hours/schedules or when outside the orphanage 2. The activities identified are activities for the past 1 week 3. Group the list of activities into 4-time quadrants 4. Each student analyzes which quadrant they do most often in their personal life. If the list made the most 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.
4	Share the results of personal identification regarding the time quadrant of each activity	Sharing 20'	The instructor asks each student to share the results of their own identification, that they more often do quadrant I or quadrant II or quadrant III or quadrant IV and the activities are... (read from LKS) For example: 'I do activities in Quadrant I more often, namely, doing cooking class homework which must be submitted at the next meeting, etc.' The instructor and other students provided positive feedback The instructor provides conclusions and can connect them to the material being studied
	Break	15'	
5	Building a class atmosphere	Ice breaker 5'	Instructor leads the dance moves 'Head, Shoulders, Knees & Toes' https://www.youtube.com/watch?v=edg56l1c0kY
6	Watch inspirational videos	Watch Videos 5'	Inspirational video from 'Maudy Ayunda' who is able to manage time well at the link: https://www.youtube.com/watch?v=SUaBkTgpKHU
7	Analyzing learning videos	Individual Assignment 5'	Based on the video that has been watched, each student is asked to: List the efforts that the character has made to become successful and write it in the student's workbook
8	Presentation of material	Interactive lecture 15'	The instructor provides an explanation of the material contained in the PPT: * Prioritize the main thing * 6 important criteria for a quadrant II organizer * 4 main activities for organizing quadrant II in a weekly period

			And can connect it with the results of student discussions and then draw conclusions The instructor opens space for questions and answers if there is still something that the students do not understand
9	Quadrant II organization	Individual Assignments 20'	The instructor stated that the aim of the following activity is to practice the 4 main activities of organizing Quadrant II in a weekly period using the worksheet provided. The instructor guides students in making the organization step by step and provides explanations that students can understand
Closing			
1	Strengthening students' knowledge	Interactive lecture 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor conveyed the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Weekly missions	Instructions 5'	Explanation of the title and description of the mission given
4	Closing Prayer	5'	Prayer is led by the class leader

Assessment : Write a daily journal

Title: Managing My Time

Description :

1. Based on the time quadrant you have filled in, write down what commitments you want to change (at least 2)

- Based on the tips given by Maudy Ayunda, write down at least 1 commitment you will make to change point number 1

Attachment

Learning Video Link:

Time management tips from Maudy Ayunda (2')

<https://www.youtube.com/shorts/hJDm3JVmHmM>

Instructor leads the dance moves 'Head, Shoulders, Knees & Toes'

<https://www.youtube.com/watch?v=edg56l1c0kY>

Individual Assignment Sheet Related to 4 Time Quadrants

Time quadrant description:

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

Task:

- 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
- 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

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,

.....
.....

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 sentences from YouTube / friends / mentors	Teach to friends who need it

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 structures of English	Able to speak min. 2 days a week	Able to make min. 5 sentences a day	Able to teach min. 10 new vocabulary words 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: memorize 2 new vocabulary words -during lunch: memorize 2 new vocabulary words -etc.	-morning break: memorize 1 new structure, etc.	-during breaks learn to speak and respond in English, etc.	- After the activity is finished, write down min. 2 sentences in a personal book, etc.	-checking vocabulary created by study friends, 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 words during your break/lunch -etc.	-If you don't have time to memorize, you can memorize it after the day's activities are finished, etc.	-if you don't have time to have a conversation, do it in between study in class, etc.	- if there is no time at all, it can be done before bed, etc.	-If you can't meet at one time, you can arrange a time on the weekend, etc.

Note: make your 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

08 LESSON PLAN

Life Skills Program for Youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

MY BODY

Lesson plan

Life Skills Program for Youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: My body
Sub Topic	: My body
Time	: 3 hours (15 minutes break)
Basic competencies	: ● Self-management ● Adaptability and flexibility
Learning objectives	: - Students able to: ● Build knowledge about the names of body parts and their functions ● Share knowledge about the names of body parts and their functions with classmates ● Build an attitude of never giving up
Indicator	: - Students able to: ● Match the name cards of body parts and their functions correctly ● Make educational posters about body parts and their functions
Learning methods	: Interactive lectures, matching games, watching videos, group assignments, presentations
Instructional Media	: PPT, learning videos, coloured paper with the names of body parts, coloured paper with the functions of the body parts, photocopy of group activity sheet, photocopy of personal reflection & evaluation sheet
Learning Materials	: <i>My body</i> material, props card material, group assignment to make educational posters, reflection & personal education material
Learning Materials	: Laptops, projectors, <i>flipchart</i> , solation, envelope, marker, <i>post it</i> , stationery, notebooks, student workbooks
Learning Resources	: Youth Life Skills Module
Learning materials	:

Composition of the Human Body

- Cell

Humans have 40-100 trillion cells. Cells are the smallest units of living things that function to build body tissues and organs.

Cells can be damaged due to viral or bacterial infections, due to injury, lack of sleep, exposure to free radicals

- **Network**

Tissue is a group of cells with the same structure and function. The collection of cells in the human body is classified into 4 main tissue types: connective tissue, epithelial tissue, muscle tissue, nervous tissue.

- **Organ**

Organs are 2 or more tissues joined to form an organ. Organs are body structures that can be recognized and carry out certain functions as special physiological centers for body activities.

Examples of organs: internal organs (brain, liver, lungs, heart) and external organs (eyes, nose, hands, feet)

- **Organ system/body system**

An organ system/body system is a group of organs that work together to perform more complex functions.

There are 12 human organ systems:

1. Skeletal System, consisting of bones, joints, teeth. The skeletal system is connected by tendons, ligaments, and cartilage
Function: supports the body and gives shape
2. Integumentary System, consisting of skin, hair and nails.
3. The Muscular System consists of 3 types, namely: skeletal muscle, smooth muscle and cardiac muscle
4. Nervous System, including the brain and spinal cord
5. The Endocrine System consists of glands that release hormones into the blood, which carry hormones throughout the body, such as the pancreas, thyroid gland, and adrenal gland.
6. Cardiovascular System (circulatory system), including: heart, blood, and 3 types of blood vessels (arteries, veins, and capillaries)
7. The Urinary System, is a pair of kidneys that filter excess water and a waste product called urea from the blood and form urine
8. Respiratory System, includes the nasal passages, lungs and a long tube called the trachea.
9. The Lymphatic System (immune system), consists of a network of lymph vessels, and a channel that collects excess fluid, the spleen
10. Digestive System, consisting of the mouth, oesophagus, stomach, and small intestine and large intestine.
11. Male and Female Reproductive Systems, such as: ovaries, uterus, fallopian tubes, vagina, egg cells, testicles, penis, sperm cells.
12. Immune System, a biological network that protects organisms from disease.

Body parts and their functions

1. Parts of the human body in generally divided into:

- Head (skull, face, lower jaw)
- Neck, torso (chest, abdomen, back, pelvis)
- Upper limbs (upper arm, base of arm) from shoulder to elbow, forearm from elbow to wrist, hands
- Lower movement apparatus (thigh (femur) groin to knee, leg from knee to ankle, foot

2. Uses/functions of human body parts:

- Hair: protects the head from UV rays
- Forehead: protects the brain and supports the structure of the head
- Eyebrows: protect eyes from dust, dirt, sweat
- Cheeks: perfect the shape of the face, keep chewed food from coming out, protect the organs in the mouth
- Mouth: speaking, communicating
- Teeth: cutting, tearing, grinding food, pronouncing words, encouraging jaw growth
- Chin: supports the jaw against certain mechanical forces
- Neck: connects the head and body or functions as a support for the head so that the head can be upright, can nod, look
- Trunk: the centre that unites the branches of various limbs, guarantees balance and stabilizes the pro-maximal part of the body
- Hands: holding or taking something, food, washing, writing
- Feet: walking, climbing, running, support body weight, provide balance

Stages of human growth and development

Growth is the process of increasing the number and size of cells in the body so that they can be measured more easily. Development is the process of maturation of body cells towards maturity. There are 2 stages of human growth and development, namely:

1. Prenatal Stage

Occurs in the mother's womb. Divided into 3 stages: Trimester 1 (fetus 5.5 cm), Trimester 2 (fetus 19 cm), Trimester 3 (fetal growth develops very quickly)

2. Postnatal Stage

The stage after birth is divided into 7 stages:

- a. Baby time (From birth-1 year)
- b. Toddler Period (Ages 1-3 years)
- c. Preschool Period (Age 3-5 years/Golden Age)
- d. Childhood (5-12 years old)
- e. Adolescence (12-21 years old)
- f. Adulthood (Age 21-59 years), and
- g. Old Age (Age more than 6 years)

**Learning
Activities:**

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	The instructor asks the students to lead the 'Kewer-kewer' dance https://www.youtube.com/watch?v=AGvGldtbJSU
3	Review	10'	The instructor continued with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Group division	5'	Divide students into small groups with the game: 'Motorbike, Traffic Light, Car, Bus'
2	Match the limb cards with the limb function cards	Group Discussion 25'	The instructor stated that the aim of the following activity is for students to build their knowledge regarding body parts and their functions The instructor gives each group an envelope containing pieces of colourful paper consisting of the names of body parts and the names of the functions/uses of the body parts. Each group was then given the task of matching the names of body parts with the function of the body parts and sticking them on flipchart The group that has finished matching the pairs of words then gives the code by standing together and clapping their hands together
3	Presentation of group discussion results	Presentation 5'	The group that finishes first can be given the opportunity to present the results of their group work in front of the class

			Instructors and other students are asked to provide positive feedback
4	Watch learning videos about human body parts	Watching Videos 5'	Students are asked to watch educational videos about human body parts. Link Video: https://www.youtube.com/watch?v=I5E4Z8TEly4
5	Explanation of material	Interactive lecture 25'	Instructor explains material regarding the structure of the human body and its functions through PPT: * Organs of the body (cells, tissues, organs, organ systems/body systems) * Body parts and their functions The instructor also asks students to correct incorrect answers
	Break	15'	
6	Building a class atmosphere	Icebreaker 5'	The instructor asks the students to lead the 'Crazy Frog' dance https://www.youtube.com/watch?v=dVOqV65Pc6Y
7	Interactive lecture	Interactive lecture	The instructor uses PPT to explain the material: * Stages of human growth and development. After that, the instructor can play a video related to the stages of human growth and development which can be found at the following link: https://www.youtube.com/watch?v=IdYX_CkgJO0 The instructor opens space for questions and answers if there is still something that the students do not understand
8	Carrying out assignments to make educational posters	Group task 25'	The aim of this activity is for students to understand more about the body and its functions and to provide education to their peers Each group makes educational posters about body parts and their functions Posters consist of interesting writing and images that also educate other teenagers, and can also include jargon Posters are made as attractive and creative as possible to attract young people to read them
9	Present group results	Presentati on 10'	Several groups presented the educational posters they had made

			The instructor and other students provided positive feedback The instructor concludes the results of the group discussion according to the material being studied
Closing			
1	Strengthening students' knowledge	Interactive lecture 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor conveyed the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing Prayer	5'	Prayer is led by the class leader

Attachment

The material is written on metaplan / pieces of paper which are then cut into pieces as educational props that will be used for games to match the names of body parts and their functions

Chin	Supports the jaw against mechanical stress
Pancreas	Produces digestive enzymes, such as insulin
Bone	Supports the body & gives shape
Genius	Protects the brain and supports the structure of the head
Immune	Biological tissue that protects organisms from disease
Lymph gland	Channels that collect excess fluid
Kidney	Filters excess water and waste products
Lungs	Delivers oxygen to the blood

Leave	Protects eyes from dust, dirt, sweat
Feet	Supports body weight, provides balance
Leather	Covers and protects the body and houses many sensory receptors
Heart	Pumps blood that flows through the blood vessels
Tooth	Shredding, cutting & pureeing food
Cheek	Perfecting the shape of the face, protecting the organs in the mouth
Cell	The smallest unit of living things to build body tissues and organs
Network	Groups of cells with the same structure and function
Ligaments	Connects one bone to another bone
Nail	Protects delicate, nerve-filled fingertips and enhances touch power
Cardiac Muscle	The heart wall is responsible for pumping blood to the heart and vice versa
Uterus	feed and accommodate the fertilized egg until it becomes a fetus or until it is ready to be born
Penis	release semen, sperm, and urine
Tongue	Feels the taste of food & helps the speech process
Heart	Cleans the blood and stores nutrients
Arm	The part that connects the shoulder to the hand
Backbone	Protects the spinal cord & supports the body
Hair	Protects the head from UV rays
Mouth	Talk, communicate
Tooth	Cutting, shredding, mashing food, pronouncing words, encourage jaw growth
Neck	Connects the head and body or functions as a support for the head so that the head can be upright, can nod, look
Torso	The centre that brings together the branches of various limbs, guarantees balance and stabilizes the pro-maximal part of the body
Hands	Holding or taking something, washing, writing
Feet	Walking, climbing, running, supporting body weight, providing balance

Organ system	A group of organs that work together to perform more complex functions
Organ	A recognizable body structure that performs specific functions as a centre of special physiology or body activity
Colon	Absorbs more water from food waste and is ready to be thrown away
Small intestine	Breaks down food into very small parts so that it is easily absorbed by the body
Stomach	Mixing food with a special body fluid called stomach acid
Immune System	Biological tissue that protects organisms from disease

Group Activity Sheet

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

09 LEARNING IMPLEMENTATION PLAN

Life Skills Program for Youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

CLEANLINESS AND BODY HEALTH

Lesson plan

Life Skills Program for Youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: My body
Sub Topic	: ● Maintaining Body Hygiene and Health ● Specific issues related to self-discipline
Time	: 3 hours (15 minutes break)
Pre-Condition	: Participants have received My Body material
Basic competencies	: ● Self-management ● Adaptability and flexibility
Learning objectives	: Students able to: ● Build knowledge about maintaining body hygiene and health ● Share knowledge about maintaining body hygiene and health in the form of public service advertisement videos. ● Practice and have a clean and healthy lifestyle ● Build a caring attitude towards yourself and others regarding bodily hygiene and health
Indicator	: Students able to: ● Correct answer and write down questions related to body hygiene and health as well as specific issues related to self-discipline ● Create public service advertisements related to material on maintaining body hygiene and health ● Get into the habit of at least 1 clean and healthy lifestyle written in a weekly journal
Learning methods	: Lectures, games/individual assignments, class discussions, group assignments to create public service announcements, presentations
Instructional Media	: PPT, photocopy of question sheet related to personal hygiene and health, photocopy of group assignment sheet related to making public service advertisements, video of public service advertisements, photocopy of weekly mission sheet, photocopy of personal reflection & evaluation sheet
Learning Materials	: Material for <i>maintaining cleanliness and body health</i> as well as specific issues of self-discipline, material for questions related to cleanliness and body health, material for making public service advertisements, material for weekly missions, material for reflection & personal evaluation

Learning Materials : Laptops, projectors, cell phones, stationery, notebooks, student workbooks, speakers

Learning Resources : Youth Life Skills Module

Learning materials :

MAINTAINING BODY HYGIENE

1. Take a bath

- At least 2 times a day
- In adolescents and adults: New hormones from the apocrine glands increase and release secretions so that sweat production is greater and the aroma is smellier. Sweat content: water, salt, oil. When mixed with bacteria, the aroma becomes more pungent and disturbs people around you (odor in the armpits, body and feet).
- 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 dirty, damp and could become a nest for bacteria or germs.

2. Wash Hair

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 your hair clean, don't get lice.

3. Brush teeth

- Benefits: clean teeth and mouth, fresh breath, preventing or reducing the possibility of diabetes, preventing dementia, even reducing the possibility of having a heart attack or stroke.
- Tips: twice a day for 2 minutes, use fluoride toothpaste (prevents cavities) along the bristles, use the right toothbrush, and ask for professional advice if there are special conditions in your teeth and mouth.

4. Wash hands

Benefits: kills germs, prevents transmission of diseases such as diarrhoea, dysentery, cholera, typhus, worms, avoids skin diseases, acute respiratory infections (ARI), bird flu, SARS, Middle East Respiratory Syndrome, Corona Virus (MERS-CoV), hands become clean and appearance more attractive.

5. Wash feet before entering the house or before going to bed

Beneficial for peace of mind, increasing blood circulation, improving sleep quality, preventing nail infections, maintaining cleanliness.

6. Trim and Clean Nails

- It must be done regularly to avoid various diseases that spread through nails, such as diarrhoea and worms.
- Adults cut their nails once every two weeks, children cut their nails once a week (because their nails grow faster).

MAINTAIN BODY HEALTHY

1. Eat Nutritious Food

Eat 3 times a day with balanced nutrition: carbohydrates, protein and fat, vitamins and fibre, as well as calcium, minerals and water.

2. Regular Exercise

- You can start with light exercise such as walking and jogging.
- Regular exercise can make the body healthy, make the body fit and maintain body weight.
- Taking part in sports activities carried out at the orphanage will be very beneficial for body health.

3. Adequate Rest

- The easiest rest is sleep (regular night's sleep, 6 – 8 hours per day, and not too late).
- Getting enough sleep can eliminate fatigue, improve body fitness, and produce new energy to start activities in the morning.
- 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.

4. Urinate and Defeat Regularly

- Can't resist BAK and BAB.
- Accumulation of faeces in the intestines due to holding back bowel movements can increase the risk of appendicitis, colon cancer, faecal impaction, bacterial infections and so on.
- The habit of holding in BAK can increase the number of bacteria in the bladder, thereby increasing the incidence of UTIs. The habit of constantly holding in urination can damage the bladder, ureters, kidneys and form urinary tract stones (bladder, kidneys and ducts).

DISCIPLINE MODULE: SPECIFIC ISSUES RELATED TO SELF-DISCIPLINE

1. Sleep

- a. Lack of sleep causes light *prefrontal cortex* dysfunction, which is a condition where the brain struggles to regulate emotions and maintain attention in any task.
- b. Negative impacts of lack of sleep:
 - reduced motivation, mental clarity, and willpower
 - makes it harder to focus
 - reduces memory
 - impair decision making
 - increases the risk of several health conditions and mood disorders
 - increases the desire to eat and smoke

Sleep Tips

- Find out how many hours you need, then determine when to sleep.
- Go to bed early and wake up quickly.
- Try to maintain a consistent sleep rhythm even on weekends.
- Relax before bed

Three Elements to Complete Sleep

a. Relaxation

- Body relaxation techniques such as alternate nostril breathing, progressive muscle relaxation, etc.
- Practice gratitude journaling and putting your thoughts into writing (*brain dump*)
- Other meditations, such as listening to music, stretching, etc.

b. Arranging the Bedroom

- Make the room completely dark.
- Make cool room temperature.
- Make the room completely silent.
- Don't work, watch TV, or use devices in the bedroom.
- Use a comfortable mattress
- Use a pillow that maintains the natural curve of the neck
- Use a second pillow between or under the legs
- Avoid sleeping on your stomach
- Keep pets out of the room if they tend to wake up in the middle of the night

c. Routine

- The more stable and consistent our circadian rhythms are, the easier it is to have regular sleep and wake times -> sleep and wake up at roughly the same time every day even on weekends
- Controlling light exposure includes: Avoiding blue light and getting sunlight immediately after waking up

- Avoiding excessive stimulation, including: Not drinking alcohol or caffeine six hours before bed and avoiding physical exercise and heavy meals three hours before bed

2. Eat

- Key elements of the diet: maintaining a stable blood glucose level -> consumption of foods with a low glycemic index
- The glycemic index (GI) of a food tells how quickly it is broken down into glucose.
- The lower the GI, the more gradual the decomposition process.

Here are 10 nutritional principles that can improve adolescent health:

- Eat breakfast
- Do not try trendy diets
- Eat at least five servings of various types of vegetables and fruit every day
- Eat whole grains (*whole grain*)
- Limit your intake of sugar, processed foods, and fried foods
- Eat two servings of protein every day
- Eat two servings of dairy products every day
- Eat healthy fats every day
- Spread the calories
- Drink enough water

3. Sport

Effect of Sports on Self-Discipline:

- train our will
- reduce fatigue and increases self-control (which is negatively affected by fatigue)
- increase the supply of oxygen and glucose to the brain and is known to increase the volume of *prefrontal cortex*
- reduce temptation

Benefits of Exercise:

- make our brains bigger and faster
- increase baseline heart rate variability
- improve sleep quality
- provide more energy
- improve memory and learning.
- reduce stress, anxiety and depression
- Improve ability to focus, resist temptation, and make important decisions
- Cause positive changes in emotional control and financial decisions
- increase happiness and emotional well-being

Types of Sports:

- Clear your mind with stretching, breathing exercises, meditation, yoga, or pilates
- Build muscle by lifting weights or movements that make the muscles tense repeatedly

- Train your heart by brisk walking, jogging, cycling, aerobics, or swimming
- Rest

4. Study

Learning is one of the most important stages for helping teenagers focus is teaching them to build a fortress against interruptions.

Youth need to create a study routine:

- Make some preparations.
- Create a habit or routine: start each day at the same time and contain the same routine.
- Encourage them to take breaks without using electronic devices
- Remember routine.

5. Procrastination

Work as hard as you can, as long as you can, to get out of work as much as you can.

Work = any demands an adult doesn't want to do

Procrastination Has a Double Pitfall That Makes It a Bad Decision:

- Buy freedom now and paying for it with increased demands in the future -> more work to do later
- Reduce time available to complete -> more pressure to complete

To overcome procrastination, teenagers can do in stages:

- Start working on assignments a little earlier than you should.
- Over time, they are expected to make more timely responses to demands.
- Just as procrastination is habit forming, so is punctuality.
- Ask him to reflect on all the stress he doesn't have to deal with.

6. Smoking, Drinking Alcohol, and Using Illegal Drugs

Direct Negative Impacts of Smoking:

- cosmetic effects (odour, bad breath, yellow teeth, premature wrinkles)
- poorer endurance and athletic performance
- coughs, colds and pneumonia
- tobacco addiction
- smoking is expensive
- long term health consequences
- Alternative forms of tobacco are no safer than cigarettes
- Smoking exposes friends and family to the dangers of second-hand smoke

How to Decline an Invitation

- Ask Questions. Ask tough questions that really make us think about what we do. "Why would I want to smoke?"
- State the problem. "Smoking will ruin my breath. "Drugs are illegal."
- Think and state the consequences. "If I get drunk tonight, someone might try to take advantage of me."
- Suggest alternatives. Have a list of fun alternatives ready for whenever you're tempted. "Hey, why don't we go see a movie?" "No, I'd rather play basketball."
- Leave the situation. If caught in a situation that doesn't look good or makes you uncomfortable, Don't worry about what people might think about us, just get out of it. "Sorry, everyone, but I'd better go."

Learning : Activities

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	The instructor leads brain exercise movements from Hypnocare Indonesia: https://www.youtube.com/watch?v=A1HUh8FMCpE
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglectation.
4	Delivery of purpose learning	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Answer questions given regarding	Individual games / tasks 45'	The instructor invites students to play while learning, and explains the purpose of this game so that students can explore the information they already have and try to build knowledge

	body hygiene and health as well as specific issues related to self-discipline to maintain body cleanliness and health		about body hygiene and health as well as specific issues related to self-discipline to maintain body cleanliness and health. The instructor provides clear rules and instructions: 1. Each student lines up in a row holding stationery 2. Each student is prohibited from collaborating and sharing answers with friends (if violated, they can be given a mark of - 1) 3. The instructor reads the questions, students answer by writing them down on their respective papers 4. Students who have finished writing their answers can immediately raise their hands 5. The instructor checks the answer of the student who first raises their hand, and so on 6. Every student who answers correctly will move one step forward, every student who answers incorrectly or does not answer will take one step back (record student points, correct +1, wrong/no answer -1) 7. 3 students who win can be given awards Note, the game with this method is only for students with a maximum number of 10. If the number of students is more than 10, then the game rules can be modified. Alternative activities if the number of students is more than 10 are, 1. Students are asked to do individual worksheets related to the material to be studied (attached) 2. After students have completed all the questions, the instructor will discuss the questions, and students are asked to give 1 point for the correct answer and 0 points for the wrong answer. 3. Students are asked to add up the points they have
2	Presentation of material	Interactive Talk 20'	The instructor explains about the material contained in the PPT: * Keeping the body clean * Maintain body health

			The instructor opens a question and answer room and provides feedback for each student's question/statement
	Break	15'	
3	Building a class atmosphere	Icebreaker 5'	Instructor lead ice breaker <i>"Clap and Say"</i> to train focus: <u>Instructions:</u> 1. The participants form a circle 2. The instructor names the categories that participants must name. For example "fruit" 3. The instructor leads the ice breaker by calling out the categories. For example "orange" 4. All participants clapped three times 5. Participants then state the type of word, but not the one that has already been mentioned. For example "manga" If the game is felt to be able to be played by all participants. Then it can be increased to the next level by mentioning 2 different categories alternately. For example "fruit and animals"
4	Presentation of material	Interactive lecture 10'	The instructor uses PPT to explain the material: * Specific issues related to self-discipline The instructor opens space for questions and answers if there is still something that the students do not understand
5	Create public service announcements	Group task 30'	The instructor explains the aim of the next activity, namely that the group will create a public service advertisement, with the following conditions: -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 behaviour 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 behaviour in society that has an unfavourable 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 Give different tasks to each group: -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
5	Public service advertisement video presentation	Presentation 10'	The instructor plays a video of the students' work Group representatives provide an explanation of the results of their work, the instructor and other colleagues provide positive feedback Instructors and students provided positive feedback
Closing			
1	Strengthening students' knowledge	Interactive lecture	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has

		5'	been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor conveys the aim of this activity to help students explore deeper 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Weekly missions	Instructions 5'	Explanation of the title and description of the mission given
4	Closing Prayer	5'	Prayer is led by the class leader

Assessment : Write a weekly journal

Mission Title: Maintain the Cleanliness and Health of My Body

Mission Description:

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

Attachment

List of game questions:

No	Question	Answer
1	Write down at least 2 ways to keep your body clean	Take a shower, wash your hair, brush your teeth, wash your hands, cut your nails
2	In adolescents and adults: New hormones from the apocrine glands increase and release	Sweat content: water, salt, oil

	secretions so that sweat production is greater and the aroma is smellier. State (at least 1) what sweat contains? When mixed with bacteria, the aroma becomes more pungent and disturbs people around you (odour in the armpits, body and feet)	
3	Personal hygiene is a standard that must be paid more attention to when teenagers and adults. It is important to shower with the correct method, tools, equipment and time so that no part of the body is...	Dirty, damp, and can become a nest for bacteria or germs
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 it clean..., don't let there be fleas	Hair
5	Mention at least 2 benefits of brushing your teeth	Clean teeth, clean mouth, fresh breath, prevent dementia, reduce the chance of having a heart attack, reduce the chance of having a stroke
6	Tips for brushing your teeth: twice a day for 2 minutes, use fluoride toothpaste (prevents cavities) along the bristles of the brush, use... the right one, and ask for professional advice if there are special conditions in your teeth and mouth	Toothbrush
7	Mention at least 2 benefits of washing hands	Kills germs, prevents transmission of diseases such as diarrhoea, dysentery, cholera, typhus, worms, avoids skin diseases, acute respiratory infections (ARI), bird flu, SARS, Corona Virus, hands become clean and appearance more attractive
8	Mention at least 2 benefits of cleaning your feet before entering the house or before going to bed	Peace of mind, improve blood circulation, improve sleep quality, prevent nail infections and maintain cleanliness

9	... and ... it is mandatory to do it regularly to avoid various diseases that spread through nails, such as diarrhoea and worms	Cut and clean nails
10	Adults cut their nails once every two weeks, children cut their nails... once (because their nails grow faster)	1 week
11	Write down at least 2 ways to maintain a healthy body	Eat nutritious food, exercise regularly, get enough rest, urinate and defecate regularly
12	Eat 3 times a day with balanced nutrition. Food with balanced nutrition means food that contains ... (at least 2)	Carbohydrates, proteins, fats, vitamins, fiber, calcium, minerals and water
13	Write down one type of light exercise	Walking, jogging,...
14	Write down at least 2 benefits of regular exercise...	Makes the body healthy, keeps the body fit, maintains weight,...
15	Taking part in sports activities carried out at the orphanage will be very useful for...	Body health
16	The easiest rest is sleep (regular night's sleep, ... hours per day, and not too late)	6 to 8 hours per day
17	Write down at least 2 benefits of getting enough sleep	Fatigue, increases fitness, produces new energy to start activities in the morning
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. True or False	Correct
19	Can't resist BAK and BAB. True or False	Correct

20	Write down at least 2 consequences of the build-up of faeces in the intestines due to holding back bowel movements which can increase the risk...	Inflammation of the intestine, colon cancer, stool inspection, bacterial infection
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 organs... (at least 1)	Bladder, ureters, kidneys, and forming urinary tract stones (bladder, kidneys and ducts)
22	Write down at least 2 specific issues related to self-discipline in order to maintain body cleanliness and health	Sleeping, eating, exercising, studying, procrastination, smoking, alcohol, drugs
23	Lack of sleep causes light dysfunction of <i>prefrontal cortex</i> is a condition where the brain struggles to regulate emotions and maintain attention in any task. Right or wrong	Correct
24	Write down at least 2 negative impacts of lack of sleep:	- reduced motivation, mental clarity, and willpower - makes it harder to focus - reduces memory - impair decision making - increases the risk of several health conditions and mood disorders - increases the desire to eat and smoke
25	Write down at least 2 sleep tips	- Find out how many hours you need, then determine when to sleep. - Go to bed early and wake up quickly. - Try to maintain a consistent sleep rhythm even on weekends. - Relax before bed
26	Write down one relaxation technique	- Body relaxation techniques such as alternate nostril breathing, progressive muscle relaxation, etc. - Practice gratitude journaling and putting your thoughts into writing (<i>brain dump</i>) - Other meditations, such as listening to music, stretching, etc.
27	Write down at least 2 tips for arranging a bedroom	• Make the room completely dark. • Make cool room temperature.

		• Make the room completely silent. • Don't work, watch TV, or use devices in the bedroom. • Use a comfortable mattress • Use a pillow that maintains the natural curve of the neck • Use a second pillow between or under the legs • Keep pets out of the room if they tend to wake up in the middle of the night
28	Write down at least 2 nutritional principles that can improve adolescent health	-Eat breakfast -Don't try trendy diets -Eat at least five servings of various types of vegetables and fruit every day -Eat whole grains -Limit your intake of sugar, processed foods and fried foods -Eat two servings of protein every day -Eat healthy fats every day -Drink enough water
29	List at least 2 effects of exercise on self-discipline	-Training our determination -Reduce fatigue -Improve self-control -Increases the supply of oxygen and glucose to the brain -Reduce temptation
30	Write down at least 2 benefits of exercise:	• making our brains bigger and faster • increases baseline heart rate variability (<i>heart rate variability</i>) • improve sleep quality • provide more energy • improve memory and learning. • reduces stress, anxiety and depression • Improves ability to focus, resist temptation, and make important decisions • Causes positive changes in emotional control and financial decisions • Increases happiness and emotional well-being

31	Write down 1 thing that teenagers can do gradually to overcome procrastination	• Start working on assignments a little earlier than you should. • Over time, they are expected to make more timely responses to demands. • Just as procrastination is habit forming, so is punctuality. • Ask him to reflect on all the stress he doesn't have to deal with
32	Write down at least 2 direct negative impacts of smoking	• cosmetic effects (odour, bad breath, yellow teeth, premature wrinkles) • poorer endurance and athletic performance • coughs, colds and pneumonia • tobacco addiction • smoking is expensive • long term health consequences • Alternative forms of tobacco are no safer than cigarettes • Smoking exposes friends and family to the dangers of second-hand smoke
33	Write down at least 2 ways to refuse an invitation	• Ask Questions. Ask tough questions that really make us think about what we do. "Why would I want to smoke?" • State the problem. "Smoking will ruin my breath. "Drugs are illegal." • Think and state the consequences. "If I get drunk tonight, someone might try to take advantage of me." • Suggest alternatives. Have a list of fun alternatives ready for whenever you're tempted. "Hey, why don't we go see a movie?" "No, I'd rather play basketball." • Leave the situation. If caught in a situation that doesn't look good or makes you uncomfortable, Don't worry about what people might think about us, just get out of it. "Sorry, everyone, but I'd better go."

Individual Assignment Sheet

Answer the questions related to hygiene and body health below!

No	Question	Answer
1	Write down at least 2 ways to keep your body clean	
2	In adolescents and adults: New hormones from the apocrine glands increase and release 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 and feet)	
3	Personal hygiene is a standard that must be paid more attention to when teenagers and adults. It is important to shower with the correct 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 it clean..., don't let there be fleas	
5	Mention at least 2 benefits of brushing your teeth	
6	Tips for brushing your teeth: twice a day for 2 minutes, use fluoride toothpaste (prevents cavities) along the bristles of the brush, use... the right one, and ask for professional advice if there are special conditions in your 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 going to bed	
9	... and ... it is mandatory to do it regularly to avoid various diseases that spread through nails, such as diarrhoea and worms	
10	Adults cut their nails once every two weeks, children cut their nails... once (because their nails grow faster)	
11	Write down at least 2 ways to maintain a healthy body	
12	Eat 3 times a day with balanced nutrition. Food with balanced nutrition means food that contains ... (at least 2)	
13	Write down one type of light exercise	
14	Write down at least 2 benefits of regular exercise...	
15	Taking part in sports activities carried out at the orphanage will be very useful for...	
16	The easiest rest is sleep (regular night's 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. True or False	

19	Can't resist BAK and BAB. True or False	
20	Write down at least 2 consequences of the build-up of faeces in the intestines due to holding back bowel movements which can increase the 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 organs... (at least 1)	
22	Write down at least 2 specific issues related to self-discipline in order to maintain body cleanliness and health	
23	Lack of sleep causes light dysfunction <i>prefrontal cortex</i> is a condition where the brain struggles to regulate emotions and maintain attention in any task. Right or wrong	
24	Write down at least 2 negative impacts of lack of 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	List at least 2 effects of exercise on self-discipline	
30	Write down at least 2 benefits of exercise:	
31	Write down 1 thing that teenagers can do gradually to overcome procrastination	
32	Write down at least 2 direct negative impacts of smoking	
33	Write down at least 2 ways to refuse an invitation	

Group Assignment Sheet

Assignment: Create a Public Service Advertisement

Information:

-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 behaviour 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 behaviour in society that has an unfavourable 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

10 LESSON PLAN

Life Skills Program for Youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

RIGHTS AND RESPONSIBILITIES

Lesson Plann

Life Skills Program for Youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Protected and Protecting
Sub Topic	: Rights and Responsibilities
Time	: 3 hours (15 minutes break)
Basic competencies	: • Self-management • Adaptability and flexibility
Learning objectives	: Students able to: • Detect related rights and obligations in several social environments • Build an attitude of responsibility and respect for the rights of others
Indicator	: Students able to: • Write down matters related to rights and obligations at school, play environment, home, in religious life, and in society
Learning methods	: Lectures, group work, singing "Rights & Responsibilities", presentations
Instructional Media	: PPT, song video, photocopy of group assignment sheet related to rights, photocopy of group assignment sheet related to responsibilities, photocopy of personal reflection & evaluation sheet
Learning Materials	: Training materials, group assignment materials regarding rights, group assignment materials regarding responsibilities, reflection & personal evaluation materials
Learning Materials	: Flipchart paper, envelope, laptop, projector, marker, powder, speaker, stationery, notebook, student workbook
Learning Resources	: Youth Life Skills Module

Learning materials :

RIGHS

Rights are a form of truth, ownership, authority, power, degree and authority that are protected and regulated according to law. Rights are the power to receive or do something that should be received or done by a certain party.

5 Clusters of the Convention on the Rights of the Child According to the UN Committee on the Rights of the Child:

1. Civil Rights and Freedoms

- a. Name and nationality (Article 7).
- b. Maintaining identity (Article 8).

- c. Freedom of opinion (Article 13).
- d. Freedom of thought, conscience and religion (Article 14).
- e. Freedom of association & peaceful assembly (Article 15).
- f. Privacy protection (Article 16).
- g. Access to appropriate information (Article 17).
- h. The right not to be subjected to torture and other cruel, inhuman or degrading treatment or punishment (Article 37 (a)).

2. Family Environment and Alternative Parenting

- a. Parental Guidance (Article 15).
- b. Parental Responsibilities (Article 18 paragraphs 1-2).
- c. Separated from parents (Article 9).
- d. Family Reunification (Article 10).
- e. Illegal Transfer & Non-Return of Children (Article 11).
- f. Restoration of Support for Children (Article 27, paragraph 4).
- g. Children Who Have Lost Their Family Environment (Article 20).
- h. Adoption of Children (Article 21).
- i. Periodic Placement Review (Article 25).
- j. Violence and Neglect (Article 19), Including Physical, Psychological Recovery & Social Reintegration (Article 39).

3. Basic Health and Wellbeing

- a. Children with disabilities (Article 23).
- b. Health & Health Services (Article 24).
- c. Social Security, Child Care Services & Facilities (Articles 26 & 18, paragraph 3).
- d. Standard of Living (Article 27, paragraphs 1-3).

4. Education, Leisure, Culture and Recreation

- a. Education, Including Vocational Training and Guidance (Article 28).
- b. Aims of Education (Article 29).
- c. Holiday Activities, Recreation and Cultural Arts Activities (Article 31).

5. Special Protection

- a. Children in Emergency Situations.
- b. Children in Conflict with the Law.
- c. Children in Exploitation Situations, Including Physical and Psychological Recovery and Social Reintegration.
- d. Children Belonging to a Minority/Indigenous Group (Article 30).

ADULTS ALSO HAVE RIGHTS GOVERNED BY LAW

- 1. Basic Rights Guaranteed by Law
 - The right to equal standing in law and government
 - The right to work & a decent living
 - The right to live & defend life
 - The right to form a family to continue offspring and through legal marriage

2. Social Society
 - The right to live comfortably and safely from all forms of disturbance
 - The right to use various public facilities provided, for example by using public transportation, parks, etc
 - The right to have the opportunity to express opinions, for example in RT meetings
3. Education
 - The right to develop oneself and obtain quality education
 - The right to choose education and teaching according to what he wants
 - The right to receive basic education funded by the government
4. Religion
 - The right to embrace one's own beliefs without coercion
 - The right to worship according to belief and faith
 - The right to perform religious ceremonies

RESPONSIBILITIES

Responsibility is something that must be done seriously and wholeheartedly. Responsibility means doing everything seriously. Responsibility also means being ready to bear everything risk for his own actions.

Child Protection Law no. 23 of 2002 explains that every child has a responsibility to:

- Respect parents, guardians and teachers;
- Loves family, society, and cherishes friends;
- Love the motherland, nation, and country;
- Performing worship in accordance with religious teachings; and
- Implement noble ethics and morals.

RESPONSIBILITIES EXIST IN VARIOUS REASONS

1. Law (1945 Constitution)
 - Responsible for obeying the law and government
 - Responsible for participating in national defense efforts
 - Responsible for respecting other people's human rights
2. Social Society
 - Responsible for maintaining security and public order
 - Responsible for complying with various applicable regulations
 - Responsible for respecting & appreciating people in the surrounding environment
3. Education
 - Every citizen (WN) aged 7-15 years is responsible for attending basic education
 - Every citizen aged 16-18 years is responsible for attending secondary education
 - Responsible for the continuity of educational provision
4. Religion
 - Responsible for maintaining religious tolerance

- Responsible for respecting all religions
- Responsible for worshipping the Almighty God

The balance of rights and responsibilities aims to avoid an apathetic attitude that does not care about the rights of other people or the environment and to avoid a passive attitude that does not want to carry out responsibilities as a citizen or member of society

Learning Activities :

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	The instructor teaches the students to sing a song entitled 'My Footsteps' while moving their bodies. Then at the end of the song the students have to find a partner. Students who do not get a partner will receive sanctions, namely being given powder on their cheeks, forehead and nose. The song is repeated, and at the end of the song the students have to look for a different partner. Activities are repeated so that the class atmosphere becomes lively Song lyrics: I step to the right I step to the left Right to left then spin My heels turn my fingers again Finally I got a new friend
3	Review	10'	The instructor continued with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglecton.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			

1	Group division	Instructions 5'	Use a counting system. Divide students into small groups (2 - 3 people)
2	Presentation of material	Interactive lecture 15'	The instructor explained the material contained in the PPT regarding: * Definition of rights * 5 child rights clusters * Rights of children and adults The instructor opens a room for questions and answers and feedback
3	Invite participants to sing together	Sing 10'	The instructor displays the song and song lyrics in a video broadcast, then the students are invited to sing a song entitled "Naik Becak" but the song lyrics are changed to words that match the material presented by the instructor. <u>Song Lyrics: Rights and Responsibilities</u> Tune: Rickshaw Ride Rights are something that must be earned Responsibility is something that must be done Let's break it down, examples of rights of responsibility The one at home and also at school Examples of rights at home, get love Treated fairly, and not differentiated Meanwhile, responsibility is what must be done Study diligently, obey your parents Examples of rights at school, learning safely Get facilities, in class comfortably Meanwhile, there are obligations that must be carried out Respect the teacher, obey the rules Adults too, have rights that are regulated There are legal and social guarantees in society 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 For justice, peace and harmony For justice, peace and harmony (2x) Note: Repeat song 3 times (optional)

			https://drive.google.com/file/d/120VuaaOGi6ssQRmlYeKyyMELxLxS5B37/view?usp=sharing add child rights pat
4	Giving assignments to each group	Group Discussion 25'	The instructor stated that the purpose of the activity is for students to be able to build their prior knowledge of rights The instructor gives group assignments in an envelope to each group (attached) The instructor gives group assignments related to rights in the school environment/play environment/home environment/religious life/in society. The instructor asks groups to discuss rights in different areas, for example group 1 discusses rights in the school environment, group 2 discusses rights in the play environment, etc. Each group is asked to write down the results of the group discussion on <i>flipchart</i> Groups that have finished working on group discussions then give codes by standing together and clapping their hands together.
5	Presentation of group discussion results	Presentation 10'	Group representatives get the opportunity to present The instructor and other students provided positive feedback The instructor draws conclusions from the results of student discussions and connects them to the material being studied
	Break	15'	
6	Building a class atmosphere	Icebreaker 5'	Sing a song with the lyrics: How are you? Let's have fun Clap your hands, blink your eyes Rock right rock left Spin around look for(number of) new friends Movement source: https://youtu.be/ALWYis0E6r0?si=FEflismfexx33XW
7	Presentation of material	Interactive lecture 10'	The instructor explained the material contained in the PPT regarding: * Understanding responsibility * Children's responsibilities The instructor opens a room for questions and answers and feedback

8	Giving assignments to each group	Group Discussion 25'	The instructor states that the purpose of the activity is for students to be able to build their prior knowledge of responsibility The instructor gives group assignments in an envelope to each group (attached) The instructor gives group assignments related to responsibilities in the school environment / play environment / home environment / religious life / in society. The instructor asks groups to discuss responsibilities in different areas, for example group 1 discusses responsibilities in the school environment, group 2 discusses responsibilities in the play environment, etc. Each group is asked to write down the results of the group discussion on <i>flipchart</i> Groups that have finished working on group discussions then give codes by standing together and clapping their hands together.
9	Presentation of group discussion results	Presentation 10'	Group representatives get the opportunity to present The instructor and other students provide positive feedback The instructor draws conclusions from the results of student discussions and connects them to the material being studied
Closing			
1	Strengthening students' knowledge	Interactive lecture 10'	The instructor uses PPT to explain the material: * The importance of balancing rights & responsibilities The instructor opens space for questions and answers if there is still something that the students do not understand The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Invite participants to sing together to strengthen knowledge	Sing 5'	The instructor displays the song and song lyrics in the broadcast video, then the students are invited to sing a song entitled "Naik Becak" but the lyrics of the song are changed to words that match the material presented by the facilitator. <u>Song Lyrics: Rights and Responsibilities</u> Tune: Rickshaw Ride Rights are something that must be earned

			Responsibility is something that must be done Let's break it down, examples of rights of responsibility The one at home and also at school Examples of rights at home, get love Treated fairly, and not differentiated Meanwhile, responsibility is what must be done Study diligently, obey your parents Examples of rights at school, learning safely Get facilities, in class comfortably Meanwhile, there are obligations that must be carried out Respect the teacher, obey the rules Adults too, have rights that are regulated There are legal and social guarantees in society 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 For justice, peace and harmony For justice, peace and harmony (2x) Note: Repeat song 3 times (optional) https://drive.google.com/file/d/120VuaaOGi6ssQRmIYeKyyMELxLxS5B37/view?usp=sharing add child rights pat
3	Personal reflection and evaluation	5'	The instructor tells the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
4	Closing prayer	5'	Led by the class leader

Attachment

Rights Related Group Worksheets

Rights in areas: school environment, play environment, home environment, religious life, and in society

Discuss in your group and answer the questions below and write your 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 environment / 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 fulfilled in full? in the school environment / play environment / home environment / religious life / in society?

Group Worksheets Related to Responsibilities

Responsibilities in areas: 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 the midst of 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 your responsibilities can be carried out fully? in the school environment / play environment / home environment / religious life / in society?

11 LESSON PLAN

Life Skills Program for Youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

PROTECTION

Lesson plan

Life Skills Program for Youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Protected and Protecting
Sub Topic	: Protection
Time	: 3 hours (15 minutes break)
Pre-Condition	: After receiving the rights and responsibilities sub-topic
Basic competencies	: • Self-management • Adaptability and flexibility
Learning objectives	: Students able to: • Identify matters related to protection • Practice providing solutions related to standards and policies to prevent violence • Foster a caring and critical attitude regarding protection against violence
Indicator	: Students able to: • Answer and write questions regarding protection materials • Create at least 1 standard and applicable policy that can be built to prevent violence
Learning methods	: Interactive lectures, case studies, group assignments, presentations
Instructional Media	: PPT, photocopy of case study article, photocopy of article analysis worksheet, photocopy of worksheet on building protection standards, photocopy of personal reflection & evaluation sheet
Learning Materials	: <i>Protection</i> material, article material, article analysis material, material for building protection standards, personal reflection & evaluation material
Learning Materials	: Laptop, <i>flipchart</i> , <i>sticky notes</i> , projector, HVS paper, stationery, notebooks, student workbooks
Learning Resources	: Youth Life Skills Module
Learning materials	:

The role of social workers

Not only the government, professional officers or social organizations also have a role to play in protecting victims or people who are at risk of experiencing danger from other people. While it can

be difficult to know what to do and how to respond, social care doesn't do it alone. Seeking advice is important and highly recommended if social care finds anything unusual that is suspicious and causes concern. Social care workers must be firm in their response and must not hesitate because the consequences could threaten the lives of the children/adults concerned if these concerns materialize. Social care workers have a responsibility to:

- Recognize and identify potential harm, violence or abuse (*recognizing*)
- Look for more information. If necessary, talk to the child or adult you are concerned about. Keep accurate written records of findings of concern (*recording*)
- Report concerns to superiors, or seek advice from social services (*reporting*)
- Report the concern to the appropriate party, for example the social services team or the police or both (*referring*)

Parenting

A person's personality is influenced by various things, one of which is parenting by parents, especially parenting style. Maccoby & Martin (1983) classified four parenting styles, namely *authoritative*, *authoritarian*, *permissive-indulgent* and *uninvolved-neglectful*. This classification is based on level *warmth* and *control*. The term *warmth* is used to describe the warmth that parents give to their children. The higher the level of warmth, the higher the warmth of the relationship. Term *control* used to describe the control that parents give to their children. The higher it is *control*, the higher the control parents have over their children.

The first parenting style, namely *authoritative*. This parenting style is characterized by its height *warmth* and height *control*. Basically, this type of parenting style emphasizes two-way communication between children and parents. Parents encourage their children to be independent, but also give them limits and control. Parents who apply this parenting style have several characteristics, such as being responsible, supportive, and tend not to be harsh. Emphasizing two-way communication can mean that children are involved in communication within the family. For example, when implementing a rule, parents not only ask their children to obey it, but they also explain why the rule is enforced, such as explaining the negative and positive impacts of these rules. They also give space to their children to express an opinion. In other words, parents position themselves as listeners. Children who are raised in *authoritative* style grow into a productive person but also has warm social relations with other people.

Second, the type of parenting style *authoritarian*. This parenting style is characterized by low *warmth* and height *control*. We call this a restrictive parenting style. Similar to the authoritative parenting style, the authoritarian parenting style also provides warmth, support and responsibility to children. However, parents tend to demand that children obey the wishes or rules given by the parents. Apart from that, parents also tend to often punish their children when they make a mistake. They also often apply rules without explaining why the rules are enforced. For example, when you forbid your child from playing *cell phone*, parents will just say, "You can't play with your cell phone! You can't argue!" Another example is parents who force their children to go to official schools, even though their children are interested in going to their favourite private university. In other words, little two-way communication is carried out. Parents rarely listen to aspirations, see their child's point of view, or simply impose their will. Children who are raised with *authoritarian* style grow into a productive, hardworking person but experiences difficulty in managing conflict and differences.

Third is the type of parenting style *permissive-indulgent*, let's call it a permissive parenting style. This parenting style is characterized by its height *warmth* and low *control*. This parenting style is described as parents who are very involved, present, and responsible for their children, but they impose few demands or rules on their children. Parents educate children by letting them do what they want and want. In other words, this can be called an indulgent parenting style. For example, when a child asks to buy something *cell phone*, parents will comply quickly, without considering many things, such as what age is appropriate for playing *gadget* or what are the conditions for buying the child *cell phone*, good grades for example. For this type of parent, the most important thing is meeting their child's needs, not fulfilling the parents' desires. Children who are raised with this *permissive-indulgent* parenting style grow into a relaxed person, not ready for difficult situations and lazy.

The fourth and final parenting style is *uninvolved-neglectful*. This parenting style is characterized by low *warmth* and low *control*. Parents provide very little warmth and control over their children. For this type of parent, aspects of life, such as work, career, or wealth are more important than their own children (Santrock, 2018). This type of parent tends not to meet their child's needs, both biological and psychological. It could be said that children from this parenting style are "abandoned" children. It may sound harsh, but it can be said that this type of parent does not care about their own children. Children who are raised with this *uninvolved-neglectful* parenting style grow into a rebellious person and fights against authority.

Some children or teenagers who live in institutions have been raised with this parenting style *uninvolved-neglectful* so they often go against the rules and defy authority. They need warmth but also firmness.

Safeguarding

Safeguarding is an effort to protect people's health, welfare and human rights, and enable them to live free from danger, abuse and neglect. Safeguarding refers to a series of actions taken to prevent, recognize and protect individuals, especially children and vulnerable adults, from the dangers of violence, neglect, exploitation or abuse.

Six principles *safeguarding* outlines how best to protect people at risk. These things underlie what is meant by *safeguarding*: ensuring that the health, welfare and human rights of children and adults at risk are protected. Understanding these principles and how to follow them is an important part of keeping at-risk groups of people safe from harm, violence or abuse. Six main principles *safeguarding* these are:

1. Empowerment

This principle is about informed consent and empowering at-risk and vulnerable groups to make their own choices. For example, vulnerable people must be able to give consent for medical treatment knowing full well the possible impacts. The principle of empowerment ensures that their thoughts, feelings and opinions are taken into consideration.

2. Prevention

The adage 'prevention is better than cure' is an illustration of this principle. If there are signs of violence, abuse or other danger, it is important to take action to prevent someone from being put in danger. To make this happen, it is important 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. Apart from that, it is also important to hone your ability to recognize these signs so that they can be acted upon as early as possible.

3. Proportionality

Make sure that the way the problem is handled is commensurate with the risks posed. As a general rule, it is important to respond using the least intrusive and least risky method. Some situations may require only minimal intervention, whereas others may require an immediate and more invasive response (e.g. for situations with severe risks such as threatening a person's life). Always act in the person's best interests.

4. Protection

The principle of protection reaffirms the whole purpose *safeguarding*: to support those vulnerable at risk and protect them from harm. This must be done in the best way for the person. Based on this principle, organizations and individuals must understand the process *safeguarding* and best practices. These parties need to know what to do if they encounter symptoms of danger, how to minimize or stop the threat of danger, and how to provide assistance and support to vulnerable people who are at risk. Knowledge is power here. Training, education and accessible communication between communities and organizations can help ensure communities know how to deal with problems *safeguarding*, and in turn can protect those at risk.

5. Partnership

The partnership principle encourages collaboration between organizations and local communities. Organizations are advised to raise awareness around the issues *safeguarding*. If local communities understand how violence, abuse, and other threats of harm can be identified, prevented, and reported, then vulnerable people living in those communities have a greater chance of being protected. Organizations may also share relevant information with other organizations and local communities about vulnerable people, as long as this is strictly necessary to keep those people safe.

6. Accountability

Everyone has a responsibility to maintain the safety of others. If you come into contact with someone who may be vulnerable, you have an obligation to recognize, note, respond to, and report any concerns of violence or other harm. This includes if you are the person's caregiver, doctor, social worker, or even if you are a friend, relative, or colleague. Establishing clear roles and responsibilities around the effort *safeguarding* in the workplace is helpful to ensure accountability. That way, everyone understands exactly what needs to be done to keep people in the neighbourhood safe.

Adult Safeguarding

Adult safeguarding is a safeguarding effort aimed at adults who lack the ability to protect themselves, for example adults who have care and support needs: experiencing or at risk of experiencing abuse or neglect; and unable to protect themselves because of their care and support needs. The criteria for adults who are the targets of this effort are not limited to adults with physical & mental limitations, the elderly, those with chronic illnesses, or the elderly but also include adults who abuse addictive substances or alcohol to the extent that it affects their ability to manage daily life.

Child Safeguarding

Child Safeguarding it is the responsibility that organizations have to ensure that their staff, operations, and programs do not harm children.

Abuse and violence can still occur from within the organization. At this point, how the organization responds becomes very important to both the child and the organization. Organizations need to consider:

- Where, when, and how it impacts children
- What policies and procedures are required
- Who is the person appointed to do it? *child safeguarding*
- Induction and training *child safeguarding* what is needed
- Code of ethics

General principles *child safeguarding*

- All children have the same right to protection from harm
- Everyone has a responsibility to support child protection
- Organizations have a responsibility to care for the children they work with.
- If organizations work with partners, they are responsible for helping partners meet minimum protection requirements.
- All related actions *child safeguarding* carried out in the best interests of the child.

Standard Child Safeguarding

The goal is set *child safeguarding standards* is to promote good practice, to protect children, and to provide targets for organizations. As a result, the benefits of establishing child safeguarding standards are that children are protected, staff and organizational partners are protected, and the organization and its reputation are protected. Four *child safeguarding standards*:

1. Policy

The organization develops policies that explain how the organization is committed to preventing and responding appropriately to harm to children. Develop policies *child safeguarding* This means making it clear to everyone that children must be protected and not be at risk of harm because they come into contact with the organization or are affected by the organization.

2. People

The organization provides clear responsibilities and expectations to its staff and partners, and supports them to understand and act accordingly. Key staffs are designated at various levels (including director level) as 'focal points' with clear roles and responsibilities. There are written guidelines regarding appropriate and inappropriate behaviour by adults towards children and children towards other children. There are guidelines for involving partners, communities and children in matters *child safeguarding*.

3. Procedure

The organization creates a safe environment for children by implementing procedures *child safeguarding* implemented throughout the organization. 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.

4. Accountability

The organization has measures & mechanisms to monitor and review safeguarding measures and ensure related upward and downward accountability *child safeguarding*. Accountability

efforts can take the form of: measuring performance *child safeguarding*, active monitoring (before an error occurs), and reactive monitoring (after a near miss or when an error occurs).

Sample case *child safeguarding* in Indonesia

Currently, Indonesian children are under the threat of vulnerability to violence, exploitation and mistreatment by people who have structural power relations, including teachers, school principals, religious figures, heads of children's foundations and child facilitators. Fatally, acts of violence, exploitation and mistreatment of children even occur in institutions or organizations that are supposed to work to fulfil and protect children's rights. Apart from that, these institutions/organizations/institutions are often found to not have a clear mechanism regarding how to recruit people to the organization; not having accurate guidelines to prevent violence; does not have procedures or mechanisms that are complete when violence, exploitation or mistreatment of children occurs by even senior workers, employees or children; does not have reporting standards that make it possible to take action and provide warnings, or other forms of punishment; and do not even have effective programs and strategies to build a culture or atmosphere that gives children a sense of security when they are in an institutional environment and protects children from these practices.

Examples of cases that occurred due to the absence of this policy include: the presence of paedophile educational staff in an international school, the distribution of pornographic images through *cell phone* by a teacher at a school, a hotel in Bandung was recently used as a place for making pornographic films involving children, the rise of social media showing violence, and the spread of indecent content to children on and off the internet.

Applicable Policies

Child safeguarding policy or "child protection and safety policy" is an organizational policy to ensure that staff and all organizational operations (including organizational programs) protect children from violence and exploitation. *Child safeguarding* This is based on the risks that will be faced by children in an organization or institution (these risks can come from staff, programs or organizational operations) including risks from people who should act to protect and safeguard the child. *Child safeguarding* This includes policy procedures, instructions and behaviour, screening processes during the staff recruitment process, *training* and communicating with children, carrying out monitoring and evaluation to protect and respond to violence, abuse and exploitation.

Child safeguarding 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 that children grow and develop safely, provide direction to all staff, volunteers, guests or anyone in the environment to act and behave towards children, and provide procedures/mechanisms to prevent and take action against behaviour that endangers children's rights. In carrying out *child safeguarding*, a mechanism is needed to carry it out, making it easier for institutions that work for children to carry it out. Implementation mechanism *child safeguarding* includes reactive policies (the system is only active when a case occurs) and proactive (the system can prevent and facilitate the process of handling cases - initiating child protection).

Actions and processes to protect children need to be in place *policy* strong enough to serve as a reference. The Indonesian government, through the Ministry of Women's Empowerment and Child Protection, has prepared Standards for Child-Friendly Special Protection Institutions as a reference for ministries/institutions, provincial regional governments, district/city regional governments, government-managed service providers for children who need special protection (AMPK), and community-based service providers for AMPK in strengthening and developing service institutions both as institutions and in providing services. Standards for Child-Friendly Special Protection Institutions include a code of ethics for activities with children, namely a code of ethics for fellow service officers and service officers with children, evaluation instruments and accreditation standards.

Example of Wahana Vision Indonesia *child safeguarding effort*

Acceptable behaviour protocol:

1. Create and maintain an environment that prevents sexual exploitation and abuse of children and adult beneficiaries and promote the implementation of these behavioural protocols.
2. Behave, appear and speak appropriately and be sensitive to local customs or culture in interacting with children (both in person and online), which shows respect for children and adult beneficiaries, and their rights.
3. Ensure that all physical contact and contact via online networks with children and adult beneficiaries is appropriate to the child's local culture.
4. Using positive, non-violent methods to manage children's behaviour.
5. Accept responsibility for personal behaviour and actions as a representative of the organization.
6. Always take responsibility for responding to your child's behaviour, even if your child behaves sexually inappropriately; as an adult, avoid being placed in a compromising or vulnerable position with children.
7. Where possible and practical, follow the 'two adults' rule when conducting WVI activities, where two or more adults supervise, are visible, and are present in all activities involving children.
8. Comply with investigations regarding violations of the implementation of child and adult beneficiary protection policies (both internal and external) and provide documentation or other information necessary for the completion of investigations.
9. Comply with applicable data privacy laws and comply with WVI's relevant data privacy and information security policies, including WVI's child and adult beneficiary protection digital protocols, when handling personal data relating to each child or adult beneficiary, which generally notes that collection or use of such data should be limited to a minimum, and that such data should be stored and transferred in a secure and confidential manner.
10. Immediately report, through the established reporting mechanism, any violation of this policy, whether the incident is known or suspected to have been committed by staff or parties affiliated with WVI, or humanitarian workers from other institutions. 'Humanitarian workers' includes all emergency response or development assistance. These organizations include UN agencies, INGOs, LNGOs, and CBOs.

Learning :
Activities

Opening

N o	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	The instructor leads the 'Charlie Bear Agadoo' dance, https://www.youtube.com/watch?v=RcFtWquTf9w
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of learning objectives	Interactive lectures 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Presentation of material	Interactive Lectures 20'	The instructor explained the material contained in the PPT, namely: * The role of social workers * Parenting * Protection (empowerment, prevention, proportionality, protection, partnership, accountability) * Adult protection * Child protection * General principles of child protection The instructor opens a question and answer room
2	Identify protections for cases contained in the article	Case study 25'	The instructor explains that the purpose of the following activity is so that students can identify what protection is needed regarding the article being studied. Things that need to be analysed and discussed: - Explain what cases of violence occurred? - Who is the victim and who is the perpetrator of this violence case? - Based on protection principles: empowerment, prevention, proportionality, protection, partnership, accountability, discuss what needs to be done at each stage and write it on the worksheet (attached)

			- Which parties need to seek child protection in this case? - What things does each party need to do? Write down the results of the group discussion on <i>flipchart</i>
3	Group presentation	Presentation 20'	Group representatives have the opportunity to present the results of the group discussion The instructor and other students provide positive feedback The instructor draws conclusions according to the material being studied
	Rest	15'	
4	Building a class atmosphere	Icebreaker 5'	The instructor leads a game of 'Popting What Color Balloon? BANG!!' Instructions: -The instructor will play the song entitled <i>Balonku</i>. -When the song is played, participants will dance in a large circle. -The instructor will name the colour of the balloon that will pop when the lyrics "pop the balloon... bang!!". Then the song stopped. -Participants must hold the objects according to what the facilitator says. -1 object can only be held by a maximum of 2 people.
5	Presentation of material	Interactive Lectures 15'	The instructor explained the material contained in the PPT, namely: * Child protection standards * Applicable policies The instructor opens a question and answer room
6	Designing a standard of protection in the previous case	Group assignment 20'	The instructor explains that the aim of the group assignment is that students can understand child protection standards and what applicable policies can be developed to prevent violence from occurring in the article. Group assignment attached Write down the results of the group assignment on <i>flipchart</i>
7	Presentation of group	Presentation 15'	The group explains the results of their discussion The instructor and other students provide positive feedback

	discussion results		The instructor draws conclusions from the discussion regarding the concepts of the material being studied
Closing			
1	Strengthening students' knowledge	Interactive Lectures 10'	The instructor uses PPT to explain the material: * Example of Wahana Visi Indonesia's child safeguarding efforts The instructor opens space for questions and answers if there is still something that the students do not understand The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor conveys the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing prayer	5'	Led by the class leader

Article Attachments

Cases of Violence at School Happen Again, Teachers Dip 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 is a violation Covenant Anti-Torture, Child Protection Law, 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.

Next, encourage the NTT Regional Government to restore 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 Provincial DP3A Service must also do this assessment psychology and psychosocial to other students at the boarding school.

"Because there are allegations that they also experienced violence in other forms during the process discipline. 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-mendidih>

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. Persuade 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. The victim does not attend 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 in the same house as 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.

5. Police Investigate

Meanwhile, Head of Criminal Investigation Unit for Lumajang Police, 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-di-lumajang-nikahi-anak-orang-tanpa-izin>

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 **porn 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 the hotel also doesn't remember when the check in day was. "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 **porn 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 analyse, 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, 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.

Analyse 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 behaviour 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 behaviour 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 behaviour from adults to children:
 2. Standards of acceptable and unacceptable behaviour from child to child:
 3. Standards of acceptable and unacceptable behaviour 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!

12 LESSON PLANS

Life Skills Program for Youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

PROTECTING YOURSELF

Lesson plan

Life Skills Program for Youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: My body
Subtopic	: Taking care of my body: Protecting Yourself
Time	: 3 hours (15 minutes break)
Pre-Condition	: After receiving the sub-topic Rights and Responsibilities and Protection
Basic competencies	: ● Self-management ● Adaptability and flexibility
Learning objectives	: Students able to: ● Identify things related to violence ● Identify body parts that other people should not touch ● Get to know the most frequent acts of sexual violence and propose solutions for actions that need to be taken when they occur ● Foster a caring attitude and a solution to sexual violence that often occurs
Indicator	: Students able to: ● Recognize and write down at least 1 act of sexual violence that often occurs in the area ● Write down at least 1 solution regarding the action that needs to be taken when violence occurs in a weekly journal
Learning methods	: Interactive lectures, video screenings, group discussions, presentations, individual assignments, <i>sharing</i>
Instructional Media	: PPT, learning video, photocopy of video analysis sheet, photocopy of action identification assignment sheet, photocopy of weekly mission sheet, photocopy of personal reflection & evaluation sheet
Learning Materials	: <i>Self-protection</i> material, video material, video analysis material, action identification material, weekly mission material, personal reflection & evaluation material
Learning Materials	: Flipchart, sticky note, laptop, <i>speaker</i> , projector, stationery, notebooks, student workbooks
Learning Resources	: Adolescent Skills and Life Skills Module
Learning materials	:

Protecting Yourself

All body parts are important and must be looked after. The head is composed of bone structures to protect the soft and fragile brain organ. Even though there are bones that protect the brain, a safety helmet is still mandatory when riding a motorbike or doing work that risks hitting the head with a hard object. An unprotected head can cause organ damage and even death.

Threats are not only limited to death, but also psychological threats. Improper touching or treatment of body parts can be a psychological threat that can result in mental damage. Forced (unwanted) touching of the body is a form of sexual violence that damages the soul/psychic.

Sexual violence is not merely a physical act, but any act of humiliating, insulting, harassing, and/or attacking a person's body and/or reproductive function, due to unequal power and/or gender relations, which results in or could result in psychological and/or physical suffering.

Sexual violence is still a frightening and worrying spectre for Indonesian society, for both men and women, who are often the victims. Sexual violence affects women and men throughout their lives and can destroy individuals, families and communities. The [National Commission on Violence against Women \(Komnas Perempuan\)](#) notes that the number of cases of sexual violence increases every year. This violence occurs in the domestic realm (households and other intimate relationships), in the public realm, and also in citizens' relations with the state. Based on victims' experiences and a review of international and national legal instruments, the [National Commission on Violence against Women](#) defines sexual violence as any act of degrading and/or attacking a person's body, sexual desire, and/or reproductive function, by taking advantage of a person's vulnerability, inequality, or dependency based on gender which may be accompanied by other social status, which results in or may result in physical, psychological, sexual suffering or misery, economic, social, cultural, and/or political losses.

1. Data

The total number of complaints about cases of violence against women received by the [National Commission on Violence against Women](#) in 2022 is 4,371 cases. The number of complaints increased by 49 cases from the previous year which amounted to 4,322 cases. If calculated from 263 working days in 2022, the average number of cases that the [National Commission on Violence against Women](#) needs to respond to is around 17 cases/per day, almost double from 2020 where the average number of cases that the [National Commission on Violence against Women](#) needs to respond to is 9 cases per day. Based on data sourced from complaints to the National Commission on Violence Against Women, sexual violence is the dominant type of violence (2,228 cases/38.21%) and followed by psychological violence (2,083 cases/35.72%).

2. Form

Various forms of sexual violence have occurred but have not received optimal attention because many people still do not understand the extent of this variety of forms of sexual violence.

The following is an explanation of the forms of sexual violence that can be experienced by women and men:

- **Rape**
Rape is an attack in the form of forced sexual intercourse by using the penis towards the victim's vagina, anus or mouth. Can also use 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.
- **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.
- **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.
- **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.
- **Trafficking in women and/or men for sexual purposes**
Trafficking in women involves the act of recruiting, transporting, harbouring, 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.
- **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.

- 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 labour, as well as having sexual relations with their captors.
- Coercion marriage, including 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.
- 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.
- Forced abortion (only on women)
Forced abortion is the act of abortion carried out due to pressure, threats or coercion from another party.
- 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 mentally disabled, who is considered incapable of making decisions for herself, is vulnerable to rape, and therefore reduces the burden on the family to take care of her pregnancy.
- 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.
- 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.
- Sexually charged traditional practices that are harmful or discriminatory

women Community customs, sometimes supported by religious or cultural reasons, that have sexual overtones and can give rise to injury physically, psychologically and sexually in women. This habit can also be used to control women's sexuality from a perspective that demeans women. Female circumcision is one example.

- 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).
- 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 this sexual harassment was not carried out openly, it still was influence psychological condition of the victim.
- 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.
- Gender harassment
This is hostile behaviour aimed at undermining 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. One of them is that a man who asks for time off work to care for his child is usually vulnerable to gender harassment in the workplace because there has been a lot of speculation that the person taking care of the child should be the mother.

3. Impact

A. Impact of sexual violence on women and men:

Sexual violence deprives victims of their right to feel safe at home, work and public spaces. The impact of sexual violence in the personal realm for victims is wounds, bruises and injuries to the genitals and anus, including wounds to the vagina, anus, haemorrhoids and pelvic inflammation (women only); reproductive function disorders (especially for women), such as prolonged pain in the reproductive organs, menstrual cycle disorders and infertility; reproductive health problems, including the written consequences of sexually transmitted infections; as well as impaired sexual function, including loss of sexual desire, becoming hypersexual and changing sexual orientation.

B. Impact of sexual violence on men:

The lack of investigations into cases of sexual violence against men and the lack of research regarding the impact of sexual violence on men shows the attitude that exists in

society that when sexual violence occurs against men, it is not an acceptable topic to discuss.

Much has been written about the psychological trauma experienced by female rape victims, while little research has discussed male victims, research on cases shows that men also experience many of the same reactions that women experience when they become victims, namely depression, anger, guilt, self-blame, sexual dysfunction, trauma, and suicidal thoughts.

Other problems faced by victims include increased feelings of helplessness, damaged self-image and emotional distance from others (emotional distancing). It is not uncommon for a rape victim to blame herself for the incident she experienced, believing that she was the one who gave the perpetrator the opportunity.

4. Perpetrator

Acts of sexual violence can occur in the personal, public or state spheres and based on data, on average the perpetrator is someone the victim knows. Based on the 2017 National Commission on Violence Against Women's annual records, the highest number of perpetrators of sexual violence in the personal realm was the victim's boyfriend, reaching 1,528 incidents, followed by biological fathers, uncles, stepfathers and husbands. Meanwhile, in sexual violence in the public domain, in 1,106 cases the perpetrator was the victim's friend, followed by neighbours, strangers, teachers and superiors.

Actions that must be taken if you experience or know about sexual violence

The following are steps that can be taken (by female and male victims) when experiencing or learning about sexual violence according to the National Commission on Violence Against Women:

1. Understand that violence is the fault of the perpetrator, not the victim
2. Ensure security and safety
3. Try to keep evidence
4. Tell a story to a trusted person
5. Report immediately
6. Go to service health
7. Look for institutions that can provide assistance

Learning Activities

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader

2	Building a class atmosphere	Icebreaker 5'	The 'cow pen' game is used to divide groups and bridge participants' readiness and focus before receiving learning material. 1 group consists of 3-4 people. (make groups small if possible)
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglect.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Screening of sexual violence videos	Video playback 13'	The instructor explains that the next activity was to watch a video about 'Sexual Violence Can Happen to Anyone and Anywhere' The instructor asks students to understand the following testimonial video to be able to do the next group discussion assignment https://www.youtube.com/watch?v=jIGk6gx7s_s
2	Group division	2'	Instructor divides students into small groups (if possible)
3	Discussion of the results of showing videos of sexual violence	Group Discussion 20'	The instructor asks the group to discuss and work on the results of the video analysis by answering the following questions according to the information obtained 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 The group writes down the results of the discussion in <i>flipchart</i>

4	Presentation of group discussion results	Presentation 10'	The instructor asks the groups to present the results of their discussion The instructor and other students provide positive feedback The instructor draws conclusions from the results of video analysis
5	Explanation of material	Interactive lecture 20'	The instructor explains material regarding data, forms, impacts and perpetrators of sexual violence The instructor opens a question and answer room
	Break	15'	
6	Building a class atmosphere	Icebreaker 5'	The instructor leads the dance moves 'Dance Monkey' https://www.youtube.com/watch?v=HkwTDyR84Ao&t=41s
7	Presentation of material	Interactive lecture 15'	The instructor uses PPT to explain the material: * Actions that must be taken if you experience or become aware of sexual violence The instructor opens space for questions and answers if there is still something that the students do not understand
8	Identify actions that need to be taken in various situations of sexual violence	Group assignment 20'	Groups are asked to identify actions that need to be taken when they are in various situations of sexual violence, whether as victims or witnesses. The aim of this activity is to raise awareness among every student regarding the actions that must be taken to prevent sexual violence from happening around us. (attached worksheet) The results of the discussion are written in the student's workbook
9	Share the results of group discussions	Sharing 15'	Several groups can be asked to share the results of their discussions regarding what victims should do to avoid sexual harassment Write in each workbook The instructor asks for student representatives who are willing to share
Closing			
1	Strengthening students' knowledge	Interactive lecture	The instructor draws contextual conclusions from all the activities that have been carried out and the material that

		5'	has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor tells the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Weekly Missions	Instructions 5'	Explanation of the title and description of the mission provided
4	Closing prayer	5'	Led by the class leader

Assessment : Write a weekly journal

Mission Title : Sexual Harassment I Experienced

Mission Description :

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

Attachment

Learning video link: Sexual Violence Can Happen to Anyone and Anywhere

https://www.youtube.com/watch?v=jIGk6gx7s_s

Video Analysis Task Attachment

After watching the learning video, analyse 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

Attachment Task 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. It can also use 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, harbouring, 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 labour, 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 wanted. 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 mentally disabled, who is considered incapable of making decisions for herself, is vulnerable to rape, and therefore reduces the burden on the family to take care of her pregnancy.

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:

- Inhumane Punishment 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 give rise to injury physically, psychologically and sexually in 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 this sexual harassment was not carried out openly, it still was influence psychological condition of the victim.

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 behaviour 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:

RESILIENCE MODULE

13 LESSON PLAN

Life Skills Program for Youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

AVOIDING EMOTIONAL PROBLEMS

Lesson plan

Life Skills Program for Youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Emotional Problems
Sub Topic	: What are emotional problems?; Avoiding emotional problems
Time	: 3 hours (15 minutes break)
Basic competencies	: ● Self-management ● Adaptability and flexibility
Learning objectives	: Students able to: ● Identify symptoms of mental disorders that lead to emotional mental health ● Strengthen knowledge regarding symptoms of emotional disorders, characteristics of emotional disorders, and forms of emotional problems ● Maintain your positive emotions ● Have an honest and caring attitude towards yourself and others
Indicator	: Students able to: ● Recognise and list the symptoms of emotional disorders and at least 3 ways to avoid these emotional problems ● Recognise and write at least 1 positive emotion you have and how to maintain it in a weekly journal
Learning methods	: Interactive lectures, questionnaires, assignments groups, presentations
Instructional Media	: PPT, photocopy of self-measurement questionnaire, photocopy of group assignment sheet to make posters on how to avoid emotional symptoms, photocopy of weekly mission sheet, photocopy of personal reflection & evaluation sheet
Learning Materials	: Training materials, materials <i>Self Rating Questionnaire</i> , assignment material to make posters to avoid emotional problems, weekly mission material, personal reflection & evaluation material
Learning Materials	: Flipcharts, laptops, projectors, speakers, stationery, notebooks, student workbooks
Learning Resources	: Youth Life Skills Module
Learning materials	:

1. What are Emotional Problems?

Emotions refer to mental and physiological states that arise in response to certain stimuli or events. It involves a combination of subjective feelings (a combination of feelings that are personal and individual, originating from a person's own views or experiences), physiological changes in the body, and often the expression of certain behaviours.

Emotions can be very diverse and complex, including feelings such as happiness, sadness, anger, fear, love, and many more. Emotions can arise from personal experiences, social interactions, or even reactions to external stimuli such as music, movies, or the news. Theoretically, emotions can be divided into 2, namely positive emotions and negative emotions.

	Positive Emotions	Negative Emotions
Definition	Feelings that bring positive feelings such as happiness, joy, pleasure, love, and hope	Feelings that are synonymous with unpleasant feelings such as fear, sadness, disappointment, anxiety and guilt
Example	Grateful, happy, calm, proud, and hopeful	Angry, sad, anxious, and insecure

Emotional problems refer to psychological problems that arise due to not being able to manage stressful situations in an individual's life or other obstacles in personal or professional life, and there are various other factors as well. Meanwhile, stress can be defined as a state of anxiety or mental tension that arises as a result of challenging situations. Stress is a natural human response that encourages us to face challenges and threats in everyday life. Everyone experiences stress to varying degrees. However, how we respond to that stress has a huge impact on our overall well-being.

Emotional Symptoms

Emotional symptoms can be positive or negative depending on the environmental situation. Emotional variations according to different situations are quite normal due to their temporary nature. But in some cases, emotional imbalance can cause disorders due to persistent instability of emotional states or disproportion between emotional states. Symptoms of emotional disorders are sometimes severe and Can develop into mental health disorders.

Some symptoms of emotional disorders include:

- Feeling overwhelmed, helpless, or hopeless
- Feeling guilty for no apparent reason
- Feeling excessively worried
- Experiencing sleep disturbances (frequent sleep/difficulty sleeping)
- Experiencing changes in appetite
- Isolating oneself from people or activities
- Feeling unusual anger
- Difficulty carrying out daily tasks

The characteristics of emotional disorders can vary depending on the presence of an underlying mental health disorder. For example, in someone with borderline personality disorder (a mental disorder characterized by unstable emotional patterns, unstable relationships, fluid self-image, and intense emotional reactions), emotional disturbances can cause angry outbursts and intense feelings of loneliness.

Forms of Emotional Problems

The following are possible emotional problem areas:

- a. Suppressing emotions
A person doesn't want to feel or talk about emotions, and they do not have a proper outlet for expressing their feelings. They may want to cry but are unable to do so.
- b. Incomprehension of emotions.
A person feels empty in their feelings or cannot recognize whether what they are feeling is an emotion or a health disorder. They feel these sensations, but sometimes it is not clear what emotions they are experiencing. Emotions can be mistaken for physical illness, and people who do not fully understand their emotional lives may visit their GP or hospital more frequently.
- c. Avoiding emotional situations.
Try hard not to talk about or confront things that might trigger feelings.
- d. Difficulty controlling emotions.
Sometimes they are overcome by their feelings and feel like they are losing control once again.
- e. Unprocessed emotions.
A stressful or hurtful situation has occurred, and these feelings continue to arise and seem difficult to resolve easily – or perhaps they are in conflict that cannot be resolved and inevitably, the emotional suffering will continue until the situation is resolved

2. Avoid Emotional Problems

Preventing emotional problems or stress altogether may not be possible, as both are natural aspects of life. However, you can take proactive steps to reduce your risk of emotional problems and manage stress more effectively. Here are some strategies to help prevent emotional problems and stress:

- a. Care about yourself/ *Self-Care*
Prioritize self-care activities that promote overall well-being, such as regular exercise, a healthy diet, getting enough sleep, and engaging in hobbies you enjoy. Include relaxing activities in your routine, such as listening to music, going for a walk, practicing yoga, or enjoying a warm bath.
- b. Develop Healthy Coping Skills
Learn and practice healthy coping mechanisms, such as *mindfulness* (fully understanding and being aware of where we are and what we are doing, and not being overly reactive or

overwhelmed by what is going on around us), deep breathing, journaling, and relaxation techniques.

c. Maintain a Supportive Social Network

Surround yourself with friends and family who provide emotional support and understanding. Social connections can protect against stress. Develop healthy relationships by setting boundaries, stating your needs, and seeking solutions to conflict.

d. Set Realistic Goals

Avoid setting overly ambitious goals that may result in frustration. Break big goals into small, manageable steps.

e. Time Management

Organize your tasks and responsibilities to avoid feeling overwhelmed. Use time management techniques to allocate time to various activities.

f. Communication Skills

Learn effective communication skills to express feelings, needs and problems assertively. Clear communication can help prevent misunderstandings and conflict.

g. Healthy Work-Life Balance

Maintain a balance between work, personal life and recreational activities. Prioritize relaxation and spend quality time with the people you love.

h. Limit Exposure to Stress Triggers

Identify sources of stress in your life and take steps to minimize your exposure to them, if possible. Challenge negative self-talk and replace it with positive, realistic statements. Avoid being too critical of yourself.

i. Practice Gratitude

Focus on the positive aspects of your life and practice gratitude regularly. This can change your perspective and improve your overall well-being.

j. Avoid Excessive Media Consumption

Limit exposure to negative news and media that can contribute to stress and anxiety.

k. Seek Professional Help

If you feel like you are struggling with persistent emotional problems or chronic stress, consider seeking guidance from a therapist or counsellor.

Remember that preventing emotional problems and stress is an on-going effort. By consistently integrating these strategies into your lifestyle, you can increase your emotional resilience and better face life's challenges.

**Learning :
Activities**

Opening			
No	Activity	Method (time)	Information

1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	Game 'names of fruit and animals' to test participants' readiness and focus before receiving learning material. Instructions: Participants are asked to form a large circle, then take turns saying the names of fruits and animals by starting with clapping and not stopping at the last person, but stopping if there are participants who can no longer say what is asked.
3	Review	10'	The instructor continued with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglect.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Presentation of material	Interactive lecture 10'	The instructor uses PPT to explain the material: * Definition of emotion * Negative and positive emotions The instructor opens a question and answer room
2	Completing the SRQ Questionnaire (<i>Self Rating Questionnaire</i>) to measure symptoms of emotional disorders that lead to emotional mental health	Questionnaire 35'	The instructor conveys the purpose of the activity to fill in the SRQ (<i>Self Rating Questionnaire</i>) is to measure whether students experience symptoms of emotional disorders that lead to emotional mental health or not The instructor explains how to fill out the questionnaire, The measuring instrument used in this activity is the SRQ, which is a valid and reliable questionnaire for measuring mental disorders or psychiatric disorders. SRQ 20 was designed by WHO and has been used by the Indonesian government to measure or assess the mental health of the Indonesian population in Basic Health Research (<i>Riskesdas</i>). The instructor guides students to fill out the questionnaire by number, each statement is explained, after all students

			have filled in one number then they can move on to the next number If the score reaches 8 to 20, it indicates that the respondent needs further support.
3	Material discussion	Interactive lecture 20'	The instructor uses PPT to explain the material: * Symptoms of emotional disturbance * Characteristics of emotional disorders * Form emotional problems * Strategies to help prevent emotional problems The instructor draws common threads and conclusions from the results of the student questionnaire with the theory that has been discussed
	Break	15'	
4	Building a class atmosphere	Icebreaker 5'	The instructor asks one student to lead 'Yea yalah gymnastics' https://www.youtube.com/watch?v=IQwbAelgtiI
5	Divide groups	5'	Use the social gathering method, divide students into small groups of 2-3 people (if possible)
6	Make posters	Group Discussion 30'	The instructor explains that the purpose of the following activity is 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
7	Presentation of group discussion results	Presentati on 10'	Group representatives will present the results of the discussion for 10 minutes The instructor and other students provide feedback The instructor draws conclusions from the results of student group discussions
Closing			

1	Strengthening students' knowledge	Interactive lecture 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the aim of this activity to help students explore deeper 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing prayer	5'	Led by the class leader

Attachment

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**. When you consider the question you experience in the last 30 days, put a cross (X) in the column **Y (means Yes)**. On the other hand, When you consider the question you didn't experience 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: Group Task: 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

14 LESSON PLAN

Life Skills Program for Youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

OVERCOMING EMOTIONS AND STRESS MANAGEMENT

Lesson plan

Life Skills Program for Youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: My Emotional Problems and Habits
Sub Topic	: • How to deal with emotional problems? • Managing Stress (Module: Self-Management) • Flexibility and Stress Management (Module: Independence)
Time	: 3 hours (15 minutes break)
Pre-Condition	: Participants must accept the sub-topic What is it and Avoiding Emotional Problems
Basic competencies	: • Self-management • Adaptability and flexibility
Learning objectives	: Students able to: • Communicate regarding emotional problems • Have an attitude of openness and respect for others
Indicator	: Students able to: • Write down at least 1 experience on how to manage stress • Convey stress management in front of the class
Learning methods	: Interactive lectures, discussions and presentations
Instructional Media	: PPT, video, audio
Learning Materials	: Learning materials, discussion materials
Learning Materials	: Laptops, projectors, flipchart, hospital, sticky notes, metaplan
Learning Resources	: Youth Life Skills Module
Learning materials	:

❖ How to deal with emotional problems?

Coping usually involves adjusting or tolerating negative events or realities while trying to maintain a positive self-image and emotional balance. This adjustment effort occurs in the context of life changes that are considered to cause stress. Psychological stress is usually

associated with negative life changes, such as the loss of a job or a loved one. However, all changes require adaptation. Even positive changes — like getting married or having children — can cause stress.

Change creates stress because change requires us to adjust and adapt. Experiencing too much change in a short period of time often creates the idea that we are not in control of events. This view contributes to low self-esteem and may even contribute to the development of anxiety or depression.

The effects of multiple acute stressors coming on over a relatively short period of time can be cumulative and profound. Those experiencing marital separation, the death of aging parents, and job changes within a short period of time may have difficulty maintaining their physical and emotional health. Overcoming stress can be done with good coping mechanisms. Coping mechanisms are all efforts made by individuals to overcome problems or master situations that are assessed as a challenge, injury, loss, or threat.

In general, coping mechanisms for emotional problems are categorized into four main categories, namely:

a) Focusing on the Problem

It is a stress management strategy that aims to resolve or eliminate the origin of stress. This involves approaching the problem head-on and taking action to reduce its impact. This coping ability focuses on the problem to the root of the problem and overcomes what causes anxiety by changing the situation. Examples of implementing this coping strategy are planning before doing something, solving problems, and completely resolving the causes of stress.

b) Focusing on Emotions

This is a type of stress management strategy that emphasizes managing emotional responses to a situation rather than solving the problem. Examples of this style include meditation, journaling, breathing techniques, accepting emotions, seeking support in religion, and humour.

c) Focus on Meaning

It is a stress management strategy that focuses on finding and managing meaning in stressful situations. This can help individuals find benefit in difficult situations. This coping mechanism focuses on coping that involves thinking about beliefs, values, and existential goals to motivate and maintain coping and well-being during difficult times. For example, finding the positive things from every incident, focusing on the good and positive things about an event, and interpreting the good things from every problem.

d) Social Coping (seeking support)

It is a stress coping mechanism that involves seeking support from others to help deal with stress and difficult situations. This can be an effective way to manage stress and promote better mental health, but it can also be maladaptive if it involves over-reliance on others or avoiding addressing problems directly. Examples of social coping strategies include seeking emotional support from friends or family, joining a support group, or participating in community activities.

❖ Managing Stress

1. Definition and benefits of stress

According to Sarafino and Smith (2014), stress is a condition that is caused when the desired situation is different from the biological, psychological or social system of the individual, in other words when the surrounding conditions that occur are not in harmony with a person's condition in adapting, it can make him stressed.

Stress that occurs within reasonable limits will bring various benefits, such as the following:

- a) Improves cognitive function. The nervousness and panic that arise due to moderate stress can also improve brain performance. The reason is, stress can strengthen the connections between neurons in the brain, improve memory and attention span, and help increase productivity. Research from the University of Berkeley which conducted tests on mice also proved that short stress causes stem cells in the brain to multiply into new nerve cells. This can trigger increased mental performance after two weeks. Better brain performance can improve brain performance during stress
- b) Prevent infection. When stressed, the body will issue a "fight or flight" response. This response is actually designed to protect us, either from injury or other threats. Not only that, stress also triggers the release of certain hormones. In reasonable amounts, stress hormones also help protect against infection. Moderate stress stimulates the production of chemicals called interleukins and gives the immune system a quick boost to protect against disease.
- c) Energizing. Short-term stress can create new neural pathways and stimulate healthy endorphins thereby increasing energy, providing motivation, sharpening the senses, and aiding problem solving.
- d) Sharpen your personality to become more resilient. Stress within certain limits provides various positive benefits, but if stress is prolonged or exceeds the individual's capacity to deal with it, stress has a negative impact.

2. **Types of Stress** There are two types of stress, namely *eustress* and *distress*.

a) Eustress.

The positive type of stress is eustress because when someone experiences eustress they will be more productive and do lots of positive things. Eustress is stress that will motivate a person to achieve the target he wants to achieve until he achieves it, so that in the end many people consider that eustress is pleasant stress. As with other stress, eustress works by increasing alertness in the central nervous system, which will make the person more alert and aware.

b) Distress.

In contrast to eustress which will make a person more productive, distress is stress that is negative, a person will feel difficult about something, which ultimately has an impact on their mental health. Distress is a stress that exceeds a person's capacity to cope. Distress is divided into 2, namely acute stress and chronic stress: (1) Acute Stress. Stress is characterized by flight or flight response. Acute stress can appear and disappear in a short time and occurs frequently. Acute stress is the body's response to a specific threat, challenge or fear. The immediate and intense acute stress response in some circumstances can produce tremors;

(2) Chronic Stress. Chronic stress is stress that is more difficult to separate or overcome, and its effects are longer and more intense. Chronic stress is stress that takes a long time to heal.

3. Sources of Stress

There are various things that can trigger stress. Adjustment to a new location, death of a family member, social demands, conflict with colleagues or orphanage administrators, negative financial conditions, activity schedules that are too busy, loss of cherished objects and so on.

4. Stress Symptoms

When feeling stressed, a person often feels anxious and can become anxious enthusiastic or even become aggressive towards other people, this is a natural reaction that occurs in the body. Because when stressed, the body will produce certain hormones that trigger the heart to beat faster, the pupils dilate, the muscles tighten and oxygen is circulated throughout the body. If stress lasts for a long time and the individual feels overwhelmed to cope, then symptoms of stress appear. The symptoms that arise will vary depending on each individual. Symptoms or signs of stress can be divided into:

- a) Emotional symptoms, for example, are easily irritated, frustrated, mood that changes easily or is moody, difficulty calming the mind, low self-esteem, and feeling lonely, useless, confused, and losing control, to the point of appearing confused, avoiding other people, and being depressed.
- b) Physical symptoms, such as weakness, dizziness, migraines, tension headaches, digestive disorders (nausea and diarrhoea or constipation), muscle pain, heart palpitations, frequent coughs and colds, sleep disturbances, decreased sexual desire, body shaking, ringing in the ears, cold and sweaty extremities, or dry mouth and difficulty swallowing. Stress in women can also cause complaints or menstrual disorders.
- c) Cognitive symptoms, for example often forgetting, having difficulty concentrating, being pessimistic, having a negative outlook, and making bad decisions.
- d) Behavioural symptoms, for example not wanting to eat, avoiding responsibilities, and showing nervous behaviour such as biting nails or pacing back and forth, smoking, or consuming excessive alcohol.

5. How to Manage Stress

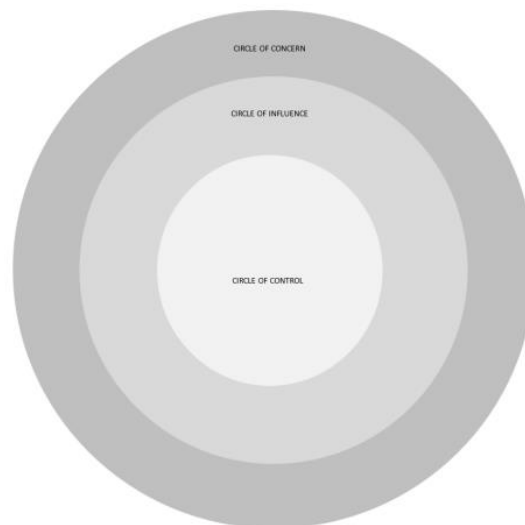
Some ways to deal with stress that can be done include:

- Find out and recognize the causes of stress
- Tell stories to friends, housemates or social workers at the orphanage
- Write or keep a daily journal about thoughts, positive things to be grateful for, and daily activities
- Practice relaxation techniques, meditation, or breathing exercises
- Get enough rest and sleep
- Taking time to do hobbies, such as managing the garden at the orphanage, looking after animals, exercising or chatting with fellow residents of the orphanage

❖ Flexibility and Stress Management

Many of us have the belief that life is something that happens to us or is done to us especially when we experience difficult times. This is known as learned helplessness and is associated with low levels of well-being, especially depression. On the other hand, we can dwell on areas of life that we cannot control. This can also cause stress and anxiety. The concept of Three Circles of Control can help us to manage stress better.

- The Circle of Concerns shows the things that we often worry about but that we cannot control no matter what we do. Examples: weather, climate change, war, politics, celebrity habits, health of family members, etc. Focusing on these things can make us feel helpless and worry often, especially since they are endless. We care about these things, but they are beyond our power.
- Circles of Influence are areas where we have influence. Example: a classmate who is always rude. We know that we can't control when he stops behaving that way. However, we (and everyone in the class) may be able to inspire him to be better by being a role model. The Circle of Influence includes our relationships and connections. When we are in situations involving other people, understanding and expanding this circle helps us be more proactive.
- The Circle of Control consists of all the things that we can influence directly. This is where we have complete control, regardless of the events that occur within the Circle of Worry and the Circle of Influence. This circle can also be called "inner life" because it involves only ourselves. Examples: our attitude, what we read and watch, how we respond to others, and where we put our energy. Mastering this circle takes practice, especially when we are faced with many things that affect us emotionally.



Focusing on the Circle of Control has several benefits:

- Encourage a proactive mindset. Being proactive means making conscious and repeated efforts to improve yourself. Research shows that it improves performance, physical health and well-being. The Circle of Control helps individuals realize that they can create positive change by taking responsibility for themselves (their inner life).

- Improve mental health. There are many things we can do to become mentally stronger that are under our control. Some things we can decide for ourselves no matter what we're going through include practicing gratitude, exercising, getting enough sleep at night, setting personal goals, and joining a supportive community.
- Allows to be more flexible in life. Feeling disappointed about an event can mean that we have a strong attachment to a particular outcome. We always want things to happen according to our wishes, but this does not always happen. Understanding that we can only control ourselves allows us to be more open to different outcomes. In other words, we continue to do our best while being more accepting of things that cannot be changed.

Focusing on the things we can control is part of being a proactive person. We realize that we cannot control everything that happens to us, but we can control what we do about it. Proactive and reactive attitudes can be identified from the language we use.

Reactive Language	Proactive Language
I will try	I will do it
This is how I am	I can do better
There's nothing I can do	Let's take a look at the available options
I have to do it	I chose to do it
I can't	I'll find a way
You ruined my day	I won't let your bad mood affect me.

Learning : Activities

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	The instructor leads a game to train concentration (stick your finger to the part of the body mentioned but the finger sticks to a part of the body that is different from the one mentioned: https://www.youtube.com/shorts/MrOSIGfUwc
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglectation.

4	Delivery of learning objectives	Interactive lecture 5'	The instructor informs the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
You			
1	Opening of stress material	Watch videos 5'	Students watch a video related to stress: https://www.youtube.com/watch?v=YJ57XkTu7SY The instructor provides a brief explanation regarding the learning video and bridges the next activity in the form of studying articles related to stress The instructor divides students into small groups (if possible, 1 group only consists of 3 people)
2	Study articles related to stress	Group assignment 20'	The instructor stated that the aim of the following activity is for students to be able to learn independently from the articles that will be shared and to be able to form basic knowledge based on the results of group discussions The instructor distributes group assignments, each group will get a different article to work on in the student workbook
3	Presentation of group discussion results	Presentation 20'	Several groups were given time to present the results of their group discussions in front of the class Instructors and other students can provide positive feedback
4	Presentation of material regarding the concept of stress	Interactive lecture 20'	The instructor explains the theory using PPT regarding the following material: - Overcoming emotional problems - The main categories of coping mechanisms - Definition and benefits of stress - Types of stress - Source of stress - Symptoms of stress - How to manage stress The instructor opens a question and answer room
	Rest	15'	
5	Building a class atmosphere	Icebreaker 10'	The instructor leads the following logical guesswork: https://www.youtube.com/watch?v=usJBvldZ1e4
6	Presentation of material	Interactive lecture	The instructor uses PPT to explain the material: - Flexibility and stress management

		15'	The instructor gives opportunity for questions and answers if there is still something that the students do not understand
7	Deepening the concept of three circles of control	Individual games / tasks 25'	Activities if there are only a few students: 1. The instructor instructs students to play the game 'Determining the Concept of Circle of Control' 2. The instructor prepares the play area 3. The instructor makes a circle on the floor according to the concept of three control circles which is made as large as possible so that students can mobilize through these three areas 4. The instructor reads examples of attitudes listed in the attachment, then students determine whether these attitudes fall into the circle of worry / circle of influence / circle of control 5. After students have made their choice, they are asked to stand in the area of their choice 6. Once students have stood in the area, one representative student can be asked to explain why he or she chose that circle Activities if the number of students is large: The instructor can ask questions one by one and ask students to answer questions (question and answer in class) related to determining which attitudes belong to which circle of control or the instructor can distribute worksheets contained in the student workbook that need to be done and then discuss the students' answers.
Closing			
1	Strengthening students' knowledge	Interactive lecture 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process,

			results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Weekly Missions	Instructions 5'	Explanation of the title and description of the mission provided
4	Closing prayer	5'	Led by the class leader

Assessment : Write a weekly journal

Mission Title: Managing Stress in My Life

Mission Description:

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

Attachment

Group Assignment Activities Related to Study Articles Recognizing Stress

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 so that the situation does not get 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 observe are:

- Acting unusually.
- Experiencing a change in value.
- Withdrawing from friends and activities you like.
- Refusing to participate in previously frowned upon activities.
- Complaining of physical symptoms such as stomach ache or headache.
- 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:

1. 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 cyber bullying 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.

2. 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.

3. 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 behaviour carried out by parents actually restrains the child. Instead of feeling comfortable, children actually feel disturbed and stressed.

4. 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-diwaspadai?srsId=AfmBOor3CCWcDVm9H6zh6JS56ctV9Akh_R5qSM4exGfzlk7qdRskPU_r

Read the article above carefully and answer the following questions!

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!

.....

.....

.....

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 youth

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, behaviour, 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 cell phones 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 counsellor. 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

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Article 3

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 on-going stress may be vulnerable to mental health disorders such as anxiety, depression, eating disorders, or dangerous behaviour. 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 behaviour including substance abuse, *self-harm*, or even suicidal thoughts.

4. Changes in behaviour, Teenagers who experience excessive stress often experience changes in behaviour, 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:

Manage time well

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 youths about 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, counsellors, 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

Game Activities / Individual Tasks 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	X		
2	Be kind to others			X
3	Classmates are always rude		X	
4	World climate change	X		
5	Lazy cousin		X	
6	The sister who likes to throw away trash		X	
7	The war that is going on right now	X		
8	Read knowledge books			X
9	Unethical politics	X		
10	Watch age-appropriate films			X
11	Celebrities often show off their wealth	X		
12	A classmate who likes to lie		X	
13	Family members die	X		
14	Discipline and personal responsibility			X
15	Undisciplined older brother		X	
16	A classmate who likes to waste free time		X	
17	Positive thinking			X
18	Exercise regularly			X
19	There are many unemployed people in this world	X		

20	Natural wealth continues to be exploited for the benefit of a few people	X		
21	The past	X		
22	My health			X
23	National and world history	X		
24	Niece who is lazy about reading		X	
25	Little sister who is less independent		X	

15 LESSON PLAN

Life Skills Program for Youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

WHAT IS SUPPORT SYSTEM? AND FORM OF SUPPORT
SYSTEM

Lesson plan

Life Skills Program for Youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: <i>My Support System</i>
Sub Topic	: ● What is <i>support system</i>? ● Form of <i>support system</i>
Time	: 3 hours (15 minutes break)
Basic competencies	: ● Self-management ● Adaptability and flexibility
Learning objectives	: Students able to: ● Practice how to provide forms of support according to today's material ● Have an active attitude involved in learning
Indicator	: Students able to: ● Recognize and mention at least 1 difference <i>support system</i> and not in class ● Role play on at least 2 forms <i>support system</i> which can be given according to the given theme
Learning methods	: Interactive lectures, practices, group discussions, <i>sharing</i>
Instructional Media	: PPT, photocopy of dotted drawing sheet, photocopy of related group discussion sheet <i>support system</i> , photocopy of role play instruction sheet, photocopy of identification sheet <i>support system</i> owned, photocopy of personal reflection & evaluation sheet
Learning Materials	: Material What is it <i>Support System</i> and Shape <i>Support System</i> , dotted drawing material, related material <i>support system</i> , role-playing instruction materials, identification materials <i>support system</i> owned, personal reflection & evaluation material
Learning Materials	: Laptops, projectors, <i>speaker</i> , pointer stick, A4 paper, stationery, notebook, student workbook
Learning Resources	: Youth Life Skills Module
Learning materials	:

❖ What's that *Support System*?

Support system is the closest people in our lives who are ready to provide support and assistance in various life situations, including in the context of career, mental health and daily life. They are

individuals who can be completely trusted and are ready to listen to our concerns and provide emotional, practical or informational support.

This emotional support can be in the form of empathy given when we feel sad, comfort when we feel angry, listening to complaints without judging our stories and so on. *Support system* this usually consists of family, partners, friends, or people who share similar values and support each other.

Why having *support system* is important?

1. **Reduce stress:** by having *support system* strong, you can manage stress and reduce its negative impact on your mental health. Having someone to talk to and share problems with, so you feel more connected and supported.
2. **Increase self-esteem:** *support system* a good one can help improve your self-esteem and self-confidence. When there are people who care about you and believe in you, you tend to feel more positive about yourself and your abilities.
3. **Increases sense of belonging:** *support system* strong ones help you feel more connected to others and increase your sense of belonging. This is especially important if you feel isolated or lonely.
4. **Better stress handling skills:** By having *support system*, you can develop better skills and strategies for dealing with difficult situations. By having people provide advice and support, you feel better prepared to face challenges.
5. **Improved mental well-being:** Research has proven that having a social support network can have a positive impact on overall mental well-being. It helps reduce symptoms of depression and anxiety, and improves overall mental condition.

❖ **Form Support System**

Support system can come from anyone and in any form. *Love, caring, service, encouragement* is one form of support that can be provided. These four things have an important role in building healthy relationships, supporting mental and emotional well-being, and creating a positive and supportive environment for individuals and groups.

- a) **Love :** is a deep, positive feeling towards a person or thing. Love involves concern, empathy, and concern for the happiness and well-being of others. Love can appear in various forms, from romantic relationships to family bonds and friendships. Love can have an important role in the support system in various ways, such as providing emotional support, trust and acceptance, encouragement and motivation, and providing a sense of security and comfort. The presence of love within *support system* involves providing sympathy, concern, love, and understanding. This creates a safe environment for individuals to express emotions and feel validated. Love from others can also provide encouragement and motivation to overcome challenges and develop personal growth. This can encourage individuals to believe in themselves and their potential. Apart from that, love can also create a feeling that there are people who care and can help individuals recover from difficult situations, so that it can have a positive impact on mental health. Improved mental well-being can reduce feelings of loneliness, increase happiness, and contribute to overall well-being.
- b) **Caring:** This is related to a sense of care and concern for the physical, emotional and psychological needs of others. When we care for someone, we seek to provide them with

support, comfort, and protection. Mindfulness is often reflected in actions and behaviours that demonstrate concern and concern for others. Deep concern *support system* it often also extends to providing practical assistance to individuals in need. This may include helping with daily tasks, providing resources or information, or providing assistance in difficult situations. Deep concern *support system* includes cultivating caring and positive relationships with others and building trust and a sense of security. This creates an environment where individuals feel comfortable to speak openly, share their vulnerabilities, and seek guidance without fear of judgment or rejection by showing genuine interest in their well-being, providing encouragement, and being there when they need someone to lean on.

- c) **Service:** It involves actions taken to help and serve others. Services can cover a variety of things, from providing physical assistance, providing information, to providing emotional support. Services are usually directed to address needs and help improve the quality of life of others.
- d) **Encouragement:** It is the act of providing support, encouragement, and motivation to others to face challenges or achieve their goals. Providing encouragement can involve positive words, recognition of someone's efforts, or even physical support. Encouragement can have a huge positive impact on a person's self-confidence and emotional well-being.

Learning :
Activities

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Ice breaker 5'	The instructor leads the following logical guessing game and students are asked to focus. An example of the game is at the following link: https://www.youtube.com/watch?v=b-IPJ8FQPO4
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglect.

4	Delivery of purpose learning	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Explanation of material	Interactive lecture 15'	The instructor explains the material using PPT: * Definition <i>support system</i> * Importance <i>support system</i> The instructor opens a question and answer session
2	Connect the dots to form a meaningful image on the prepared worksheet	Practice 20'	The instructor explains that the purpose of this activity was to see the function and importance of <i>support system</i> through the following training activities: 1. All students are asked to connect the dots on the student worksheet to form a meaningful picture 2. Students are asked to pair up and decide for themselves who will be their partner 3. One of the students is asked to close their eyes and draw the same picture on the second worksheet 4. The pair of students will help the student who is drawing while closing their eyes with instructions that will make it easier for the first student to complete the drawing 5. All students are asked to be honest with themselves, by not opening their eyes while working, and the second student does not do anything other than giving directed instructions (give a duration of time for students to do it) 6. The instructor supervises all students doing the following assignments according to the instructor's directions 7. The instructor instructs students to change roles, students who draw and students who give instructions 8. The instructor continues to supervise all students and ensures the class runs well
3	Fill out the worksheet	Group discussion 20'	The instructor directs students to work on group discussion sheets related to the practical activities carried out above

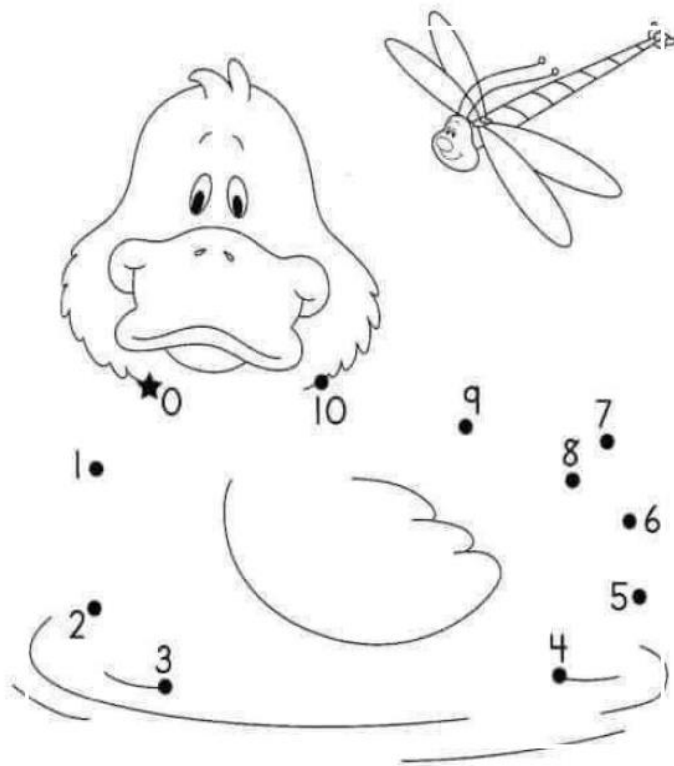
			Things to discuss: 1. In pair activities, which is easier, doing it alone or assisted by instructions from a friend? Explain why this could happen! 2. Do you think the role of the friend who gives instructions is greater than the person who draws? Explain why this happens! 3. Do you think the role of 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! Write the results of the group discussion in the student workbook
4	Share the results of group discussions	Sharing 10'	Several groups are asked to share the results of their group discussions in front of the class The instructor and other students can provide constructive positive feedback or add different things that the group finds
	Break	15'	
5	Building a class atmosphere	Ice breaker 5'	The instructor leads this activity and provides clear instructions, students are asked to follow. Examples of activities are at the following link: https://www.youtube.com/watch?v=ATldXOhixKs&t=21s
6	Explanation of material	Interacactive lecture 10'	The instructor explains the material via PPT: * Shape <i>support system</i>: 1. Love (<i>Love</i>) 2. Concern (<i>Caring</i>) 3. Service (<i>Service</i>) 4. Encouragement (<i>Encouragement</i>) The instructor opens a question and answer session

7	Role playing	Practice 20'	The instructor informs that the purpose of the following activity is to practice the forms <i>support system</i> which have been studied previously so that students better understand how these forms can be implemented in everyday life The instructor prepares instructions containing the role-playing theme on a roll of paper using the lottery drawing method or can be determined directly by the instructor: 1. Your friends gossip about you behind your back 2. You need money to help ease the treatment of your father's illness 3. Your boyfriend is cheating on you with your best friend 4. Your teacher seems to be favouritism towards you, you are always ignored in class 5. You are having difficulty following lessons in class, you have changed majors, but you are still having difficulty 6. You are shunned in school 7. You are bullied by your classmates 8. You realize that you spend too much time playing online games and have spent a lot of money buying quota 9. You realize that you watch too much social media of celebrities who always show off their wealth so that you always feel like you are in need 10. Your parents/teachers always compare you with your younger sibling who is much smarter 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 <i>support system</i> 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 <i>support system</i>, try to put yourself in the victim's position, don't patronize or feel like you know best

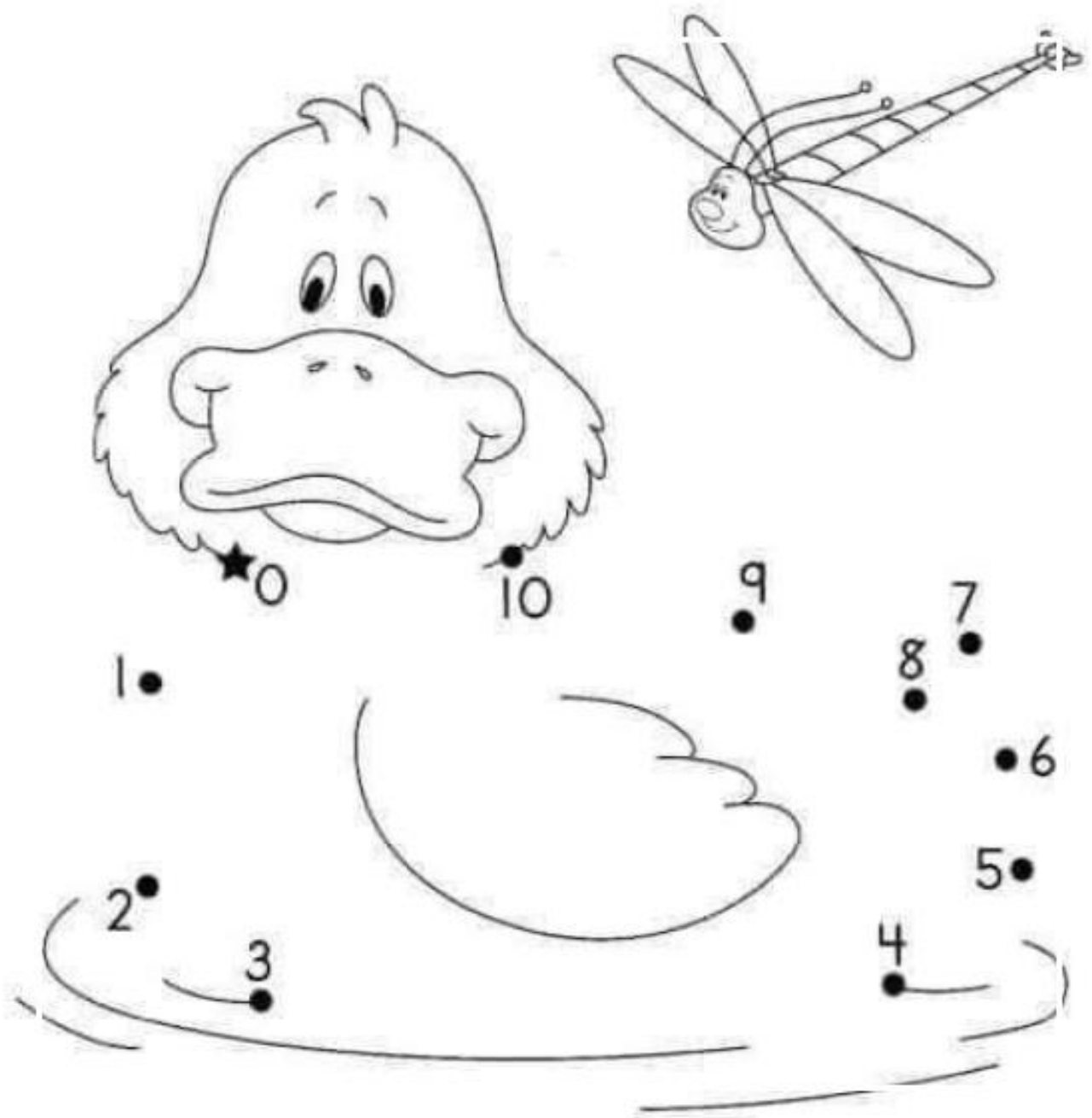
			about all conditions, apply the right theory of forms <i>support system</i> that can be implemented and provided - Each group is asked to demonstrate it in their respective places The instructor continues to supervise the entire class so that learning can run effectively and efficiently
8	Analysis of role playing activities that have been practiced by the group	Group discussion 10'	The purpose of the following activity is to ensure that students understand shapes <i>support system</i> what can be given in certain conditions experienced by his colleagues. Things to discuss: 1. What condition / misfortune is your friend experiencing? 2. What form of <i>support system</i> has your friend given you? Explain! 3. According to you, has the <i>support system</i> given appropriate? Explain! 4. Under these conditions, is there any other form of <i>support system</i> that can be given as a form of support for your friend who has experienced this misfortune? 5. Give your advice or opinion on how to deliver the best form of support system for your colleague who experienced the misfortune? Explain! 6. Write the results of your discussion in the student workbook
9	Presentation of group discussion results	Sharing 10'	Student representatives are asked to read the results of group discussions related to group discussions that have been held previously and pay attention to whether students understand the forms of support systems that can be used according to the conditions they are experiencing and how to implement these forms of support systems so that they can be delivered well. Instructors and other students can provide positive feedback
Closing			
1	Strengthening students' knowledge	Interactive lecture 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that

			has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing prayer	5'	Led by the class leader

Activity Sheet: Connecting the Dots to Make a Meaningful Image



Activity Sheet: Connecting the Dots to Make a Meaningful Picture with the Help of Instructions from Friends



Group Discussion Sheet Regarding the Drawing Practices Above

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

1. In pair activities, which one 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 is it so!
5. Write the results of the group discussion in the student workbook

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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*, try to put yourself in the victim's position, don't patronize or feel 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

Group Discussion Sheet Regarding Role Playing Practices

The purpose of the following activity is to ensure that students understand shapes *support system* what can be given in certain conditions experienced by his colleagues.

Things to discuss:

1. What condition / misfortune is your friend experiencing?
2. What form of *support system* has your friend given you? Explain!
3. According to you, has the *support system* given appropriate? Explain!
4. Under these conditions, is there any other form of *support system* that can be given as a form of support for your friend who has experienced this misfortune?
5. Give your advice or opinion on how to deliver the best form of support system for your colleague who experienced the misfortune? Explain!

Write the results of your discussion in the student

workbook.....

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16 LESSON PLAN

Life Skills Program for Youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

BUILDING A STRONG SUPPORT SYSTEM

Lesson plan

Life Skills Program for Youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: My Support System
Sub Topic	: ● Building a strong support system ● Become a good and strong support system
Time	: 3 hours (15 minutes break)
Pre-Condition	: Participants must receive the material What is a Support System?; Form a Support System
Basic competencies	: ● Self-management ● Adaptability and flexibility
Learning objectives	: Students able to: ● Understand the relationship between being a good and strong support system ● Practice being a good support system ● Have an attitude of mutual respect
Indicator	: Students able to: ● Identify at least 1 support system owned and the role it has been assigned ● Write at least 1 way to maintain the existing support system ● Write 1 letter of support to 1 person closest to you in the form of an expression of empathy, motivation or appreciation
Learning methods	: Interactive lectures, individual identification tasks <i>support system</i> owned, the individual's task is to write a letter of support, <i>sharing</i>
Instructional Media	: PPT, photocopy of identification task sheet <i>support system</i> owned, photocopy of instruction sheet for writing support letters, photocopy of weekly mission sheet, photocopy of personal reflection & evaluation sheet
Learning Materials	: Building materials <i>support system</i> which is strong and becomes <i>support system</i> good and strong, identification material <i>support system</i> owned, support letter instruction material, weekly mission material, personal reflection & evaluation material
Learning Materials	: Laptop, projector, speakers, stationery, student notebooks, student workbooks
Learning Resources	: Youth Life Skills Module

Learning :
materials

❖ BUILDING A STRONG SUPPORT SYSTEM

1. Determine who can be your *support system*

Anyone can become your *support system*. Parents, friends, teachers at school and even neighbours. Activities outside the home such as play groups, religious groups, youth organizations, and so on can be part of your *support system*

2. Who to avoid being part of your *support system*?

Although anyone can be *support system*-mu, there are several criteria for people you should not be part of *support system*. What are these criteria?

- Those who have lied to you
- Those who just want to know about your problems and exaggerate them
- Those who are involved in the use of illegal drugs and alcohol or those who are involved in breaking the law
- Those who provide negative comments

3. Once determined, what can you do?

Once you determine who can be your *support system*. The next step is to learn to rely on them when problems occur. This is not easy but is a first step that requires patience. There is also a need for openness and mutual trust between you and your *support system*.

4. How to defend *support system* which has been there?

Reciprocal relationships are one way to maintain *support system*. When you expect them to be there when you feel sad, then be there when they feel sad and need support. Set aside time for them.

❖ BE ONE SUPPORT SYSTEM GOOD AND STRONG

To be one *support system* good and strong, here are some tips you can follow:

1. **Listen with empathy:** Be a good listener and empathetic to the people you support. Give them your full attention when they are talking and don't interrupt. Show interest and understanding in their feelings and experiences.
2. **Provide verbal and non-verbal support:** Say positive words, encouragement and praise to them. In addition, show support through body language, such as smiling, eye contact, and an open attitude.
3. **Validate their feelings and experiences:** Don't ignore or trivialize the feelings and experiences of the person you are supporting. Validate their feelings by acknowledging and appreciating what they are feeling.
4. **Maintain confidentiality:** Become good *support system* means maintaining the confidentiality of the people you support. Do not disclose their personal or confidential information to others without permission.

5. **Provide encouragement and motivation:** Help them see the positive side in difficult situations and provide encouragement to keep going. Provide motivation and inspiration so they feel supported and motivated to achieve their goals.
6. **Stay present and consistent:** Be a person who is reliable and consistent in providing support. Don't just be there when they need you, but also when they feel okay. Maintain open and honest communication with the people you support. Listen carefully and express your opinion in a kind and constructive way.
7. **Provide room for growth and development:** Support them to reach their best potential and develop personally. Provide encouragement to take risks and try new things.
8. **Keep the balance:** Strike a balance between providing support and maintaining your own health and happiness. Don't get so involved that you sacrifice yourself.

By following the tips above, you can become one *support system* good and strong for others. Remember that each individual has different needs and ways of receiving support, so it is important to always adapt and understand their needs.

Learning :
Activities

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	Games Raise hands: Raising hands 1 2 3 4 Clap 1 2 3 4 Move forward 1 2 3 4 Shake hands 1 2 3 4 Swipe left 1 2 3 4 Swipe right 1 2 3 4 Go back 1 2 3 4 Two/three/four (mention the number the instructor wants)
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglection.

4	Delivery of learning objectives	Interactive lecture 5'	The instructor informs the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Identify your support network	Individual assignments 30'	The instructor states that the aim of the following activity is that students will identify/recognize <i>support system</i> 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? Students are asked to fill in the answers in the student workbook
2	Presentation of the results of identifying the support network	Sharing 20'	The instructor asks student representatives to share the support networks they have mapped in the worksheet and if students mind sharing the name of their support network, they can state their status, for example friends, family, teachers, and so on. Instructors and other students can provide positive feedback or add to the list that have not been mentioned
3	Presentation of material	Interactive lecture 15'	The instructor explains the following material using Power Point: Build <i>support system</i> strong: - Who can be <i>support system</i> in - Who to avoid being part of <i>support system</i> - What can you do? - How to defend <i>support system</i> which has been there? Instructors can connect students' opinions with the theory presented The instructor provides a question and answer session

	Break	15'	
4	Building a class atmosphere	Icebreaker 5'	The instructor leads the participants to sing and dance together in pairs: Butter and Bread https://www.youtube.com/watch?v=OL78uhdzfT0 Instructors can learn the movements via the link above and speed up the tempo with the attached song lyrics
5	Presentation of material	Interactive lecture 15'	The instructor explains the following material using Power Point: • Tips for becoming one good and strong <i>support system</i> The instructor also provides a question and answer session
6	Write a letter of support	Practice 20'	The instructor informs that 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 a 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.
7	Read the letter they received	Sharing 10'	Students can read the letters they receive after obtaining permission from the writer and recipient of the letter Only a few student representatives were willing to read Instructors and other students can provide positive feedback
Closing			
1	Strengthening students' knowledge	Interactive lecture 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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

			Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Weekly Missions	5'	Explanation of weekly mission titles and descriptions
4	Closing prayer	5'	Led by the class leader

Assessment : Writing a Weekly Mission Journal

Mission Title : Support I Can Give

Mission Description :

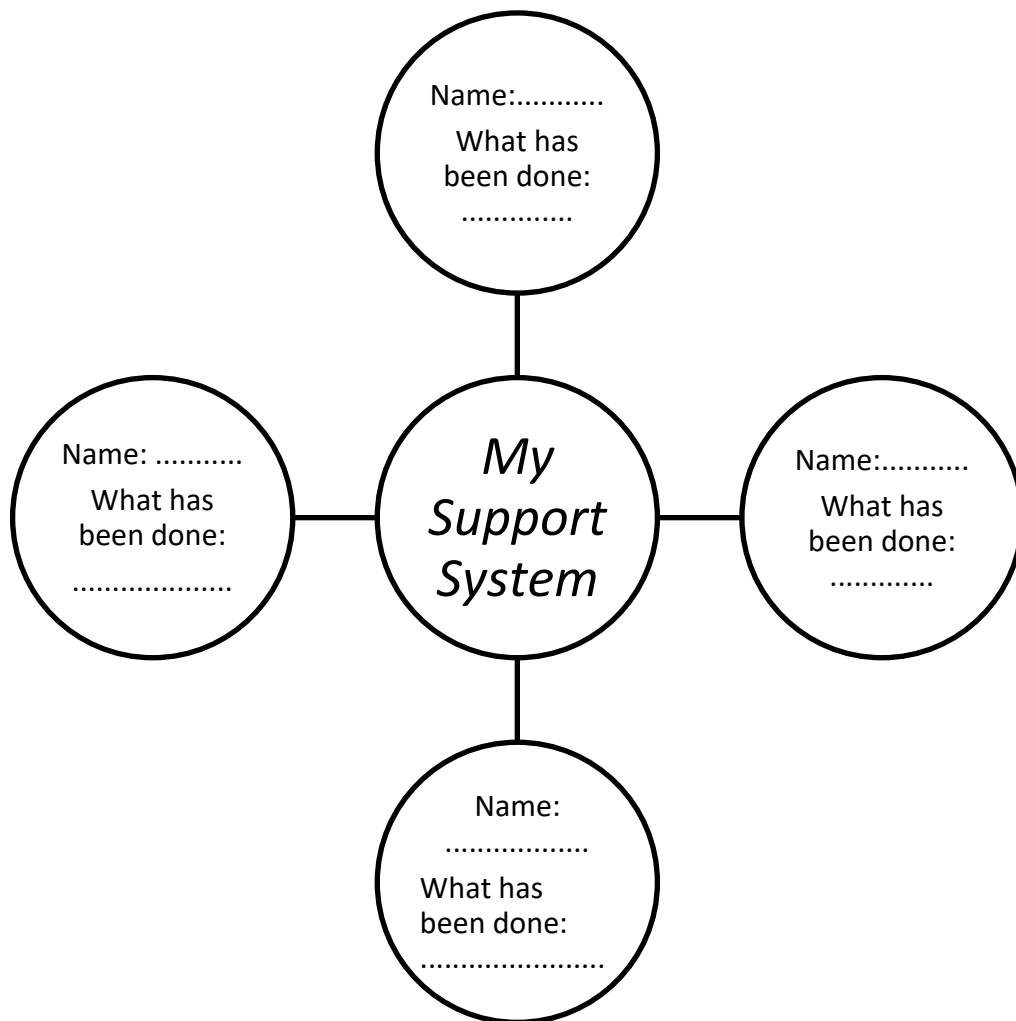
- Students are asked to tell their role in becoming *support system* good and strong for friends/dorm mates/closest people who have done so far
- Do you think the role you play as a support system for your friends has been carried out well? Is there anything missing that needs to be improved?
- What efforts do you want to make to improve your role as a good support system?

Identification Sheet *Support System* that they have

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



Song lyrics: Mentega dan Roti (*in Indonesian language*)

Kau temanku ku temanmu, kita selalu bersama
Seperti mentega dengan roti
Kau temanku, ku temanmu, kita selalu bersama
Seperti celana dengan baju
Ku akan slalu mendukungmu
Dan mendorongmu terus maju
Bila kau sedih ku akan memelukmu
Erat ... erat ...
Kau temanku ku temanmu, kita selalu bersama
Seperti mentega dengan roti
Seperti celana dengan baju

Sheet for Writing Letters of Support to the Closest People

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.

.....
.....

COMMUNICATION MODULE

17 LESSON PLAN

Life Skills Program for Youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

COMMUNICATION SKILLS

Lesson plan

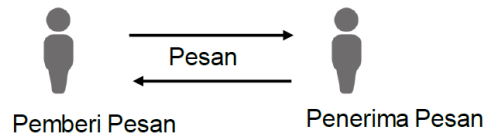
Life Skills Program for Youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Understanding Communication and Improving Communication Skills
Sub Topic	: ● Understanding Communication Skills ● Things that can improve and hinder communication skills ● The Impact of Poor Communication Skills
Time	: 3 hours (15 minutes break)
Basic competencies	: ● Communication skills ● Digital literacy
Learning objectives	: Students able to: ● Identify things related to communication ● Have an analytical attitude and be actively involved in the group
Indicator	: Students able to: ● Answer and write things related to communication ● Present the results of group assignments related to communication in front of the class
Learning methods	: Lectures, case studies, group discussions, presentations
Instructional Media	: PPT, photocopy of article sheet, photocopy of group assignment sheet, photocopy of personal reflection & evaluation sheet
Learning Materials	: Material on <i>understanding communication skills</i> , things that can improve & hinder communication skills, the impact of poor communication skills, article material, group assignment instruction material, personal reflection & evaluation material
Learning Materials	: Laptop, paper, projector, laptop, flipchart, markers, stationery, notebooks, student workbooks
Learning Resources	: Youth Life Skills Module
Learning materials	:

Understanding Communication Skills

Communication is an important part of our daily lives. Communication is a process of exchanging information from one party to another in which thoughts, opinions, information are exchanged and involves the feelings, attitudes and beliefs of the sender of the message (Axley, 1984: Webster's College Dictionary). In the process, communication involves words, body language, voice intonation and volume, topic of conversation, initial impressions and previous communication experiences between the individuals involved. When the recipient of the message understands the message conveyed by the sender, this indicates that effective communication has occurred. As a result of this effective communication, the recipient of the message can respond appropriately or in accordance with the message conveyed by the sender.



Professor Albert Mehrabian, a Professor in the field of Psychology who researches communication, said that 100% of the words we say in communication, 7% are influenced by the feelings of the person giving the message, 38% are influenced by the tone and voice of the person giving the message and 55% are influenced by body language. What can we learn from this? This indicates that in communicating, body language (facial expressions, body movements) has a big role in the process of conveying and interpreting a message by the recipient of the message.

What kind of communication should we do/maintain? What if there is a difference of opinion during communication? What if the topic of discussion is something sensitive and risks offending the other party's feelings? In situations like this, there is a concept called "Healthy Communication".

What is healthy communication? Healthy communication is communication that takes place in 2 (two) directions, is not manipulative, does not offend/put each other down. Healthy communication occurs when the parties speaking discuss sensitive issues openly, discuss differences while still respecting each other, feeling safe and listening to each other.

How to do it? There are several suggestions that can be used to start healthy communication, namely:

1. Using "I" statements.

For example: "I feel sad when you ...". This sounds better than when we say "You make me sad". Using this statement prevents us from "blaming" or "accusing" other people who try to hurt our feelings.

2. Convey sentences clearly.

The person we are talking to cannot read our minds. Convey the sentences we want to convey clearly so that there are no misunderstandings.

3. Don't dismiss feelings.

Say clearly what you feel. Say it politely so that other people still understand and the problem doesn't become big.

4. Build trust.

This is not an easy thing. Building trust takes time and openness between both parties. Keeping secrets, giving positive responses, not blaming or belittling others can be the first way to build trust.

5. Ask.

Ask the other person when you don't understand what they mean. Don't hesitate because the condition for effective communication to occur is that the recipient of the message understands the message conveyed and can provide an appropriate response. If you continue the conversation without understanding the message being conveyed, misunderstandings can occur and lead to inappropriate responses.

6. Use appropriate voice intonation.

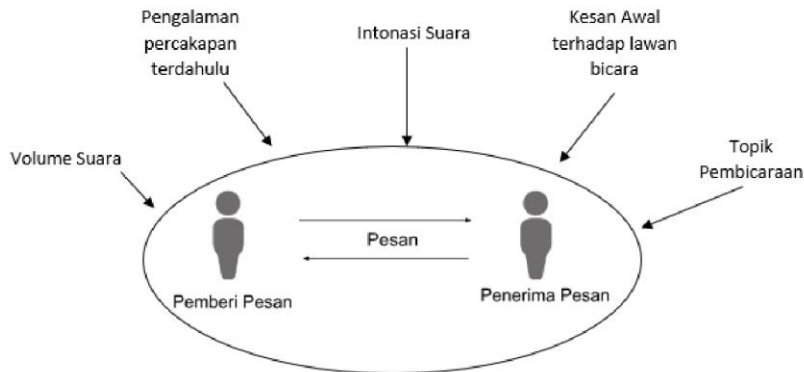
Voice intonation will influence the reception of the message conveyed. Imagine if you provide information but by shouting, of course the person you are talking to will think you are angry.

7. Don't be embarrassed to apologize.

No human being is free from mistakes. If you misunderstand the information and give the wrong response, don't hesitate to apologize so that the communication that is built continues to run healthily and effectively.

Things that can improve and hinder communication skills

In the communication process, interference is very likely to occur. What disturbances can occur?



Apart from that, other disturbances such as distance, language/cultural differences can also be a disruption in communication. In the current digital era there are still several other disturbances such as telephone signals, internet signals, written language in text messages. This makes us need to pay attention to choosing the right and appropriate method, words for each message, taking into account the personality of the recipient (age, gender, and educational and cultural background), as well as the possibility of other physical and mental disorders.

What can hinder our ability to communicate?

1. Differences in point of view

Differences in points of view are something that cannot be avoided when we communicate with other people. For example, in discussing the distribution of tasks in groups, there are children who show rejection of the task by saying "I can't do that, I'll just do the writing!".

2. Defensive / Doesn't want to lose / stubborn

Defensiveness occurs when someone is involved in communication; he feels that his opinion is correct when criticized by others. In this condition he feels he is being attacked so he is less likely to listen or process the information. They will tend to think more about deflecting criticism and involve emotions in conveying their opinions.

3. Already have a conclusion before the other person has finished

When we listen to the person we are talking to, information processing will occur so that we can draw conclusions about the information being conveyed. However, drawing this conclusion will become an obstacle to communication when we do not listen to the information conveyed to the end.

4. Language

The use of incorrect language in communication can be a barrier to information being conveyed. For example, the use of the words intensive (seriously, continuously) and intense (great, very strong) can be confused and give different meanings. Discuss with your partner the following sentences. Which sentence is correct?:

- He intensely held discussions with his group friends
- He intensively conducted discussions with group friends (correct answer)

How do we improve communication skills?

1. Pay attention to who the person you are talking to is.

The person we are talking to could be younger, the same age or older than us. Adjusting the tone of speech, the language used and even the names can affect our communication abilities. For example, using the word "you" is more appropriate when talking to peers compared to parents.

2. Try to put yourself in the other person's position

Before conveying information, consider first whether there are inappropriate words spoken and how the recipient of the message will react when they hear this. In this condition, sensitivity is required from the sender of the message regarding the feelings of the recipient of the message so that misunderstandings do not occur. Discuss with your partner the following sentences. In each sentence, what feelings might the recipient of the message feel?

- Hey, your shoes are beautiful, where did you get them?
- Wow, your shoes are very nice, where did you buy them?

The two sentences above both aim to praise the other person's shoes. However, in the first sentence, the use of the words "ugh" and "where did you get it from" can seem negative and impolite. Even though the first sentence could be because you want to joke with a friend, these words can offend the person you are talking to.

3. Emphasize the information you want to convey and reduce demeaning comments about your abilities

When communicating, whether when conveying a message or responding to a message, we can unintentionally lower our abilities. For example, in the sentence "I don't know, because I'm not as smart as you in details. But in my opinion, the writing of this report is not in accordance with what was given by the teacher."

Highlight the use of the words "I'm not as good at details as you are". This sentence seems to compare the abilities of yourself and your friends. Even though this sentence does not provide any meaning in the conversation. The use of words like these examples can convey a lack of confidence in one's abilities and can be considered trivial by others.

4. Convey the facts, no need to exaggerate the situation

Exaggeration is a dramatic gesture aimed at attracting the attention of the person you are talking to. For example: "Just wish I hadn't submitted an idea for a school arts performance event. We will definitely continue our discussion tomorrow." This sentence shows an exaggeration of the situation. The messenger gave the impression of being the only person who could solve problems in art performance discussions. This attitude can give the impression of being arrogant and make us less trustworthy and considered dishonest. This sentence can be changed to: "My ideas in art performance discussions can help the team to determine the right theme."

The Impact of Poor Communication Skills

What is meant by poor communication?

Bad communication can be interpreted as communication that is ineffective and inefficient in conveying messages. Why does this happen?

1. Lack of communication skills

this can be caused by individuals not knowing how to convey messages clearly, listen well, or manage conflict effectively

2. Differences in perception and interpretation

Differences in perception and interpretation between individuals can lead to misunderstandings and poor communication. When the message conveyed is not understood correctly or is interpreted differently, conflict or disagreement can arise

3. Lack of empathy and understanding

A lack of empathy and understanding towards others can hinder good communication. When individuals are unable to understand and appreciate the perspectives and feelings of others, communication can be ineffective and cause tension

4. Lack of time and attention

Lack of time and attention given to communication can lead to poor communication. When individuals rush or do not give full attention to the conversation, messages can be missed or not properly understood

5. **Lack of emotional management**

Lack of good emotional management can affect communication. Uncontrolled emotions, such as anger or anxiety, can interfere with an individual's ability to communicate effectively and lead to conflict.

What are the impacts of poor communication?

1. **Demeaning the person you are talking to**

Sometimes we accidentally intend to help other people but it turns out that the words we say actually demean other people. For example, when distributing group assignments we accidentally say "I'll do this part, you can do this easy part" or "I've made the steps for making a report according to what the teacher asked for, you should understand what I've made". Discuss with a partner what effect this sentence has on the person you are talking to? The person you are talking to can feel offended, the atmosphere becomes awkward, they are considered arrogant, and there can be "sarcastic sarcasm" in subsequent communication.

2. **Be humble to the person you are talking to**

If we discussed earlier about "condescending" the person we are talking to, there is also an impact when we "condescend" to the person we are talking to. For example, you whisper with a friend next to you compared to conveying your opinion or question clearly to the teacher. Another example is saying a sentence like "I'm not as smart as you in math problems, can you explain more?". Whispering or saying the phrase "I'm not as smart as you" may be aimed at not appearing arrogant, but be careful because this can indicate that you are not or lack confidence in your abilities.

3. **Exaggerating the situation that occurred**

Sometimes we want to get attention for the conversation we are having. For example, "If only I had taken part in the competition, I would have won." This attitude needs to be paid attention to because it can give the impression of dishonesty or make us less trustworthy to the person we are talking to.

4. **Aggressive personality**

This can happen because teenagers feel they are not understood or listened to by their parents, so they seek validation from peers or an unfavorable environment.

5. **Selfish**

Low ability to manage emotions and an attitude that does not want to accept other people's points of view can give rise to a selfish attitude in communicating. When individuals are unable to understand and appreciate the perspectives and feelings of others, communication can be ineffective and cause tension

6. **Passive aggressive**

Difficulty expressing dissatisfaction, worry or other emotions can make individuals do it in an indirect way, resulting in behavior that avoids confrontation or conveys messages ambiguously.

7. **Not confident**

Poor communication can affect a teenager's self-confidence. When teenagers feel they are not heard or understood, they may tend to become passive and not dare to express their opinions.

8. **Passive**

Passive behavior shown by teenagers with poor communication skills can be in the form of an inability to express themselves (so they will have difficulty interacting socially and hinder the development of healthy relationships), avoiding conflict, and not taking the initiative so they have difficulty achieving success in various aspects of life.

9. **Mocking**

Not knowing how to convey messages clearly, listen well, manage conflict effectively, and lack of emotional management can cause them to interpret other people's information or points of view incorrectly. This can cause feedback in the form of ridicule towards the person you are talking to.

10. **Likes to criticize**

Inability to convey opinions or problems in a constructive way (positive and constructive opinions), so that you are more inclined to criticize other people. In addition, the inability to see situations from other people's perspectives tends to cause teenagers to often criticize without considering other people's feelings or experiences.

**Learning :
Activities**

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	Instructor leads a game of 'PingPong Ball' Resources that can be studied: https://www.youtube.com/watch?v=sQUI04CIZ0M
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglect.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor informs the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Presentation of material	Interactive lecture 15'	The instructor explains the following material using Power Point: ● Definition of communication ● Healthy communication The instructor also provides a question and answer session
2	Group division	Counting 5'	Students count, divide the group into 3 groups Students gather with their respective groups in the place determined by the instructor

2	Case studies from communication related articles	Group assignment 45'	The instructor informs that the next activity was to study articles related to the various ways people communicate, which can have good or bad impacts Group assignments are distributed using a social gathering system Students will analyze the story contained in the article and discuss the following: Articles with healthy communication: 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 good or bad communication? Explain! 4. Based on the analysis results you obtained, what is meant by good communication? Explain! 5. Based on the analysis results you obtained, what steps need to be taken to start good communication? Explain! 6. Based on the examples given by the characters, what things can improve good communication? Explain! Articles with poor communication: 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 good 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! -Write the results of the discussion on the flipchart
	Rest	15'	
3	Building a class atmosphere	Ice breaker 5'	Students are invited to do the 'Step In' movement Sources that can be studied: https://www.youtube.com/watch?v=G6WpNPTVSCg
4	Presentation of group discussion results	Presentation 30'	Several representative groups from positive articles and negative articles were asked to present the results of the discussion Groups are asked to tell first about the case from the article they obtained so that the class can understand the context being discussed

			The instructor can give other groups who did not have their turn to present the opportunity to add what is still missing from the presentation results instructors and other colleagues are welcome to provide feedback
5	Presentation of material	Interactive lecture 20'	The instructor explains the following material using PPT: 1. Healthy communication 2. Steps to starting healthy communication 3. Things that can improve communication 4. Bad communication 5. Things that can hinder communication 6. The impact of bad communication Because students have previously conducted discussions regarding the material above, they use the students' findings in class discussions and the instructor only needs to clarify and add deficiencies. The instructor starts a question and answer session
Closing			
1	Strengthening students' knowledge	Interactive lecture 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs that the aim of this activity to help students explore deeper 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing prayer	5'	Led by the class leader

Attachment

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 @pn717h, 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-tengah-jalan-akhirnya-minta-maaf-diduga-karyawan-pertamina>

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 thousand *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, do you spit carelessly? WAAAW 🤔🤔🤔" tweeted @ZzarPa**** on Twitter aka X.

"I don't know him, but his attitude is really zero. I already know I'm wrong, but I'm really glaring at not paying attention," added @runt****

Not long after being trolled by netizens, Una finally spoke up. He made the statement on Instagram Stories with a black background. *"For my a lot of Indonesian people, I am not asking for any*

defense at all. 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 was carried away by emotions because I was doused with rice first and wasn't reprimanded properly,"* 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-orang-saat-hadiri-konser-bruno-mars-di-singapura-minta-maaf-usai-dirujuk?page=2>

Excited, Batam DPRD members are noisy with residents



Batam - Viral member of the Batam City DPRD from the PDIP faction, Udin P Sihalo, 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 Sihalo 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 the debate still continues.

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-ribut-dengan-warga>

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

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).

"In development, 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 strategies to save the pilot from New Zealand.

"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 taken," 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-semakin-kuat-bebaskan-pilot-susi-air>

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 Headpiece')

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 casual 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 almost despair, after the tahajud Nugroho got the idea to approach Willem Onde through his closest family whom he respected. As a result of gossiping with the team, the name Mama Norbeta was obtained. She is considered an aunt who works as an ASN on a daily basis.

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 Major General TNI 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-sandera-di-papua-tanpa-letusan-senjata>

Group Discussion Sheet Related to Article

Assignment: students will analyze the story contained in the article obtained and discuss the following things:

Articles 4 & 5:

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 good or bad? Explain!
4. Based on the analysis results you obtained, what is meant by good communication? Explain!
5. Based on the analysis results you obtained, what steps need to be taken to start good communication? Explain!
6. Based on the examples given by the characters, what things can improve good communication? Explain!

Articles 1 – 3:

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 good or bad? 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!

-Write the results of the discussion on the flipchart

18 LESSON PLAN

Life Skills Program for Youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

DIGITAL LITERACY

Lesson plan

Life Skills Program for Youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Understanding Communication and Improving Communication Skills
Sub Topic	: Digital Literacy (Me and Social Media); Growing in the Digital Era (Module: Independence, Topic: Becoming a Person Who Involved in the Living Environment)
Time	: 3 hours (15 minutes break)
Pre-Condition	: Have received material regarding the Definition of Communication Skills, Things That Can Improve and Inhibit Communication Skills and the Impact of Insufficient Communication Skills
Basic competencies	: • Communication skills • Digital literacy
Learning objectives	: Students able to: • Build knowledge concepts related to digital literacy • Have a commitment to practice stopping hoaxes or hate speech • Have an analytical attitude
Indicator	: Students able to: • Write about things related to digital literacy • Write down at least 1 commitment to stop hoaxes or hate speech on social media written in a weekly journal
Learning methods	: Interactive lectures, watching short films related to digital literacy, group discussions, presentations
Instructional Media	: PPT, learning video, photocopy of group assignment sheet related to short film analysis, photocopy of group discussion sheet related to identifying fake news and true news, photocopy of weekly mission sheet, photocopy of personal reflection & evaluation sheet
Learning Materials	: Material on digital literacy and growing in the digital era, short film material on digital footprints, short film material wise about social media, short film material on protecting your personal data, group discussion material related to digital literacy, group discussion material related to fake and true news articles, weekly mission material, personal reflection & evaluation material
Learning Materials	: Laptop, paper, projector, flipchart, markers, speakers, stationery, notebooks, student workbooks
Learning Resources	: Youth Life Skills Module

Learning : materials

- ◆ **What is digital literacy?** Digital literacy is not limited to using digital devices, but is a skill in using information technology including being able to process and utilize digital information.
- ◆ **Why digital literacy is important?** Lately, we often hear the word "Hoax" which refers to information that has spread but is not necessarily true. In this case digital literacy plays a role, there is the importance of screening beforehand *sharing* what must be done to avoid causing misunderstandings by other parties. By increasing digital literacy, individuals can access information wisely, avoid the threat of cybercrime, and improve their quality of life.
- ◆ **4 pillars of reference for behaviour using technology.** Teenagers who are digitally literate understand how to select information in the form of facts and still display ethics and politeness in digital communication. In digital literacy there are 4 pillars that serve as a reference and need to be applied in everyday life, namely:

- ✓ *Digital Skill.*

Namely understanding information system hardware and software as well as digital operating systems. At this point we are required to know about information search engines like Google, how to use them and sort data. Apart from that, we also need to understand social media applications such as Instagram, WhatsApp, Line, and understand digital wallet applications. The understanding required is a basic understanding that contains knowledge of the function of each of these things. For example, understanding that through social media we can share information with anyone and get information from anyone and how to use it. However, in this case it is necessary for us to select and sort data that is appropriate to share or obtain.

- ✓ *Digital Culture*

Namely being able to build national insight in interacting in the digital space. This pillar reminds us to uphold *Pancasila* and *Bhinneka Tunggal Ika* in our activities using social media. One of them is understanding and respecting other individual rights, such as not sharing personal information or insulting other people on social media.

- ✓ *Digital Ethics.*

Namely adapting, thinking rationally and prioritizing netiquette. Netiquette means internet etiquette where we must be able to understand the ethics of using technology. Negative content, hoaxes, hate speech, bullying and pornography must be understood and avoided being distributed or read.

- ✓ *Digital Safety.*

Namely increasing awareness of the protection and security of personal data. At this point, it is emphasized to understand the protection features of technology to protect personal data (such as identity), understand fraud in the digital world, understand track records and (downloading and uploading) and understand fraud that can occur online.

Once we understand that there are rules for using technology, we also need to understand the digital rights and responsibilities that we must carry out:

◆ **Digital Rights**

Digital rights are a form of universal human rights that are concrete and guaranteed by international law and the constitutions of countries in the world. Digital human rights are understood as a set of people's rights to access, use, create, and disseminate digital work as well as to access and use computers and other electronic devices, including communication networks, especially the internet.

◆ **Digital Responsibility**

Digital Responsibility is a person's awareness of carrying out activities in the digital world and being willing to bear the risks resulting from his actions. Several things you need to pay attention to when carrying out digital responsibility:

- ✧ Social Media Ethics: When communicating on the internet, use polite and appropriate language and avoid using inappropriate words or phrases
- ✧ Use Social Media Wisely: Use social media wisely and avoid spreading unverified information to the public
- ✧ Harmony in the Digital Space: Avoid committing violence in the digital world and do not provoke others to carry out detrimental actions
- ✧ Increase the Sense of Responsibility: In addition to the skills in browsing the internet, users are also required to be responsible when using it
- ✧ Digital Literacy: Improve digital literacy by learning the basic principles of digital literacy, such as the ability to find, do, evaluate, use, create and utilize it wisely, intelligently, carefully and appropriately according to its use
- ✧ Use the internet wisely, safeguard the rights and reputation of others, and communicate and behave politely when using social media
- ✧ Think twice before posting

As citizens of the Republic of Indonesia, we are no strangers to hearing about the *ITE Law* (*the Electronic Information and Transaction Law*). What is meant by the *ITE Law*? *The Electronic Information and Transaction Law (ITE Law)* is a law that regulates the use of information technology and electronic transactions in Indonesia. The purpose of the ITE Law is to protect the public in the use of information technology and electronic transactions, as well as regulate procedures for the use and protection of electronic data. The ITE Law regulates various aspects related to the digital world, such as security and protection of electronic data, criminal acts in cyberspace, copyright, and regulation of electronic transactions. It is important to include using social media wisely, avoiding spreading unverified information, and maintaining social media ethics.

What is meant by social media or internet ethics? Internet etiquette is the procedures or rules of behaviour that must be observed when interacting in cyberspace.

Ethics on the internet. There are 10 internet ethics that we must pay attention to, namely:

1. Remember Humans: When interacting in cyberspace, remember that behind the screen there are real humans, not just virtual characters on the screen

2. Use Behavioural Standards: Apply real-life behavioural standards in cyberspace, such as politeness and communication etiquette
3. Can Place Yourself: Understand the environment in cyberspace and know where you are when interacting on the internet. This way of communicating may be accepted in one place but not in another.
4. Respect Time: Respect other people's time and do not bother them with unimportant messages or calls
5. Don't Spam: Avoid sending unimportant messages or spam to other people
6. Share Knowledge: Share knowledge and useful information with others
7. Use Polite Language: Use polite and appropriate language when communicating in cyberspace
8. Pay Attention to Privacy: Do not give out other people's personal or confidential information without permission.
9. Avoid favouritism: Don't choose love or differentiate your treatment of other people in cyberspace
10. Maintain Harmony: Maintain harmony and avoid committing violence in cyberspace

Violence in cyberspace (*cyber-bullying*) is a form of psychological violence carried out through digital media such as the internet and social media. Actions that appear such as intimidating, hurting, or disturbing someone that causes feelings of pressure, which utilize internet technology.

This form of violence in cyberspace can also take the form of insults, ridicule, harsh words, harassment, threats and insults via social media or instant messaging applications. Just like bullying in the real world, bullying in cyberspace also has an impact on the victim, including impacting the victim's mental and emotional health, such as depression, anxiety, and even suicide. The prevention of cyber-bullying can be done by increasing digital literacy and educating the public about the dangers cyber-bullying and how to avoid it.

Apart from that, we also need to understand about Online Gender Based Violence (KBGO). KBGO is an act of intimidating, hurting or harassing someone based on gender and with the aim of humiliating the victim. KBGO can take the form of insults, ridicule, harsh words, harassment, threats and insults carried out via social media or instant messaging applications. KBGO can have an impact on the victim's mental and emotional health, such as depression, anxiety, and even suicide. Preventing KBGO can be done by increasing digital literacy and educating the public about the dangers of KBGO and how to avoid them.

After understanding a number of rules for using social media or the internet, we also have to understand what kind of content we should avoid to protect ourselves in this digital era.

1. **Pornography:** Pornographic content is content that contains inappropriate sexual elements and can damage a person's morals and mental health
2. **SARA:** SARA (Ethnicity, Religion, Race and Inter-Group) content is content that contains elements of discrimination and hatred towards certain groups
3. **Hoax:** Hoax content is content containing false or incorrect information that can mislead and harm other people

4. **Abuse:** Harassment content is content that contains elements of insults, defamation or harassment towards certain individuals or groups
5. **Violence:** Violent content is a form of content that contains elements of physical or psychological violence that can harm and damage a person's mental health
6. **Gambling:** Gambling content is content that contains elements of gambling and can harm other people financially

For this reason, as wise social media and internet users, we must maintain the confidentiality of our personal data. Maintaining the confidentiality of personal data on the internet is very important because it can protect us from the threat of cybercrime, such as identity theft, fraud and other cybercrimes.

Through this care we can:

1. **Prevent data theft:** By maintaining the confidentiality of personal data, we can prevent data theft by irresponsible parties
2. **Prevent data misuse:** Personal data that is not kept confidential can be misused by irresponsible parties for personal or criminal interests
3. **Prevent cybercrime:** Personal data that is not kept confidential can be used by cybercriminals for criminal acts, such as identity theft and fraud
4. **Prevent online bullying:** Personal data that is not kept confidential can be used by perpetrators of online bullying, such as online gender-based violence (KBGO) or cyber-bullying

How to do it? There are several steps that can be taken to maintain the confidentiality of personal data on the internet are:

1. **Use a strong password:** Use strong and unique passwords for our online accounts and do not use the same password for several accounts
2. **Avoid using public internet connections:** Avoid using unsecured public internet connections to access our online accounts
3. **Avoid sharing personal data openly :** Avoid sharing personal data openly on the internet, such as telephone numbers or home addresses
4. **Use security features:** Use security features, such as two-factor verification or privacy settings, to protect your online accounts

Growing in the Digital Era

Over time, ecological systems models developed to include the development of the modern world. For example, the exosystem can be expanded to take into account the influence of social media, video games, and other modern interactions. Apart from that, differences with previous generations can also be part of it *chronosystem*. Human life has been changed by technology. The age group at the forefront of the digital revolution are those currently in their teens. They are referred to as digital natives (*digital natives*), compared to children, their parents are called digital immigrants (*digital immigrant*). They are the first age group to grow up with the internet and are

much more skilled at using it than their parents. Through technology and digital tools, the world of teenagers becomes wider.

The digital world or internet can pose threats to teenagers such as:

- Cyber-bullying, which is disturbing and upsetting especially because it is anonymous (don't know the source), makes teenagers feel unprotected (it can happen at any time), and threatened (don't know who knows and how many are involved). Cyber-bullying can also occur through *sexting* or sending sexually explicit content to others online.
- *Gaming*, the time of which can be difficult to limit because it is exciting and gripping and the content is violent or sexually explicit and therefore not suitable for young people.
- Pornographic sites, which are a place to learn about wrong sex, are intimidating, sometimes difficult to avoid (can be accessed accidentally due to being sent a link by someone else), and can become addictive.
- *Grooming* and sexual harassment, in which youth are targeted by adults they know online to meet offline for the purpose of sexual relations through the promise of gifts, money, sympathy, and employment.
- Internet addiction, where teenagers spend too much time on *gaming*, visiting pornographic sites, and using virtual chat rooms (*chat rooms*) and social networking sites.

There are several reasons why excessive use of technology can be detrimental:

1. Screen time (*screen time*) which means more time alone which then creates feelings of loneliness and increases stress hormones and causes depression.
2. Social media encourages materialism, where teenagers look at the lives of the rich and famous and consider it important to own expensive things.
3. Social media invites insecurities and comparisons, due to constantly seeing people who are superior to them.

However, the digital world also provides many benefits in teenagers' lives, including:

- Makes it easier for teenagers to connect with friends through various communication media options (telephoning, *texting*, *messaging*, *emailing*, social networking sites).
- Becomes a tool for identity exploitation through the existence of digital spaces (virtual chat rooms, social networking sites) that allow them to try on various identities.
- Provide opportunities to develop social skills through various means, one of which is group electronic games where they can learn to negotiate, share and make decisions together.
- Provide an arena for developing autonomy through various pathways where they learn to be responsible for themselves.
- Providing creativity through music, art, photography and enabling co-creation in artistic, scientific and other imaginative projects.
- Providing a safe environment for young people who live in unsafe or isolated locations or face prejudice or harassment. They can use the internet to access learning or other things that are not available to them and take advantage of safe forums free from harassment and abuse *victimization*.

Teenagers need to master the following three core skills of the digital era:

1. **Connection.** Real-world connections including eye contact and physical touch are important keys to success and happiness. This can be achieved through routines in the family, spending time with friends, and engaging in meaningful activities.
2. **Focus.** To improve their focus, teenagers need to spend less time with digital tools, getting used to doing one task at a time (*single-tasking*), and provide regular study time with minimal technological interference.
3. **Rest.** To get sufficient and quality rest time, teenagers can create technology-free time and space and make plans to sleep more.

Regarding social media specifically, teenagers can navigate it with the steps below:

1. Moderate its use, by setting time limits and carrying out other activities.
2. Turn off notifications so you don't always check your cell phone.
3. Learn online safety and digital literacy. Review privacy settings to ensure data is not misused.
4. Follow people and content that makes you happy, provide positive comments, and don't get involved in criticism and debate on social media.

Learning Activities :

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	The instructor leads a game of 'cow, dragon, bear' Resources that can be studied: https://www.youtube.com/watch?v=jmNCtTgvR5c
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglect.

4	Delivery of purpose learning	Interactive lecture 5'	The instructor informs the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Presentation of material	Interactive lecture 10'	The instructor explains the following material using PPT: • What is digital literacy • Why digital literacy is important • 4 pillars of reference for behaviour using technology The instructor starts a question and answer session
2	Group division	5'	The instructor prepares pieces of paper with the numbers 1, 2, etc. written on them as many as the number of groups you want to form and puts them in a container after rolling them. (the fewer group members the better, to ensure involvement of all students) Students are asked to take a roll of paper and those who get the number 1 will gather to form group 1, likewise with group 2, etc.
3	Watch short films	Video 15'	Watching the short film "SEMU" (9 minutes) Link: https://www.youtube.com/watch?v=TyECSqXEjs8 short film "Traces" (3 minutes) Link: https://www.youtube.com/watch?v=-QGfPjw5Y0A Protect Your Personal Data (1 minute) https://www.youtube.com/watch?v=u_vVcm6ljyk
4	Analyzing short films and doing assignments related to digital literacy	Group Discussion 30'	The instructor explains that the aim of the following activity is so that students can analyse the short film they have just watched and can build initial knowledge related to digital literacy through group discussions. Group task: 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 behaviour 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
5	Present the results of the group discussion	Presentation 15'	Several groups were asked to present the results of group discussions Other groups can add what is missing The instructor and other students provided positive feedback
	Break	15'	
6	Building a class atmosphere	Ice breaker 5'	The instructor invites students to play 'elephant-ant, snake-worm' Resources that can be studied: https://www.youtube.com/watch?v=ToovLjTMIWE
7	Delivery of material	Interactive lecture 10'	The instructor explains using PPT about: digital literacy and growing in the digital era The instructor also opened a question and answer room for students who still did not understand
8	Identify fake news and true news	Group discussion 25'	The aim of the following activity is so that students can recognize the characteristics of fake news (hoaxes) and true news circulating in society and can take practical action on these news in accordance with Students are asked to identify fake news and true news provided (attached in the student workbook) Source: https://ppid.diskominfo.jatengprov.go.id/isu-hoaks-disinformasi-7-november-2024/ https://ppid.diskominfo.jatengprov.go.id/isu-hoaks-disinformasi-6-november-2024/ https://ppid.diskominfo.jatengprov.go.id/isu-hoaks-disinformasi-5-november-2024/

			Students are asked to list the characteristics of fake news and the characteristics of true news along with what attitudes they need to take to respond to these news
9	Presentation of group discussion results	Presentation 10'	If the number of students is small, the quiz can be done using Kahoot or question and answer using PPT and done per number so that immediate feedback can be given. However, if there are a large number of students, the instructor discusses the answers after all students have finished taking the quiz on the worksheet provided
Closing			
1	Strengthening students' knowledge	Interactive lecture 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Weekly Missions	5'	Explanation of weekly mission titles and descriptions
4	Closing prayer	5'	Led by the class leader

Assessment : Write a weekly journal

Mission Title: Stop Hoaxes and Bullying Starts with Me

Description :

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?

Attachment

Link video:

Short film "SEMU" (9 minutes). Link: <https://www.youtube.com/watch?v=TyECsqXEjs8>

Short film "Traces" (3 minutes). Link: <https://www.youtube.com/watch?v=-QGfPjw5Y0A>

Short film 'Protect Your Personal Data' (1 minute).

https://www.youtube.com/watch?v=u_vVcm6ljyk

Group Assignment Sheet Related to Short Film Analysis

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

Analyse 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 behaviour 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

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	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.

	The account asked him to provide photos, learning videos, and school account numbers to transfer donations. 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. "So far, if there are donations, they must be handed over directly to the school or through the Education Department," he said. Ana chose not to respond. He chose to report to the Probolinggo City Education and Culture Office.
2	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. This narrative circulated on social media and took the form of a video featuring the Indonesian junior national team and was captioned: <i>The Indonesian U15 national team won the world cup in Sweden 2024</i> <i>Congratulations, young Garuda U15, proud of you,</i> Several clips in the video mostly show the match between the Indonesian junior national team and Tunisia in the 2012 Danone 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.
3	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. With the narrative in the poster as follows:

	<i>"OPEN RECRUITMENT MINISTRY OF PPN / BAPPENAS</i> <i>Member Energy Analysis and Assistant</i> <i>QUALIFICATION</i> <i>Basic Salary Rp5,000,000-Rp20,000,000</i> <i>Open to the Public</i> <i>Placement in Various Regions</i> <i>Various Positions Available</i> <i>Get Insurance, Leave Rights, and Bonuses</i> <i>Get Other Benefits"</i> 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.
4	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.
5	Narratives are circulating that claim the Mpox or monkey pox vaccine used in Indonesia is an experimental vaccine. 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: <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.</i> <i>One word: REJECT!!</i> The narrative includes an infographic from <i>Sindonews.com</i> about three types of Mpox vaccines, namely Imvamune, LC16M8, and ACAM 2000.

	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. 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.
6	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. The video of SBY promising to transfer IDR 10 million was distributed by TikTok accounts with the account names susilo.bambangyudhoyono and susilo.bambang.yudhoyono. The same video was uploaded by accounts with the names susilo.bambang.yudoyono1 and susilobambang.yudhoyono. Here are the words of BSY in a video uploaded by one of the accounts on September 27, 2024: <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> <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> 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.

7	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: <i>"Side effects of filling a full tank of fuel</i> <i>(can make the check engine come on)</i> <i>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.</i> <i>*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)</i> <i>*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</i> <i>Hope it is useful"</i> Reporting from the official Pertamina website, filling up with fuel is not dangerous. The reason is, inside the tank there is already a system <i>breather valve</i> 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 refuelling, 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.
8	A Tiktok video is circulating featuring East Java gubernatorial candidate number 2, Khofifah Indar Parawansa.

	In the video, Khofifah distributes assistance amounting to IDR 10 million in celebration of blessed Friday, for stressed TikTok users <i>love</i> and share the video. The video of Khofifah distributing IDR 10 million in aid was uploaded by the TikTok account khofifah_indar.official on October 4, 2024. The video has been viewed more than 10,400 times and reshared 435 times by TikTok users. Following are Khofifah's words in the video: <i>Assalamualaikum warahmatullahi wabarakatuh. Greetings to all of us. May we all always be under the protection of the Almighty.</i> <i>I am Khofifah Indar Parawansa. On this TikTok account, special Friday blessings, I will share IDR 10 million in aid.</i> <i>This assistance is only for those who really need it. Please enter this post, then press the heart and arrow. Hopefully this assistance can be useful.</i> The official TikTok account has the name khofifah.official and has a blue tick indicating that the account has been verified.

News 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	5 Facts Related to the Accident of a Land Truck Hitting a Child in Tangerang, Now Passing is Temporarily Prohibited Devira Prastiwi Updated 08 Nov 2024, 17:05 IWST Liputan6.com, Jakarta - A dirt truck hit a 9 year old girl on Jalan Raya Salembaran, Teluknaga, Regency Tangerang, Banten on Thursday 7 November 2024.

Incident [dirt truck accident](#) 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.

In a video circulating, [child](#) 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.

Tangerang City Metro Police Chief Commissioner Pol Zain Dwi Nugroho also visited the scene. He explained the chronology [accident](#) 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).

"It happened on Jalan Raya Salembaran, to be precise in front *steam* Romauli car, East Kampung Melayu Village, Teluk Naga District, Tangerang Regency," said Zain, Thursday 7 November 2024.

He explained that the accident started when the Dump Truck driven by DWA was driving from Kosambi towards Teluknaga passing through Raya Salembaran.

"At the scene of the incident the motorbike driven by the victim passed by [dirt truck](#) from the left, so there is no clear line of sight and there is not enough space," said Zain.

The police also determined that the driver of the land truck (transformers) B 9304 KYW with the initials DWA (21) was the one who 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.

"The driver was named a suspect. (Already) a urine check was carried out, it turned out that the urine contained positive amphetamines," explained Djati.

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. **Tim News Liputan6.com:**

1. Accident Triggers Residents' Riots, Police Confirm

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.

As a result, residents damaged a number of things [dirt truck](#) Others who passed by the location threw stones and wood at the police officers who broke up the crowd's commotion.

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.

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 throwing stones, large blocks of wood, and carried out sweeping.

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.

Meanwhile, hundreds of residents also checked and looked for the location of the dirt truck to destroy.

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.

"It's true (the incident), I was at the location," said Aryono, Thursday 7 November 2024.

2. Chronology of Land Truck Accidents

The police have arrested the driver of the land truck (transformers) B 9304 KYW with the initials DWA (21) who caused accident 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.

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).

"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.

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 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

Djati then said that the police were still closely guarding the location [dirt truck](#) 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.

However, he stated that the current situation was conducive in the Teluknaga area, Tangerang.

"The current situation is conducive, and until tonight we will continue to monitor the situation. Reports are quite conducive in Teluknaga," said Djati.

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.

Not only that, his party also appealed to the local government to also intervene.

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.

"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.

5. Following the accident, the police and district government prohibited land trucks from passing through

	Tail accident 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, 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)
2	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.

"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 investigation stage, a case title was carried out, finally investigators upgraded the status to investigation," said Head of 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. 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 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. 3. Losses are estimated to reach IDR 6.2 billion 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 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. "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. 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. (liputan6.com/Abdillah)
3	3 Latest Facts about Online Gambling Cases Involving Komdigi Employees Devira Prastiwi Updated 06 Nov 2024, 20:50 IWST 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. online gambling 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 Polda Metro 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 [Komdigis](#). 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 [online gambling](#) 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 this case as clearly as possible so that we can provide the fairest law enforcement possible," he said.

3. Said the suspect AK did not pass the 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 to accept candidates for technical support for a limited negative content blocking system at Komdigi," he said.

"And the result was that suspect AK was declared unsuccessful. However, in fact, suspect AK was then hired and given the authority to organize the blocking of online gambling websites," he continued.

Wira said he was still investigating AK's track record. According to him, this is important to answer who was the person who recruited AK to be employed at Komdigi, and was even given the authority to block online gambling sites.

"We are still carrying out intensive investigations to answer why the suspect AK did not pass the selection but was still able to work at Komdigi, especially working as a team to block online gambling websites," he said.

When asked about the figure who employed AK, Wira did not reveal it clearly. He reasoned that the investigation process was still ongoing.

"We are still conducting in-depth research. Later we will investigate further and we will definitely convey the results," explained Wira.

(Liputan6.com/Gotri/Abdillah)

19 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

INTERPERSONAL COMMUNICATION

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Active listening
Sub Topic	: Interpersonal communication and active listening
Time	: 3 hours (15 minutes break)
Pre-Condition	: Students have received material on understanding communication skills, things that can improve and hinder communication skills, the impact of lacking communication skills, digital literacy, growing up in the digital era
Basic competencies	: • Communication skills • Digital literacy
Learning objectives	: Students able to: • Know good interpersonal communication and be an active listener • Practice interpersonal communication and be an active listener • Have an attitude of mutual respect
Indicator	: Students able to: • Write and present regarding good interpersonal communication and be an active listener • Write down at least 1 strength, weakness, and personal commitment related to interpersonal communication and active listening written in a weekly journal
Learning methods	: Interactive lectures, group discussions, presentations, listening to audio stories sharing
Instructional Media	: PPT, audio story, photocopy of case study sheet, photocopy of active listening question sheet, photocopy of weekly mission sheet, photocopy of personal reflection & evaluation sheet

Learning Materials : Interpersonal communication and active listening material, case study material, audio story material, question material related to active listening, weekly mission material, personal reflection & evaluation material

Learning Materials : Laptop, projector, speakers, notebooks, stationery, student workbooks

Learning Resources : Youth Life Skills Module

Learning materials :

INTERPERSONAL COMMUNICATION

Interpersonal communication involves two or more people in exchanging information and the people involved take turns being speakers and listeners. This is different when the teacher teaches in front of the class, this is generally not categorized as interpersonal communication because the teacher will talk more than the students, and the students may not respond (one-way conversation).

▪ The importance of building interpersonal communication skills.

1. **Improve social relationships:** Good interpersonal communication skills can help build healthy and harmonious relationships with other people. With this ability, we can interact well, listen empathetically, and express thoughts and feelings clearly.
2. **Improve teamwork:** Good interpersonal communication skills are very important in teamwork. With this ability, we can communicate with team members effectively, express ideas clearly, and build close collaboration to achieve common goals.
3. **Increase trust:** Good interpersonal communication skills can build trust between individuals. With this ability, we can respect other people's opinions, maintain confidentiality, and build mutually beneficial relationships
4. **Improve negotiation and conflict resolution:** Good interpersonal communication skills can help in negotiations and resolving conflicts. With this ability, we can express needs and desires clearly, listen empathetically, and reach mutually beneficial agreements.
5. **Increase career success:** Good interpersonal communication skills are highly valued in the world of work. With this ability, we can build good relationships with colleagues, superiors and clients, as well as communicate thoughts and concepts effectively

Research in one region in Indonesia found that of 47 students, 24 of them experienced difficulties or obstacles in carrying out interpersonal communication. Obstacles that occur include lack of response from the other person, no positive response from the other person, feeling nervous, not daring to look the other person in the eye, and not being confident. What is the impact? Interpersonal communication in teenagers can help them to build social relationships. Teenagers with good interpersonal skills do not find it difficult to interact and socialize with peers.

- **How to build interpersonal communication.**

1. **Practicing Empathy:** Practicing to sympathize and empathize with others can help understand their perspective and improve your ability to communicate better
2. **Active listening:** Give your full attention to the speaker, avoid distractions (e.g. glancing at your watch or playing with your cell phone while the other person is speaking), and show genuine interest in what they are saying (e.g. by giving feedback or nodding)
3. **Use appropriate body language:** Such as good eye contact, open body posture (not folding your arms across your chest, facing your body towards the person you are talking to), and facial expressions that support the message you want to convey.
4. **Using proper diction:** Choose words carefully and use diction that is clear and easy to understand so that the message can be conveyed effectively
5. **Appreciate differences:** Respecting other people's differing opinions and views can help create a respectful communication environment
6. **Practice communication with various people:** Carrying out various interpersonal communications with various kinds of people can help hone our interpersonal communication skills
7. **Receive feedback:** Be open to feedback from others and use that feedback to continually improve our interpersonal communication skills
8. **Consistency and practice:** Building interpersonal communication skills requires practice and consistency. Continuing to practice and apply the steps above in various communication situations will help improve our abilities gradually.

ACTIVE LISTENING

Have you ever heard the terms "hearing" and "listening"?

Hearing		Listening/Listening
Occurs when we recognize sounds around us. For example, recognizing the sound of the bell at school, listening to the sound of the cell-phone alarm, listening to the sound of friends telling stories in the canteen, listening to people conversing.	VS	Happens when we process the words spoken by the other person into understanding.

Listening: It is a physical process of perceiving sound through the ear. This process occurs unconsciously and is passive so it does not require understanding or active involvement

Listen: Active skills involve focusing on what is heard. This process is a conscious effort. This process involves understanding and generating responses to the messages conveyed.

Based on the understanding above, which do you think is more important?

In communicating, it is more important for us to listen than just hear. This is because through "listening" we can understand the information provided and provide an appropriate response.

- **Benefits of being an active listener**

1. Better understand what the other person means. Group assignments, with explanations from the teacher, can run smoothly.
2. Through active listening, you can thoroughly understand the topic / problem at hand.
3. The friendship environment becomes more harmonious because through active listening obstacles/debates can be avoided

- **What can we do to be active listeners?**

1. **Maintain eye contact**

Maintain eye contact when listening to the person you are talking to. This shows that they are engaged and paying attention to the speaker.

2. **Avoid interruptions**

Avoid looking at your watch, activating your cell-phone screen to look at the time, paying attention to other people around you when the person you are talking to is talking, or tapping your fingers on the table (this can show impatience). Avoiding these interruptions allows the speaker to fully express his or her thoughts and feelings.

3. **Ask questions**

Ashamed to ask, lost on the road. For this reason, ask clarifying questions to the other person to show interest in the information from the other person and deepen understanding of the other person's message. This shows active involvement in the conversation.

4. **Paraphrase**

Repeat or summarize what the other person said to ensure understanding and show that they are listening actively. This also helps to clarify any understanding.

5. **Listen for total understanding**

In the active listening process, we not only listen to the words spoken but also understand the point of view and perspective of the person we are talking to. This can make us engage in empathetic listening and try to understand the deeper meaning behind the words.

6. **Use nonverbal cues**

Body language such as smiling, nodding, or other appropriate facial expressions according to the context of the conversation can be used to show that we are listening actively and understanding the information from the person we are talking to.

Learning :
Activities

Opening

No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	To train focus and concentration, you can play the game "<i>abu dan abi</i>" • Students stand facing each other • Students face each other with their hands positioned as if they were about to shake hands, with a distance of 10 cm • Each pair determines who will be <i>ash</i> and who will be <i>abi</i> • In a loud voice, the instructor said the name <i>abu or abi</i> • When his name is called he must quickly catch the opponent's hand in front of him • Meanwhile, those whose names were not mentioned had to avoid being caught by the hand
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of purpose learning	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Presentation of material	Interactive lecture 20'	The instructor uses PPT to explain the material: interpersonal communication The instructor opens a question and answer room
2	Group division	5'	The instructor divides the class into several small groups using counting methods (adjusted by the instructor) Each group gathers at a designated place

			The instructor distributes the available cases in an envelope to each group
3	Case study	Group discussion 25'	The aim of the following activity is for students to understand interpersonal communication through the case studies provided Each group gets a different case to analyze and discuss together (attached) The instructor directs students to read each case carefully and discuss the answers to each question given Answer the questions in the student workbook
4	Presentation of group discussion results	Presentation 15'	Several group representatives are asked to present the results of their discussions Instructors and other students can provide positive feedback Instructors can invite students to draw conclusions from the results of group discussions
	Break	15'	
5	Building a class atmosphere	Icebreaker 5'	The instructor instructs students to clap and snap their fingers to practice concentration and focus: Resources that can be studied: https://www.youtube.com/watch?v=UCZQpIVzZRw
6	Presentation of material	Interactive lecture 15'	The instructor uses PPT to explain the material: active listening The instructor opens a question and answer room
7	Listen to audio stories	Individual assignments 20'	The goal of the following activity is for students to be able to identify certain messages or details by using active listening skills The instructor plays an audio story and asks students to listen carefully and answer several questions on the student worksheet The instructor asks students to focus on listening First audio story: 'I Accidentally Spread a Rumor' (11') Link: https://www.youtube.com/watch?v=sCRhVln8tRY

			Students are asked to answer questions contained in the student workbook (attached) regarding the audio story they have just heard
8	Presentation of group discussion results	<i>Sharing</i> 10'	Ask several student representatives to share the results of listening to the stories they obtained by answering the questions in the student workbook Ask other students to add missing answers Instructors and other students can provide positive feedback
Closing			
1	Strengthening students' knowledge	Interactive talk 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the aim of this activity to help students explore deeper 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Weekly Missions	5'	Explanation of weekly mission titles and descriptions
4	Closing prayer	5'	Led by the class leader

Assessment : Write a weekly journal

Mission Title : I am an active listener

Mission Description:

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?

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 all the students really enjoyed the break time 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 *cellphone*. Newly, he didn't pay attention to Kamila but just watched *cellphone*. 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 *cellphone* her.

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 various 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

Case 2:

A family consists 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 her 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

Case 3:

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!
6. What situations and environmental conditions do you consider good for healthy interpersonal communication?
7. There are 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 personnel and Reza 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

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

CREATIVITY

MODULE

20 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

WHAT IS CREATIVITY?

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Creativity and Being a Flexible Person
Sub Topic	: ● Pay Attention to Creativity Around You ● Flexibility and Innovation (Module: Independence, Topic: Becoming a Flexible Person) ● Understanding Creativity ● Benefits of Creativity
Time	: 3 hours (15 minutes break)
Basic competencies	: ● Critical thinking & problem solving ● Creativity & innovation
Learning objectives	: Students able to: ● Identify forms of creativity around you ● Recognize forms of creativity according to the domain of creativity being studied ● Have a creative attitude
Indicator	: Students able to: ● Determine and write down the objects that are included in creative works along with at least 2 reasons why the objects are classified as creative objects ● Determine and register at least 5 creative objects around you according to the realm of creativity being studied
Learning methods	: Class discussions, individual assignments, group discussions, <i>sharing</i> , interactive lectures.

Instructional Media	: PPT, photocopy of pictures of objects around you, photocopy of individual assignment sheet related to creativity around you, photocopy of group assignment sheet related to creativity category, photocopy of personal reflection & evaluation sheet
Learning Materials	: Material looking at creativity around you, flexibility & innovation, understanding & benefits of creativity, individual assignment material related to creativity around you, group assignment material related to creativity categories, personal reflection & evaluation material
Learning Materials	: Laptop, HVS paper, projector, speakers, notebooks, stationery, notebooks, student workbooks
Learning Resources	: Youth Life Skills Module
Learning materials	:

We Live Together Creative Works

Observe the surrounding environment and find objects that are classified as creative works. There are so many creative works that fill our lives. Objects in the classroom that are easily associated with creative work, include a projector that allows slide displays on a laptop to be viewed at a larger size on the screen

The projector was created by Gene Dolgoff in 1968. The table with four legs is also a product of creation, which was first created by the Sumerians, then the Romans developed the manufacture of tables decorated with fine carvings and table legs carved beautifully like the legs of a lamb or lion. An object called a watch was first made in 1510 by Peter Henlein so that clocks could be small and easy to carry everywhere. There is also a typical Indonesian *getuk* cake which according to the book "Come on, Get to Know Indonesian Food!" by Ernawati Lilys (2021), Mbah Ali Mohtar was the first person to innovate to create *getuk*. Mbah Ali named his creation *getuk* because the process of grinding the pounded cassava makes a 'tuk-tuk' sound. The existence of jeans created by Jacob Davis and patented with Levi Strauss began with a request from a local worker's wife for Jacob Davis to make trousers that would not tear easily for her husband, which then gave rise to Jacob Davis' idea of installing metal rivets at the tension points of trousers, such as at the corners of the pockets and the base of the buttons, and apparently this idea worked.

(The facilitator can adapt to the objects in the training room)

If we go back further to BC, long before money was created, ancient humans created tools such as splitting axes and knife blades, discovered how to produce fire, and discovered the use of animal fur to protect the body from cold winds. Humans use their minds to overcome difficulties, to facilitate mobility, and to survive. Since the first humans lived, generations of humans have lived with creativity.

Let's re-examine the surrounding environment. Is there anything that is not creative work? Shy princess plant that can close its leaves when touched; trees that can bear fruit; a cat that can clean its own wounds; are also just a few of the Creator's many creative works.

Humans are also creative works from the Creator, who were created as creative creatures (*homo creatives*, *homo synosius*), to then create works throughout the ages. The essence of creativity is creation. Young (1985) stated that creativity is the actualization of our potential as humans. So, if we still think and feel, "Ah, I'm not creative", maybe we need to think again, because we actually have creative power.

Flexibility And Innovation

Flexibility is the ability to change, which can arise under pressure to adapt to a changing environment (adaptive flexibility) or as a choice to change spontaneously for intrinsic reasons (spontaneous flexibility). One way individuals (and organizations) can adapt is by innovation, namely social processes in which individuals, groups, or organizations try to achieve desired changes or avoid the penalties of inaction. Innovation involves generating, accepting, and implementing new ideas into new and useful processes, products, or services. Innovation can overlap with creativity or the ability to produce new and appropriate solutions to problems. These two terms are often used interchangeably.

Adaptive flexibility is widely considered to be an important cognitive ability for innovation. Adaptive flexibility is the ability to adopt new strategies when old methods have led to a dead end, or to redefine the problem to find an original solution. The ability to see problems in new ways is important for finding creative solutions and changing perspectives on problems facilitates insight (*insight*) creative. One way to measure it is to find as many ways as possible to categorize the same series of items (e.g., words) and thereby find various relationships. between items.

Spontaneous flexibility is the ability to find diverse solutions to a problem when there is no external pressure to be flexible. Characteristics include a tendency to change conceptual categories easily and produce many types of responses. One way to measure this is to ask someone to find as many ideas as possible for using an everyday object. One way to change a rigid attitude is to practice the use of different modes of thinking (divergent and convergent).

Variety of Creativity

When we talk about creativity, the memories that come to mind are generally works of innovation, such as the invention of light bulbs, airplanes, or works of art such as Dee Lestari's novels, songs written by Isyana Saraswati, or recycled bag products from plastic packaging, and many others. However, the concept of creativity actually has a very wide range of meanings.

(As an introduction to the discussion of the 4-C creativity model, participants are shown the following 4 photos and asked to determine which work is classified as creative, or whether some are more creative than others.

Then it is discussed that all the works in these examples are classified as creative works. We may often think of creative work as being related to art, even though creativity has various forms.

Sandbags overcome the broken embankment that submerged Mutiara Beach



<https://wartakota.tribunnews.com/2016/06/04/karung-pasir-atasi-tanggul-jebol-yang-merendam-pantai-mutiara> June 4, 2016

Exhibition of 33 paintings by children with special needs at Bentara Budaya Jakarta (BBJ), Jalan Palmerah Selatan.



This article was published on WartaKotalive.com with the title Even Children with Special Needs Can Paint, <https://wartakota.tribunnews.com/2016/07/22/beginilah-goresan-lukisan-anak-anak-berkebutuhan-khusus-di-bbj>

Maich Chips



Tongsis, One of Indonesia's Best Inventions According to TIME Magazine



Coverage 6. 15 August 2015

Kaufman and Beghetto (2009) created the 4-C model of creativity, that creativity is divided into four categories, namely Big-C, Pro-c, little-c, and mini-c.

- Big-C category creativity refers to famous creative works such as discoveries that received a Nobel prize, listed in encyclopaedias or history books, for example the invention of the lamp by Thomas Alva Edison, sheet music by Mozart, Charles Darwin's evaluation theory, etc.
- Pro-c creativity refers to creative processes or products created in the professional or business realm, carried out by people who have professional skills, such as folding bicycles, yoghurt pudding food, Maicih chips, or advertising videos.
- Little-c creativity or what can also be called everyday creativity, refers to the ways we use to find lost children, organize fundraising events, fix leaky taps, prop up lame table legs, provide solutions to friends who confide in them, etc. (Richards, 2007)
- Mini-c creativity refers to a personal creative interpretation or perspective, which is meaningful to that person, for example a child makes their first painting, someone creates a song when they fall in love, a worker mixes and matches clothes, etc.

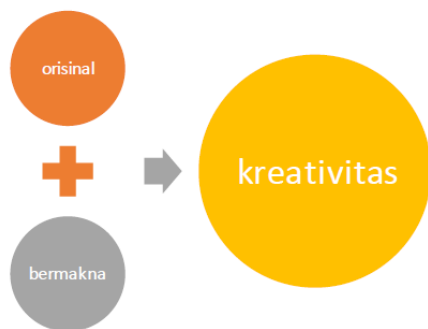
If you view creativity only in the context of Big-C, it can certainly give rise to feelings of lack of self-confidence or not being creative with your abilities. However, if creativity is viewed in the

context of little-c, of course we are more confident that creativity can be carried out in everyday life.

According to psychological research summarized by Richards (in Kaufman & Sternberg, 2010), intelligence factors (IQ) may play a role in creativity, but are not main and do not contribute much to the uniqueness of a person's creative perspective.

Definition of Creativity

Ruth Richards, Dennis Kinney, and colleagues (1988) define “everyday creativity” (*everyday creativity*) as expression and originality (originality, new properties, distinctive features) and meaningfulness. Original means relatively rare to find. Meaningful means that other people can understand it, not something random, and is socially meaningful.



Everyday creativity is the basis for survival. Through creativity, we adapt flexibly, improvise, try different options. The context can be anything in our daily lives, as mentioned in the examples in the explanation of "various creativity" above.

The ability to think creatively also means the ability to challenge assumptions, recognize patterns, see in new ways, create relationships, take risks, and exploit opportunities (Hermann, 1996, in Donaldson, 2010).

From the root, creative comes from the word *create* (Latin) means to make (*to make*) And *kinein* (Greek) means to fulfil. Through creativity, we not only create something new and meaningful, but we also fill something. Each of us as humans fills the world with our talents and skills. Through creativity, humans fill their specific roles in their culture among other living creatures (Tooby and DeVore, 1987, in Richards, in Kaufman & Sternberg, 2010), changing things for the better.

Benefits of Creativity

The benefits of creativity can be explained in many aspects of life. Big-C and Pro-C creative products certainly provide broad benefits and impacts through breakthroughs or innovations, such as being the beginning of change, providing solutions to global and local problems, and increasing employment opportunities.

Interestingly, everyday creativity also provides many benefits for society and personal life. Creativity, whether in the form of creative products or creative processes, provides the following benefits.

- a. Solve practical problems experienced by yourself and others. The idea of making a public toilet in the middle of the market greatly facilitates the activities of people in the market. Another example is using a ruler to cut paper when there are no scissors, or for example collecting rainwater with a tarpaulin when the groundwater is dry. We may remember the parable "if there is no rattan, there will be roots" which is an embodiment of creativity itself.
- b. Improve physical and psychological health. One use of creativity in psychological therapy is expressive writing (*expressive creative writing*), namely writing down your daily experiences and feelings, which can be in the form of a diary or daily journal. From research results, someone who writes regularly is proven to have increased immunity and is less likely to get sick. Visual arts (for example painting) also help recover from depression, trauma, stress due to illness, etc.
- c. Increases self-motivation, gives a sense of worth/worth/pride, feelings of peace and happiness. Creativity is related to self-actualization. Satisfaction after producing a product, providing a solution, or experiencing a creative process gives a positive feeling inside.

Independently, participants remember everyday creativity that they have created themselves or witnessed from other people's experiences, then reflect on its benefits. Participants can share the results of their reflections in groups.

Learning : Activities

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 10'	The instructor provides logic puzzles and invites students to think https://www.youtube.com/watch?v=3l9ay-EArNA
3	Review	10'	The instructor continued with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglectation.

4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Presentation of material	Interactive lecture 10'	The instructor explains the following material using PPT: • We live together creative work • Definition of creativity • Benefits of creativity The instructor provides a question and answer session
2	Explore the creativity around you	Individual assignments 15'	The aim of this activity is for students to explore creativity around them through analysing the images provided Each student gets a picture of the objects around them (attached) and the instructor instructs students to analyse the objects they get whether they are included in a creative work or not and give reasons. 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)
3	Share opinions	Sharing 5'	Some student representatives can share their thoughts and other students can add as needed Instructors and other students can provide positive feedback
4	Presentation of material and questions and answers	Class discussion 20'	The instructor explains the following material using PPT: • Flexibility and innovation • The instructor asks students to reflect on what everyday creativity and innovation they have done (list them in their respective books, at least 5) The instructor gives an opportunity for discussion and questions and answers
5	Share the results of	Sharing 10'	Several students share the results of their reflections regarding the daily creativity they have carried out

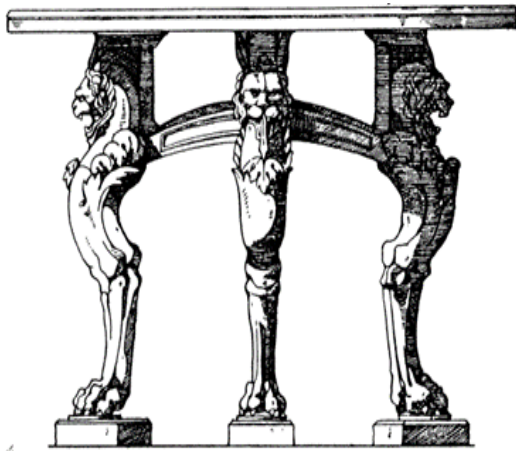
	personal reflection		Instructors and other students can provide positive feedback
	Break	15'	
6	Lighten the mood	Icebreaker 10'	The instructor invites students to play picture guessing puzzles. https://www.youtube.com/watch?v=u3bae1Z3YyI
7	Group division	Lottery club 5'	• Divide students into small groups so that all students can be involved • Make small rolls of paper with numbers written on them • Each student will take their own number • Students will gather with their respective groups
8	Presentation of material	Interactive lecture 15'	The instructor explains the following material using PPT: • Variety of creativity • Creativity category The instructor starts a question and answer session
9	List examples of creativity according to their categories	Group discussion 15'	The aim of this activity is for students to understand the categories of creativity better by providing examples that they can cite Each group has the task of listing 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
10	Present the results of the group discussion	Presentation 10'	Each group reads the results of their discussion and the instructor and other students can provide positive feedback
Closing			
1	Strengthening students' knowledge	Interactive lecture 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the

			material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing prayer	5'	Led by the class leader

Attachment

Individual Assignment Sheet Related to Creativity in the Neighbourhood





Goal: so that students can explore creativity around them through analysing 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)

Group Discussion Sheet Related to Creativity Category

Goal: so that 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 area
- Group 2, in the Pro-C area
- Group 3, in the little-c area
- Group 4, in the mini-c area

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

21 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

RECOGNISING CRITICAL THINKING POTENTIAL

Lesson plan
Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic : Getting to Know Your Creativity

Sub Topic : 1. Recognising Critical Thinking Potential
2. Supporting and inhibiting factors for creativity.

Time : 3 hours (15 minutes break)

Pre-Condition	: Students have received material regarding What is Creativity
Basic competencies	: 3.Critical thinking & problem solving 4.Creativity & innovation
Learning objectives	: Students able to: ● Recognise the potential for creative thinking ● Understand the supporting and inhibiting factors of creativity ● Have an honest and analytical attitude
Indicator	: Students able to: ● Recognise and write down as many ideas and uniqueness in looking at the given problem ● Write down at least 3 characters possessed by creative people
Learning methods	: Interactive lectures, informal assessments, class discussions, group discussions related to analysis of articles on creativity, presentations
Instructional Media	: PPT, photocopy of informal assessment sheet, photocopy of article sheet about inspirational figures, photocopy of group discussion sheet, photocopy of personal reflection & evaluation sheet
Learning Materials	: Material for Recognising the potential for creative thinking, supporting and inhibiting factors for creativity, verbal and nonverbal assessment material, article material for inspirational figures, group discussion material related to article analysis, personal reflection & evaluation material
Learning Materials	: Laptop, projector, speakers, flipchart, stationery, student notebooks, student workbooks, HVS paper
Learning Resources	: Youth Life Skills Module
Learning materials	:

Recognising Self-Creativity

The first thing that needs to be done in the learning process is to get to know yourself, as a basis for adding new abilities and developing existing abilities.

Recognise the potential for creative thinking

The potential for creative thinking can be Recognised from a person's ability to generate a large number of ideas to answer problems (fluency/ *fluency*); develop various types of ideas (flexibility/ *flexibility*); and generate unexpected ideas (originality/ *originality*). These three areas are the main aspects of creativity measurement developed by Dr. Paul Torrance.

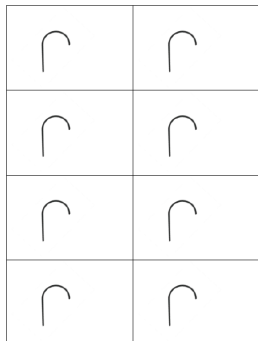
The informal assessment used in this module refers to two aspects of the measurement, namely fluency (*fluency*) and authenticity (*originality*), by adapting questions from the divergent thinking test, test *Wallach-Kogan And Torrance Test of Creative Thinking*. The assessment is given classically with a time limit (3 minutes) for each question. Participants write their answers on their respective answer sheets.

About verbal creativity

1. Name anything that is circular.
2. Name anything that has teeth.
3. Name anything that can sound/sound.
4. Mention what strawberries and oranges have in common.
5. Mention the similarities between radio and telephone.
6. Mention what clothes pins are used for.
7. Name as many words starting with F as possible.
8. Name as many words as you can from the letters "M, B, O, L, I, S".
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.

About nonverbal creativity:

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



It is important to convey to participants that this is not a test to measure their level of creativity or compare themselves with others. This assessment is used with the aim of measuring/testing/Recognising your creative thinking potential. The potential for creative thinking in question is fluency in generating ideas and uniqueness in viewing problems.

Assessment aspects:

- Fluency : number of answers relevant to the question. This aspect shows a person's fluency in generating ideas. The answers "ball", "plate", "wall clock" get a score of 3.
- Originality is tentative to be raised in the discussion of scores if there are participants who provide unique or unusual schedules. For example, when participants gave answers to things that have teeth, namely animals and humans, but there were answers that were only answered by a few participants (1 in 20 people), for example "cars" or combs."

Expected insight from this mapping is that participants Recognise and record aspects of creative thinking that have and have not developed in themselves. Does he stand out in the fluency of ideas, or is he less fluent in generating ideas, or has a different way of looking at problems.

Fluency in generating ideas is a key aspect in creating creative work. The more ideas generated, the greater the opportunity for unique and original ideas to emerge. According to Dean Simonton, a psychology professor who wrote the book *Origins of Genius*, highly creative people are not the ones who have better ideas, but they generate more ideas than the average person.

Score discussion guide:

1. Ask participants to count the number of answers to each question number.
2. The facilitator asks for the highest number of answers made by the participants, to indirectly give the participants an idea of the range of answers.
3. Discuss the questions one by one. The facilitator asks participants to state their answers.
4. Note unique answers from participants. The facilitator can ask "Are there any other or different answers from what you have mentioned?" A unique answer indicates originality that the participant has a different perspective from his friends.
5. The facilitator explains the fluency of ideas as a key aspect of creativity.

To conclude this segment, participants are asked to record findings regarding aspects of themselves that they have just learned about from this assessment.

Supporting and inhibiting factors for creativity

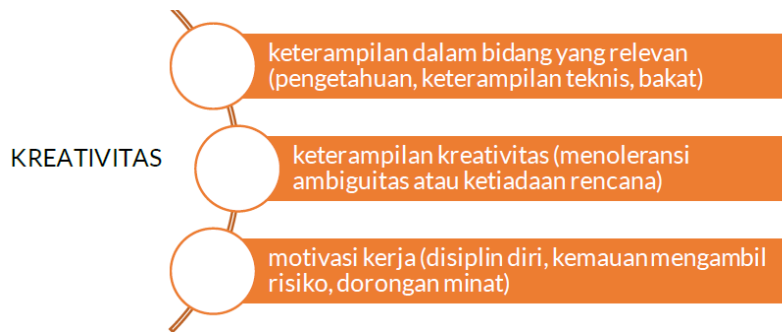
Everyone has creative potential. But why are some people able to produce creative work or processes, while other people don't think of doing it? Of course there are factors-that factor differentiate the two that person.

(To answer this question, participants read the life stories of creative figures, be they inventors, artists, or children with special needs who became painters and discussed them in groups. Character articles attached.

Discussion guide that can be used for youth participants to understand the article:

- *What products did Yuda, Reza, and Nathan make?*
- *What characters do Yuda, Reza and Nathan have?*
- *What characteristics do the three have in common in terms of creativity?*
- *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?)*

Creativity is our process of responding to problems, reality and imagination. Creativity can be born at three variable This is fulfilled, namely:



Skills needed are not only to be able to respond to problems and think creatively, but also to be able to continue creating valuable creative products. Without skills in the relevant field, the results of the creative process are difficult to repeat. For example, a chef may accidentally create a new *soto rice* menu, but without having the skills, the chef cannot make *soto rice* dishes with taste which is exactly the same when repeating it. Technical skills formed by training.

Ambiguity means that things are not what they seem, they can have different meanings. Creative people can tolerate things that don't always match their hopes, desires and plans. Creative people can respond flexibly to differences.

Motivation that drives creativity can come from within, due to personal interests, desires and goals/targets; also can come from outside oneself, for example, benefits for others, rewards, competition prizes, assignments, and so on.

Habits that support creativity

Meanwhile, creative skills or character are built through habit. Therefore, to prepare individuals who are ready to think creatively, the habits you should have are the following.

1. Open our eyes, open our ears, open our heart.
To be able to think creatively, we need to be open to experiences in everyday reality. Open our eyes and ears to see existing opportunities, or detect problems that arise. Open our hearts so we can reflect on our experiences and recognise the needs of people around us.
2. Curiosity
Curiosity is like the fuel that moves us; it does not stop at just one effort.
3. "Say Yes" to ideas
In order to smoothly generate ideas, the first attitude you need to apply to yourself is to accept whatever the idea is. Do not immediately break, reject, or judge negatively first. Give freedom to your spontaneity and others.
4. Flexibility and tolerance
In facing human life which is certainly dynamic and easy to change, an attitude that can help creative thinking is flexibility. It is a willing attitude that tolerates change and uncertainty.
5. Perseverance
In creative thinking and along with thinking is creative work, a person needs to have a mentality *craftsmanship* or the mentality to become skilled, which means being willing to persevere in the process being undertaken.
6. Modesty
In line with a tolerant and flexible attitude, creative thinking requires an attitude of being

aware of ignorance self and want to learn from mistakes. Therefore, you will always open your senses, mind and heart to welcome ideas.

7. Courage

So that ideas are not limited to imagination, you need courage to express and execute them. This courage includes dare to take risks.

Mihaly Csikszentmihalyi found that creative figures have contradictory qualities: they have a desire for solitude but also a need for social stimulation; superior knowledge but also childlike innocence. These two things are character combination which supports them in generating creative ideas and the ability to make them happen.

Participants are given time to reflect on themselves and note down the habits they have and don't have, as well as the habits they want to build to support their creativity.

Habits that hinder creativity

On the other hand, our creative potential can be hampered by:

- quick assessment,
- rigidity of thinking,
- resistance (refusal), and
- fear (fear of being wrong, fear of being different)

Creativity can be hindered by feelings of fear of being wrong, fear of being judged, fear of criticism, including self-criticism. Why is that? This condition is actually normal because humans cannot be separated from their social environment, which is inside it there is conformity or need to be the same with the group. Creative expressions can be considered distinct from groups. Proposing different ideas, new breakthroughs, unique solutions, are not always easily accepted by others. We may be in a society that has standards of uniformity (unconscious conformity), standards of expectations, and is less tolerant of the presence of diversity. Society then gives negative stereotypes to creative people, being considered eccentric, quirky, different, and belittling creative products. This attitude becomes *boomerang* for members of the community in it who are then reluctant or afraid to express their creativity.

Actually there is nothing wrong with conformity, because we need it to live in society. We just need to be aware existence of conformity this and its impact, then strive to create a safe environment for the growth of creativity.

Annie Murphy Paul, writer *Science of Creativity* (2023), summarized from several studies that when we start the process think creatively, we don't access things out there. Instead, we glimpse the inner riches of our own minds. Instead, we need to temporarily reduce or loosen our grip *prefrontal cortex* (the part of the brain that functions to make judgments) which judges and inhibits, so that we can access the creativity within ourselves.

Learning :
Activities

No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Lighten up the class atmosphere	<i>Icebreaker</i> 5'	The instructor invites students to do the <i>Aram sam sam</i> movement according to the following link: https://www.youtube.com/watch?v=5gckoJP9HZ4
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Undertake informal assessments	Individual assignments 35'	The instructor distributes material orally regarding the material: ● Recognising your own creativity ● Recognise the potential for creative thinking Before entering into the following informal assessment. The aim of this activity is to Recognise 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 The instructor distributes 1 nonverbal test sheet to each student (attached in the student workbook) The instructor said that this is not a test to measure your level of creativity or compare yourself with others. Students are instructed to prepare stationery to take this test Once the students are completely ready, the instructor reads out the rules for taking the test, namely that each question can only be worked on for a maximum of 3 minutes

			The instructor reads the questions: verbal creativity questions and nonverbal creativity questions (attached)
2	Explanation of assessment results	Class discussion 15'	The instructor checks the class test results and discusses them with the students, open a question and answer room The instructor uses a score discussion guide To conclude this segment, participants were asked to record findings regarding aspects of themselves that they had just learned about from this assessment and were asked by several students to share them with the class.
3	Presentation of material	Interactive lecture 15'	The instructor uses PPT to explain the following material: • Creativity variables • Habits that support creativity • Habits that hinder creativity The instructor also provides space for questions and answers if there is still something that the students do not understand
	Break	15'	
4	Building a class atmosphere	Icebreaker 5'	The instructor provides brain teaser puzzles at the following link: https://www.youtube.com/watch?v=iPe1M7y9L0w
5	Group division	Lottery club 5'	Students are divided into small groups to keep students engaged Use a social gathering system, write numbers on rolls of paper, and students take one roll of paper
6	Analysis of articles related to inspirational figures	Group discussion 30'	The aim of this activity is to hone students' abilities in analysing supporting factors and habits that can support and hinder creativity which can be learned from the figures in the articles provided. Each group gets 1 inspirational article (each member gets 1 copy): the story of Yuda Kriesnawan or Reza Nurhilman or Nathanael Andika Santoso (attached) 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! - What factors support their creativity to develop? - What characters or traits enable characters to continue to develop their creativity? - In your opinion, what habits can hinder the growth of creativity in a person?
7	Presentation of group discussion results	Class discussion 15'	The instructor invites the class to discuss and invites students to be involved in the discussion and draw conclusions and asks them to write them in their notebooks for the results of this class discussion: - What characteristics do the three have in common in terms of creativity? - 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?
Closing			
1	Strengthening students' knowledge	Interactive lecture 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor conveys the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing prayer	5'	Led by the class leader

Attachment

Informal Assessment Sheet Regarding Creativity

The aim of this activity is to recognise 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.
2. Name anything that has teeth.
3. Name anything that can sound/sound.
4. Mention what strawberries and oranges have in common.
5. Mention the similarities between radio and telephone.
6. Mention what clothes pins are used for.
7. Name as many words starting with F as possible.
8. Name as many words as you can from the letters "M, B, O, L, I, S".
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.

Question related to nonverbal creativity:

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



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.

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

Yuda menjelaskan, desain pertamanya untuk kostum camival 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 camival, 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 disesuaikan 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 pakian 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 Maich. 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 Maich, 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 sempat 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 202



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 tangannya. 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-corek Nathan di 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 sharpen students' abilities in analysing 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?

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?

22 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

CREATIVE THINKING INDUCEMENTS & CREATING
CREATIVE PRODUCTS

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Practising Creativity
Sub Topic	: ● Inducing Creative Thinking ● Creating Creative Products
Time	: 3 hours (15 minutes break)
Pre-Condition	: Students have received material regarding What is Creativity?; Getting to Know Your Creativity
Basic competencies	: ● Critical thinking & problem solving ● Creativity & innovation
Learning objectives	: Students able to: ● Practise habits that support creative thinking by implementing the 5 stages of the creative process ● Apply the 5 stages of the creative process in everyday life ● Have an attitude of self-confidence and mutual respect
Indicator	: Students able to: ● Create 1 creative work based on the steps of creative thinking inducement activities ● Write down the 5 stages of the creative process and use them in solving everyday problems in a weekly journal
Learning methods	: Interactive lectures, practises, presentations, informal assessments
Instructional Media	: PPT, photocopy of creative thinking inducement sheet, photocopy of informal assessment sheet, photocopy of group discussion sheet related to creating creative products, photocopy of weekly mission sheet, photocopy of personal reflection & evaluation sheet
Learning Materials	: Material for inducing creative thinking & creating creative products, practical material for inducing creative thinking, informal assessment material, practical material for creating creative products, weekly mission material, personal reflection & evaluation material
Learning Materials	: Laptop, projector, flipchart, metaplan, ice cream sticks, coloured markers, rubber bands, paper tape, stationery, notebooks, student workbooks, speakers, rubber bands
Learning Resources	: Youth Life Skills Module

Learning : materials

Creativity is believed to be a potential that everyone has, but not everyone realizes it and wants to use it. For this reason, we can try to induce creative thinking and habits that can be tried to hone and activate creative powers. Furthermore, a creative work is never a single work. Creative product work is the result of collaboration. For example, it is impossible for a designer to make a leather bag alone. He needs leather craftsmen, cattle breeders, thread factories, and so on to make these products exist. In the final part, participants need to practise these creative thinking skills with their group.

I. Inducing Creative Thinking

Creative thinking is active thought processing. Creative thinking skills can be learned. Several ways to stimulate creative thinking processes.

A. Enables varied viewing angles (*multiple perspectives*)

See the situation as a whole (holistic), including imagining different points of view. For example, ask the question "what if a nurse faced this problem?" "How would I see this problem if I was in that person's position?" Chatting with others can be a way to exchange and bounce ideas, and then gain different points of view. Reading articles, books, or watching videos can certainly add perspective too.

B. Challenging ideas (*idea trigger*)

Inducing thoughts, for example with the SCAMPER method (*substitute, combine, adapt, modify, put into another use, eliminate, reverse* – asking whether there are any rules that can be changed, whether there are parts that can be replaced, whether the position should be reversed, whether this should be removed, etc.), or with other provocative questions, such as Socratic questions (*socratic question*), by asking "what if?" and "why?" which leads curiosity to continue looking for answers.

C. Random experience (*random impulse*)

Inviting your mind to try new or unexpected things. Use random methods of looking for words or images, for example opening a magazine page at random, pointing at the page with your eyes closed, then relating the word or image to the problem at hand. Or combine 2 words or 2 different objects, and look for possible relationships. Apart from that, new experiences can be gained by exploring different sides of oneself. If you have always liked pop music, then try listening to traditional music. If you have been working in the IT sector, then try joining a theatre or literature club.

(Notes:

- *The facilitator can provide or attach equipment that can stimulate creativity in the training room*
- *After the fishing time is over, participants may go around to see and appreciate the work of participants who carried out individual activities.*
- *Conduct a debrief/discussion, by asking participants how they feel, whether there are any first experiences, etc.)*

Keep in mind that the creative thinking process requires space for intuition to emerge. We cannot constantly force our brains to think to get answers or solutions to problems. We need

to let intuition be present, and often our intuition functions when we are not doing the work and are not expecting it. Intuition is present when we are relaxed, taking a leisurely walk, taking a shower, or after meditation. Therefore, a positive mood is a condition that needs to be considered when carrying out the creative thinking process.

Experiment

- *Participants try one of the inducements methods (for example chatting in pairs, dancing, playing guessing games, watching the Japan Masquerade Show, etc. according to the instruction card prepared by the facilitator. Instructions are adjusted to the age of the participants*
- *The creative thinking inducements experiment was carried out for 1 minute*

After carrying out the experiment, participants answered the following questions:

1. Name anything that can sound/sound
2. Name as many words starting with F as possible.
3. In Switzerland, the *putri-malu plant* is sold for IDR 150,000, if converted to rupiah. If at a bazaar in Indonesia, you want to try selling the Maluku plant for IDR 150,000, please mention the methods you will use to sell it.
4. Make a picture of this curved line (nonverbal test question).

Then participants compare the number of answers on this test with the answers during the assessment.

II. Creating Creative Products

The term "creative product" in creativity literature can be in the form of an idea, plan, product, story, method/mechanism/strategy. It is important to note that a creative product is a product that meets needs in the real world. So much work is original and innovative, but if it doesn't address a real-world need, it may go unused.

To create work, the creative process goes through the following stages (Wallas, 1926 in Deckert, 2015):

- A. Preparation
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 tolerance on ambiguity.
- B. Incubation
The stage where we "chew" the thoughts or information received. The subconscious mind organizes information into ideas.
- C. Enlightenment (illumination, *insight*)
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 have an AHA moment.
- D. Verify/Evaluate ideas
The stage when analytical thinking comes into play, to test ideas, whether they are valid, appropriate and useful.
- E. Elaboration

The stage when we connect ideas, combine them with information and detail which is relevant. A time when we work on products carefully and diligently.

This process does not take place in one direction or linearly, but can be continuous or cycle through the initial stages several times before arriving at the final result.

You often cannot realize creative ideas alone, and when creativity becomes a product, it is not a single work. Someone may be more creative in looking for ideas (*explorer*), while other people are more creative in executing ideas (*developer*). People who come up with ideas and those who execute ideas are both creative. By understanding our strengths and weaknesses, we can work together to create creative work.

Practises that can be done in groups, by applying thought inducement, supportive habits, and the five stages of creativity, are as follows.

1. Make a 1 page A4 comic. Everyone must have a story. Everyone must have had social interaction and dialogue. In a group, at least one person can make line drawings, and at least one person can write. Groups create comics with free themes and images on 1 page of paper.
2. Creativity from leftovers. The group goes outdoors, each member takes an abandoned object (no one owns it), then returns as a group and creates an original and meaningful product.
3. Imagination from random word combinations. Each member of the group gets one word that is different from the other members. For example, the words "used", "pink", "grow", "cover", "child". Other group members get different random words. The group combines all the words from group members and then imagines what products can be created from these words. Not stringing together sentences, but imagining the products that can be produced from the association of these words.
(Random words are adjusted to the vocabulary mastery of the target group. For children's ages, simpler words can be given)
4. Business planning (*for at least youth*). Your group is running a clothing recycling centre and needs to earn IDR 5,000,000 per month. Develop a plan by discussing the ideas of the group.
5. Masquerade or disguise (*It can be done by participants aged children to adults*). The group was given the task of demonstrating an object using their body parts. For example, demonstrating a typewriter, then there are participants whose roles are the keys, the paper, and the machine. As a reference, participants can see examples of masquerades on YouTube.

It is not necessary to give each group a different task. Each group can do the same activity, for example making comics. Task ideas can also be varied by the facilitator according to conditions in the field.

Participants can be guided in carrying out the preparation stages, using thought inducements, to elaborate ideas, and especially practising habits that support creative thinking.

When participants present their work, the facilitator explores the creative process that occurs in the group, what preparations are made to gather information, habits that support and hinder what happens in the group (is there resistance/rejection of ideas, tolerant attitudes, etc.).

Closing

The first step to thinking creatively is to believe that you can think creatively. We tend to be more creative when we think positively. Self-confidence can be built by remembering the successes

that have been made. Creative feelings are needed to create future works. So start with daily creativity.

**Learning :
Activities**

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	The instructor provides brain teaser puzzles (continued from yesterday) at the following link: https://www.youtube.com/watch?v=iPe1M7y9L0w
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Delivery of material	Interactive lecture 10'	The instructor explains the following material using PPT: Induce creative thinking The instructor opens a question and answer room
2	Creative thinking inducement exercises	Practise 25'	The purpose of this activity is for students to try strategies to stimulate critical thinking and then test whether these strategies can improve their creative thinking abilities or not. Each student receives an instruction card and tries the creativity lure (attached) for 20' Post their work on the wall or may place it on a table or chair (the facilitator ensures that the placement is spaced so that students can still move freely)

3	Discussion of practical results	Class discussion 10'	The instructor summarizes their work and invites the class to discuss their feelings and ask if anything new has been done, etc. (ask students to express their opinions so that the discussion can continue) Instructors can also use the work of several students as material in class discussions
4	Rework the informal assessment by answering several questions selected by the instructor	Informal assessment 20'	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. After practising, participants answer the following questions: 1. Name anything that can sound/sound 2. Name as many words starting with F as possible. 3. In Switzerland, the <i>putri-malu plant</i> is sold for IDR 150,000, if converted to rupiah. If at a bazaar in Indonesia, you want to try selling the Maluku plant for IDR 150,000, mention the methods you will use to sell it. 4. Make a picture of this curved line (nonverbal test question). (attached) Then the instructor asks students to compare the number of answers on this test with the answers during the assessment. Instructors can also ask students if there is a different answer than the others, and students can share those answers
Break (15')			
5	Building a class atmosphere	Icebreaker 5'	The instructor provides a logic puzzle 'Which nurse is evil' at the following link: https://www.youtube.com/watch?v=vfsUspPSxy0
6	Group division	5'	Instructors divide students into small groups to keep students actively involved Students can use counting or social gathering methods to save time
7	Delivery of material	Interactive lecture 10'	The instructor explains the following material using Power Point: ● Creating creative products

			The instructor opens a question and answer room
8	Practise creating creative products	Group assignment 25'	The aim of this activity is for students to be able to practise the steps in creating creative products that have been studied (format available in student worksheet) The instructor distributes different group assignment sheets to each group Students are asked to do it in the student workbook
9	Presentation of group practise results	Presentation 10'	Several groups are asked to share the results of group practise in creating creative products Instructors and other students can provide positive feedback
Closing			
1	Strengthening students' knowledge	Interactive lecture 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the aim of this activity to help students explore deeper 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Weekly Missions	5'	Explanation of weekly mission titles and descriptions
4	Closing prayer	5'	Led by the class leader

Assessment : Write a weekly journal

Mission Title : Practise Thinking or Seeing Something Creatively in Everyday Life

Mission Description :

- Did you find something creatively used this week? What is that? And explain how to use it?

- How can you use creativity in everyday life?
- How do you improve your creativity?

Creating Creative Products Sheet

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 regarding Creating Creative Products

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

Preparation

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... tolerance there is ambiguity

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Incubation

The stage where we "chew" the thoughts or information received. The subconscious mind organizes information into ideas

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Enlightenment (illumination, *insight*)

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

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Verify/Evaluate ideas

The stage when analytical thinking comes into play, to test ideas, whether they are valid, appropriate and useful

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Elaboration

The stage when we connect ideas, combine them with information and detail which is relevant. A time when we work on products carefully and diligently

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

About nonverbal creativity:

4. Make a drawing of curved lines on this sheet of paper in 3 minutes.

You are free to draw anything.

Attachment

List of creative thinking inducements

ACAK KATA 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.
PERCAKAPAN TENTANG KITA 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.
PUISI 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.
DONALD BEBEK Bacalah cerita dalam komik Donald Bebek
MEWARNAI Ambil kertas lembar mewarnai, dan silakan mewarnai dengan pensil warna atau apa saja.
PAPER QUILLING Berkreasilah membuat suatu bentuk dengan paper quilling yang tersedia.
CLAY Berkreasilah membuat suatu bentuk dengan clay yang tersedia.
STIK ES KRIM Berkreasilah dengan stik es krim dan karet yang tersedia.
KERTAS & PENSIL Berkreasilah dengan menggunakan pensil dan kertas yang diberikan kepadamu.
MUSIK Ambil earphone dan dengarkan musik ini dari Youtube: The Sounds of Indonesia Full Album 1 by Addie MS - Instrumental Lagu Daerah Nusantara
SKIPPING Mainkan tali skipping sesukamu.
VIDEO MASQUERADE Ambil HP dan earphone, tonton dari Youtube, MASQUERADE TERKREATIF TV SHOW DARI JEPANG

CRITICAL THINKING MODULE

23 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

THE PHENOMENON OF REACTIVE BEHAVIOUR &
UNDERSTANDING CRITICAL THINKING

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: What is Critical Thinking?
Sub Topic	: • The phenomenon of reactive behaviour • Understanding critical thinking
Time	: 3 hours (15 minutes break)
Basic competencies	: • Critical thinking & problem solving • Creativity & innovation
Learning objectives	: Students able to: • Identify the phenomenon of reactive behaviour • Reflect on personal reactive experiences • Present the concept of reactive thinking through group assignments • Have an analytical attitude
Indicator	: Students able to: • Write down at least 1 automatic conclusion that often appears • Write/share at least 1 personal reactive experience in their respective notebooks • Create a concept map for thinking during critical periods
Learning methods	: Interactive lectures, watching short films, class discussions, case studies, sharing
Instructional Media	: PPT, short film videos, photocopies of article sheets for case studies, photocopies of case study worksheets, photocopies of personal reflection & evaluation sheets
Learning Materials	: Material on reactive behaviour phenomena & understanding critical thinking, short film video material, case study material, reflection & personal evaluation material
Learning Materials	: Laptop, projector, speakers, notebooks, stationery, student workbooks, flipcharts, markers, paper tape
Learning Resources	: Youth Life Skills Module
Learning materials	:

Reactive Behaviour Phenomenon

In everyday life, human behaviour can be differentiated between reactive behaviour and responsive behaviour. Reactive behaviour is behaviour that tends to be spontaneous, direct, reflexive, and without much consideration. Meanwhile, responsive behaviour is behaviour that is considered before it is carried out, there is a pause, '*wait and see*' (restrain yourself, observe first).

Responsive behaviour does not mean it is better than reactive behaviour. If we want to laugh after hearing humour conveyed by a friend, of course we will spontaneously react to laugh, without needing to consider first whether to laugh or not. However, if we reactively bully people who accidentally bump into us in the middle of the queue, or reactively chase motorbikes that overtake us on the road, of course this is not appropriate and could risk causing problems.

The problem is, there are so many human behaviours that tend to be reactive. Some of them are panic buying (*panic buying*), brawls, violence, getting trapped in online loans, protests, and so on. Human reactivity can be at the level of behaviour/actions, words, attitudes, thoughts and feelings. Reactive people tend to be easily offended, inflamed, and incited.

What makes someone immediate and quick to react? Basically, we easily make conclusions by relying on automatic thought processes. It is the human brain's tendency to think automatically, starting from capturing information, making assumptions, and drawing conclusions.

An interesting example illustrating the phenomenon of reactivity is presented in the film "Tilik" (2018) produced by Ravacana Films. This 33 minute short film can be an alternative learning medium for participants to watch, especially participants with a minimum age of 15 years. Then participants were asked to discuss the automatic conclusions that often emerged from the characters. Automatic conclusions in this film include: vomiting is thought to be pregnant, giving an envelope is thought to be a dowry or bribe, being treated in hospital is thought to be critical and can be visited, etc.

So that participants can better appreciate everyday reactive behaviour, participants are asked to look for reactive experiences that they have experienced themselves or witnessed from other people's experiences, and share them in the group.

From the example of the event mentioned above or from the experience of the participants, there is *critical point*, the key point, which determines whether someone reacts or not, slips into error or not, is incited or not, persuaded or not. At that point, critical thinking skills come into play. By thinking critically, of course we avoid detrimental reactive behaviour.

Understanding Critical Thinking

Thinking has become a daily activity that we often do not realise of doing so. This moment of unconscious thinking is what is meant by automatic thinking (Kallet, 2014). This condition can be risky if someone is in a critical situation.

According to the Big Indonesian Dictionary, "critical" means "in the most decisive state". Thus, critical thinking can be interpreted as the ability to think in the most decisive circumstances. Determining whether to agree or not, take sides or not, accept or reject, decide on a course of

action, etc. We don't have to think critically all the time, but we need to use it before determining actions, words, statements, or decisions in certain situations.

What situations are classified as critical situations? Of course there are many conditions and they can vary from person to person. Considering whether to accept or reject an offer of illegal drugs is one of the critical or most decisive situations. Likewise, considering before having sexual relations outside of marriage, accepting or rejecting an invitation for violence from the gang you are joining, signing a work contract, considering choosing candidate leader. The problem is, people may not have had time to experience the 'considering' phase, because reactive behaviour has already taken over.

Critical thinking is a thinking process that is at a determining point (*critical point*) that prevents us from slipping into reactive thinking-attitude-action. Critical thinking is a conscious thought process, as opposed to automatic thinking.

Critical thinking is reasonable reflective thinking aimed at deciding what to believe or do (Ennis, 1993). In line with this definition, Paul & Elder (2006) concludes critical thinking as the art of analysing and evaluating thoughts with the aim of sharpening or increasing understanding. It can be said, we don't just agree or reject something, but do some thought processing first so that we have a more accurate understanding.

Critical thinking is not the same as criticism or scepticism (doubt and lack of trust which tends to be suspicious). Criticism tends to contain judgment, while critical thinking emphasizes analysis and questions. Scepticism tends to be based on denial, while critical thinking is based on an open mind to find out more. A critic who aims only to criticize asks: "What's wrong?"; "What's different about me?"; "What is that person's weak point?"; while someone who thinks critically asks; "How does he see this problem?"; "What is the difference between his opinion and mine?"

The ability to think critically does not depend on intelligence capacity, because this ability is a thinking skill that can be trained by anyone without exception (Ruggiero, 1988 in Sallmani & Rushidi-Rexhepi, 2019). Critical thinking skills trained on students with learning difficulties and intellectual disabilities have been proven to be able to help them in the learning process.

By practising critical thinking, we gain benefits, such as:

- Gain a clear understanding of the problem or situation. Before we get involved in attacking someone's social media account, or protesting a policy, we can understand the problem more clearly.
- Can draw accurate conclusions. Accurate conclusions mean conclusions that are objective, according to actual circumstances or reality, not based on one's own imagination and assumptions.
- Produce more varied and rich problem solving solutions. By thinking critically, we are not fixated on just one solution which may not have been effective so far, but can look for other ways that are more effective.
- Prevent errors or worse results. We can detect potential risks, for example before agreeing to a contract, preventing accidents, etc.

Critical thinking skills are also associated with better mental health. This is understandable because critical thinking skills help us understand problems more objectively, which of course reduces misperceptions. In this way, someone who thinks critically will be able to reduce anxiety about things that should not trigger stress.

As an introduction to discussing the benefits, the facilitator can present case examples from the experiences of people who apply critical thinking to avoid fraud.

Kejadiannya sekitar bulan Maret 2021, ketika pacar saya mau membeli sebuah komponen komputer dengan harga sekitar ±4jutaan kebetulan transaksi ini pakai akun shopee saya.

Sy hanya mengangkat telfon dia hanya 1x saja dan yang sy ingat orang ini membicarakan masalah pengiriman, dia bilang dari J&T Express mau diganti menjadi JNE ... saya tidak bisa "Mengiyakan" begitu saja karena ini bukan barang yang saya punya. Akhirnya saya call pacar saya untuk mendiskusikan hal ini, pacar saya bilang untuk kasih kontak dia ke penjual itu. Akhirnya saya kasih.. dan setelah saya pikir2 ada hal janggal, pengiriman disistem bisa diganti oleh seller sendiri? terus kenapa dia mau ganti pengiriman yang sudah jelas dia mencantumkan J&T Express menjadi JNE?

Setelah saya kasih kontak pacar saya ke orang itu, akhirnya mereka berdua ngobrol. Dan sebenarnya pacar saya ini sudah tau kalau ini penipuan dan pacar saya bilang kalau ini "Phishing". Pacar saya menjelaskan kalau ini modus penipuan yang sebenarnya sudah lumayan banyak seperti ini, yang infonya sipenipu ini mengirimkan Link dan di Link itu muncul kode verifikasi 4digit yang biasa shopee kirimkan. Kalau kita masukin kode verifikasi ini , si penipu itu bisa mengakses akun shopee tersebut.

(Case examples can be varied by the facilitator)

**Learning :
Activities**

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Build an atmosphere	Icebreaker 5'	Instructors/students lead the 'You Are Still a High School Student' movement Links that can be displayed: https://www.youtube.com/watch?v=KAUDBAiIBAo
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits

			The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Delivery of material	Interactive lecture 15'	The instructor explains the following material using Power Point: • Definition of reactive behaviour • Causes of reactive behaviour • Examples of reactive phenomena The instructor opens a question and answer room
2	Watch short films	Video 35'	The aim of this activity is to provoke and remind students of the reactive behaviours they often experience The instructor shows the film: "TILIK" https://www.youtube.com/watch?v=GAyvgz8_zV8
3	Conduct discussions led by the instructor	Class discussion 15'	The aim of this activity is for students to explore examples of reactive behaviour from the film they have just watched The instructor listed any examples of reactive behaviour shown from the film TILIK to guide students' answers, for example: 1. Hearing the news that it was the girlfriend of the village head's daughter who took the village head's mother to the hospital, the women immediately became suspicious about their relationship. 2. When they received news that the village head was sick, they immediately thought they were seriously ill - the news was spread - they invited other women to visit even though the place was very far away without first confirming whether the village head was sick and whether they could visit them or not. 3. Seeing photos of Fikri and Dian on Facebook that looked intimate, the mothers became increasingly suspicious of their relationship going too far.

			4. Seeing Dian's sociable attitude and being able to buy a new cell-phone and a new motorbike even though she had just been hired, only graduated from high school, and was abandoned by her father when she was little, the mothers already thought that Dian's job as a woman was not good. 5. Getting a lot of information/news from the internet already assumes that all the information/news is true 6. Etc. (please search) Students are asked to mention automatic conclusions that often arise from the characters, the instructor can guide them through provoking statements. Students are asked to look for reactive experiences they have experienced themselves or witnessed from other people's experiences, and share them in groups. The instructor leads the discussion and students are encouraged to provide examples so that students' understanding becomes better
Break (15')			
4	Building a learning atmosphere	Icebreaker 5'	The instructor poses the puzzle "Which Way is Safe?" on the following link: https://www.youtube.com/watch?v=JEFIWsoUI7M
5	Delivery of material	Interactive lecture 15'	The instructor explains the following material using Power Point: • Definition of critical thinking • What situations are classified as critical situations • Benefits of critical thinking The instructor opens a question and answer room
6	Group division	5'	The instructor divides students into small groups in order to provide opportunities for active involvement of students in the group Instructors can use the social gathering or counting method
7	Case study	Group assignment 25'	The purpose of this activity is to train students to be able to consider various points of view, identify problems, and find logical solutions Activity:

			• The instructor writes the title of the article on pieces of paper and distributes it using the social gathering method to each group • Groups are asked to read the articles they receive and discuss the questions they have in their groups • Answers are written on a flipchart
8	Presentation of group assignment results	Presentation on 10'	The instructor asks several groups to present the results of the group discussion Instructors and other students can provide positive feedback
Closing			
1	Strengthening students' knowledge	Interactive lecture 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing prayer	5'	Led by the class leader

Attachment:

Article Sheet Related to Case Studies

Article 1:

Bickering 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 the Purworejo Police immediately evacuated the two people to Tjitrowardojo Regional Hospital after receiving reports from residents.

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-harian-pimpinan-dan-karyawan-koperasi-di-purworejo?page=2>.

Article 2:

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

Kompas.com - 10/29/2024, 19:39 IWST 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 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-disangka-rekam-tawuran-pria-di-depok-jadi-sasaran>.

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-makan-pria-di-makassar-diserang-senjata-tajam>.

Article 4:

2 Middle School Students in Garut Fight Freely During Study Hours

li 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 who are involved in fights receive disciplinary sanctions from the school. There were no victims or bruises after the fight. "Both parties have made peace and signed an agreement not to repeat the action," said Sopyan, Tuesday (22/10/2024).

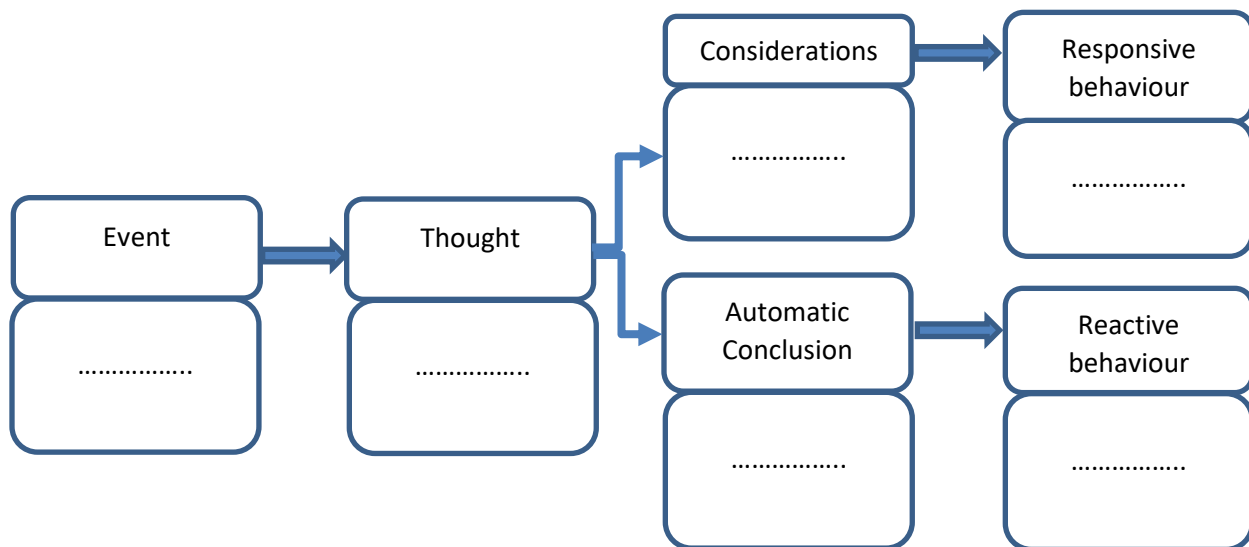
source:

https://daerah.sindonews.com/read/1476919/701/2-siswa-smp-di-garut-tarung-bebas-saat-jam-belajar-1729591822#goog_rewarded

Case Study Sheet Related to Article

Read and analyse the articles you get then answer the following questions and write them on the flipchart sheet!

1. What examples of reactive behaviour 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 behaviour 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!



24 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

AUTOMATIC THOUGHT TENDENCIES - CHALLENGES &
AM I THINKING CRITICALLY

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: What is Critical Thinking?
Sub Topic	: ● Recognising Automatic Thought Tendencies ● Critical Thinking Challenges ● Am I Thinking Critically?
Time	: 3 hours (15 minutes break)
Pre-Condition	: Participants have received material on the phenomenon of reactive behaviour and the meaning of critical thinking
Basic competencies	: ● Critical thinking & problem solving ● Creativity & innovation
Learning objectives	: Students able to: ● Get to know the concept of automatic thought tendencies and critical thinking challenges ● Identify the potential for critical thinking attitudes in yourself ● Practise solving problems using critical thinking concepts ● Have an honest and never give up attitude
Indicator	: Students able to: ● Name 1 type of bias that is being acted out by other groups ● Write and complete an assessment related to critical thinking tendencies ● Solve the given critical thinking related puzzles
Learning methods	: Interactive lectures, role playing, personal assessments
Instructional Media	: PPT, photocopy of critical thinking questions, photocopy of critical thinking attitude questionnaire (attached)
Learning Materials	: Training materials, role playing materials
Learning Materials	: Laptop, projector, matches/sticks
Learning Resources	: Youth Life Skills Module
Learning materials	:

Recognising Automatic Thought Tendencies

At the beginning of the discussion regarding the phenomenon of reactive behaviour, automatic thoughts were mentioned. To understand the tendency of the human brain to think automatically, participants are invited to carry out the following experiment.

1. Read this sentence:

Even if this sprit is written, you can still read it without difficulty because of your magical abilities. This is an example of automatic thinking at work.

2. Listen to this sentence read:

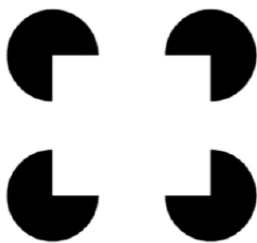
Small talk is part of the art of conversation that can lighten the atmosphere in a relationship even if people don't always want to talk for a long time.

How many B's are there in the sentence?

(sentences may be re-read a maximum of 2 times)

Answer: 9

3. What shape do you see in the picture below?



Picture source: Kallet, Michael. (2014). Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills. New Jersey: John Wiley Sons.

Discussion:

In the picture, we see a square or square shape, even though that shape does not exist. Our minds can automatically add something (in examples 1 and 3) or remove something (forgotten letter b words in example 2). The three examples above are an illustration of how our minds automatically work to help us think and carry out daily functions.

With this brain ability, we can grasp meaning/information even though the data is incomplete, for example, we can recognise a department store just by looking at a part of its logo. In addition, by eliminating some unnecessary things, our brains are not full of unimportant thoughts all the time, so that for example we can ignore the distraction of the traveling salesman's voice while studying or working. We generally don't think about how to move our legs when cycling, because the movement of our legs is automatically stored in memory. However, we certainly need to think to determine which road to take, not just follow the route of the vehicle in front of us.

However, imagine if what our minds omit is information that is actually important! We may tend to rely on habitual patterns and then jump to conclusions based on those patterns. Or we rely on general opinion (*common sense*) in giving answers based on limited information, without

checking. It is these automatic thoughts that we need to be aware of and be aware of, because they can function both to our advantage and to our detriment.

Critical Thinking Challenges

With the tendency to think automatically, basically our thoughts have weaknesses, especially when accompanied by conscious or unconscious thought biases. It's actually very human that we have biases. Bias is a mistaken view or way of seeing facts. Let's get to know the types of bias that commonly occur in everyday life.

1. Availability bias, or simply put: "it is what it is"
A person's tendency to make decisions based on examples, information, or experiences that occur most frequently or are currently available. For example, someone often watches celebrities on social media every day, then when asked about a job that makes a lot of money, he immediately answers *influencer* and *youtuber*, because they are the ones that come to mind so *brand*. That's what was chosen, not looking for other alternatives, for example when you mention a bookstore, what immediately comes to mind is Gramedia.
2. Confirmation bias, or simply put: "what I believe"
A person's tendency to look for evidence that is in accordance with his personal opinion without looking for contrary evidence, to confirm that his opinion is correct. His attitude tends to agree or believe in something that is considered good and reject something that is contrary. For example, believing that a person with the zodiac sign Leo will definitely lead and when he happens to find a leader with the zodiac sign Leo then he confirms his opinion. Or have an opinion about presidential candidate X and look for evidence that justifies his opinion.
3. Attribution bias, or simply put: "what appears to be"
The tendency of someone to judge other people only based on some of the characteristics (attributions) that that person has. For example, someone who looks dapper tends to be easier to trust than someone who looks sloppy.
4. Effect *bandwagon* or bandwagon effect
A person's tendency to adopt a certain behaviour, attitude, or style because many people do. For example, getting involved in wearing tattoos, idolizing Korean actors, playing lato-lato, etc.
5. Bias *in-group* or in-group bias, or simply put: "us vs them"
A person's tendency to think that their group is the best or most correct, thus creating the perception that other groups are wrong. This group bias can occur from religious groups to student or community organization groups. If someone does not agree with the group, they are considered not part of the group, or even considered an opponent.
6. It can be implicit, or in simple language it can be "SARA"
This bias tendency is not realized by a person, involving negative attitudes towards other people or social groups, which are based on judgments related to race, gender, age, economic status, and others. For example, an attitude that is more pro or supportive of senior leaders compared to young people or vice versa; associate engineering work as belonging to men, while the nursing profession is identified with women; or think that certain tribes tend to be rude and aggressive.

(To better understand the practise of can in everyday life, participants in groups discuss and carry out role plays with the biases determined for each group. Groups are asked to explore examples of bias from

[personal experience to use as role play material. When the group demonstrates, other participants observe and are asked to guess the biases displayed.]

These biases of thought then give rise to prejudice, wrong conclusions, blind beliefs, and reactive actions. Often our obstacles to critical thinking are not because we cannot do it, but because of mental attitudes that trap or limit ourselves. For example, an attitude of blind faith which assumes something is true because they believe it, want to believe it, always believe it, or selfishly think it is more true than others.

"If we are human, we are bound to be biased," stated Michael Kallet (2014). Thought bias may be our weakness as humans, but the ability to be aware of the existence of bias when thinking, this is our strength.

Am I Thinking Critically?

Readiness to think critically will be seen from two sides, namely the ability to criticize problems, and from the tendency to think critically that is used every day.

- Critical thinking questions use questions adapted from the Cornell Conditional-Reasoning Test, Form X (Ennis, 1964), Watson-Glaser Test of Critical Thinking (1964), and Verbal Logic questions from the ZenCore Adaptive application.
- The critical thinking tendency questionnaire uses statements adapted from the Critical Thinking Scale questionnaire for EED student activities at Muhammadiyah University, Yogyakarta (2015).

The questions used in this training module have not undergone statistical testing, because they are only intended for informal use within the scope of the training, as a tool to assist participants in reflecting and evaluating to recognise their abilities.

Therefore, it is not recommended to conclude the category of participants' critical thinking abilities based on the results of this measurement. The interpretation of this measurement is that participants receive feedback regarding their personal tendencies, whether they are used to activating critical thinking or are easily fooled into drawing inappropriate conclusions.

Critical Thinking Questions: (attached)

Each question is then discussed one by one so that participants understand the basis for thinking to arrive at the right answer. The parts of a statement that need to be criticized are the premise or statement, the relationship between the premise, and the conclusion. The correct answer is given a score of 1, while the wrong answer is given a score of 0. The facilitator can ask for the participant's total score and use the results of this assessment as a mapping of the participant's critical thinking abilities, so that later they can provide further enrichment.

Participants need to understand that when thinking critically, we do not only criticize opinions/statements, but also criticize the logic of thinking contained in the relationship between these statements. It is important to apply logic, as exemplified in questions containing premises.

Answers: 1 (b), 2 (c), 3 (a), 4 (c), 5 (c), 6 (c), 7 (a), 8 (a), 9 (b), 10 (b)

Critical Thinking Attitude Questionnaire (attached)

The results of questionnaires that participants have answered can be collected by the facilitator to map participants' abilities. Discussion of this questionnaire is necessary to invite participants to recognise their behavioural tendencies. From self-assessment regarding this attitude tendency, participants can identify whether they have often or rarely done critical thinking.

Someone who thinks critically carries out a thought process like the following:

- Observation, observe, pay attention, capture all available information
- Connecting information, comparing it
- Checks for errors, misperceptions, recognises inconsistent information
- Finding reasons or cause-effect relationships
- Recognise the pros and cons, as well as different points of view

Our minds can automatically add something or remove something. Our minds automatically work to help us think and carry out daily functions.

With this brain ability, we can grasp meaning/information even though the data is incomplete, for example, we can recognise a department store just by looking at a part of its logo. In addition, by eliminating some unnecessary things, our brains are not full of unimportant thoughts all the time, so that for example we can ignore the distraction of the traveling salesman's voice while studying or working. We generally don't think about how to move our legs when cycling, because the movement of our pedalling legs is automatically stored in memory. However, we certainly need to think to determine which road to take, not just follow the route of the vehicle in front of us.

However, imagine if what our minds omit is information that is actually important! We may tend to rely on habitual patterns and then jump to conclusions based on those patterns. Or we rely on general opinion (common sense) to give answers based on limited information, without checking. It is these automatic thoughts that we need to be aware of and be aware of, because they can function both to our advantage and to our detriment.

Learning :
Activities

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	The instructor asks participants to pair up and face each other Each participant in pairs is asked to choose an odd or even number

			The instructor provides instructions odd numbers and the contestant who chooses an odd number will try to capture his partner's even hand, or vice versa Instructors can provide instructions with addition and subtraction questions to further train participants' concentration. Example: The instructor gives the instruction "20 + 17" then the participant who chooses an odd number tries to take the participant who chooses an even number.
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Delivery of material	Interactive lecture 20'	The instructor explains the following material with the help of Power Point: • Automatic thought tendencies • Critical thinking challenges The instructor starts a question and answer session
2	Group division	5'	The instructor divides students into small groups so that students can be actively involved in the group
3	Identify examples of actions that fall into specific bias categories	Group discussion 20'	The aim of this activity is for students to understand examples of everyday actions that fall into certain bias categories Groups receive a worksheet (attached) regarding examples of actions and discuss whether these actions fall into the categories of availability or confirmation bias or others.
4	Present the results of the group discussion	Class discussion 20'	The instructor leads a class discussion based on the results of the group discussion The instructor will discuss the questions one by one by asking one of the groups along with the reasons and asking

			the other groups to respond, including giving reasons if there is something different. Instructors guide students in class discussions with mutual respect for each other's opinions
Break (15')			
5	Building a class atmosphere	Icebreaker 5'	Participants are asked to stand in a circle, the instructor gives instructions to all participants to form a line according to the instructions that will be given. Example: If the instructor asks participants to line up according to their height, then the participants form a line according to the lowest to highest participant's height. The instructor can provide instructions for participants to sort by date of birth, shoe size, or letters in the name.
6	Delivery of material	Interactive lecture 5'	The instructor explains the following material with the help of Power Point: Am I thinking critically? The instructor opens a question and answer room
6	Complete critical thinking questions	Individual assignments 15'	The aim of the following activity is to try to answer critical thinking questions and direct students to be able to do so criticizing opinions/statements, also criticizing the logic of thinking contained in the relationship between these statements The instructor asks students to work on critical thinking questions contained in the student's workbook based on the results of their own thinking The instructor discusses the answers one by one along with the logic of why the answer is that way
7	Fill out the critical thinking attitude questionnaire	Individual assignments 20'	The instructor explains the purpose of giving the questionnaire By self-assessing this attitude tendency, participants can identify whether they have often or rarely done critical thinking The instructor asks students to complete the critical thinking attitude questionnaire contained in the student workbook Give enough time to work on it and then discuss it together
8	Solve problems by thinking critically	Practise 10'	Give each student 18 matches/sticks and ask students to solve the problems displayed on the PPT screen as a refresher activity if necessary
Closing			

1	Strengthening students' knowledge	Interactive lecture 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing prayer	5'	Led by the class leader

Attachment

Examples of actions in specific bias categories

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	A N D	F
1	Believe that crime is increasing because of reports in the news	X					
2	Blaming other students' laziness on the study team			X			
3	Choose close friends to join in work projects					X	
4	Believing rumours or conspiracy theories		X				
5	Liking or supporting popular artists				X		

6	Trust prospective employees from well-known universities more						X
7	Trust your own group's opinions more in discussions					X	
8	Thinking yourself smart when you pass a test, but blaming the questions when you fail			X			
9	Thinking that certain foods are unhealthy because of personal experience	X					
10	Consider young employees less experienced						X
11	Using new apps or social media platforms				X		
12	Ignore the signs of an unhealthy relationship		X				
13	Assume flooding will occur after the extreme rainy season	X					
14	Thinking other drivers are bad, but standing up for yourself when your driving is bad			X			
15	Providing friendlier service to customers with a 'professional' appearance						X
16	Ignoring group members' mistakes in sports competitions					X	
17	Interpret product reviews based on personal preferences		X				
18	Support popular sports teams				X		
19	Choose a doctor or hospital based on friends' stories	X					
20	Assuming students excel only because they are lucky			X			
21	Avoid criticism of personal decisions		X				
22	Be more friendly towards friends from the same club or community					X	
23	Buying highly rated products without researching further				X		
24	Perceiving women to be more emotional in conflict situations						X

Reason:

Availability bias (availability bias) occurs when someone tends to judge the probability or importance of something based on how easily examples come to mind, rather than based on actual facts. This bias often leads people to believe something more strongly simply because the related information or experience feels “fresher” or easier to remember. Here are some examples of availability bias in everyday life:

1. **Believe That Crime Is Increasing Because of Reports in the News**

A person may feel that crime around them is increasing rapidly just because they often see news stories about crime. In fact, crime rates may actually be decreasing. However, as the news appears frequently, they become more worried and perceive the situation as more dangerous than reality.

2. **Considering Certain Foods Unhealthy Based on Personal Experience**

If someone has ever felt sick after eating a certain type of food, they may conclude that the food is unhealthy or should be avoided. In fact, maybe the pain is just a coincidence or caused by other factors. These negative experiences are too easily remembered and form biased judgments about the food.

3. **Assuming Flooding Will Occur After the Extreme Rainy Season**

If an area has experienced major flooding due to extreme rainy seasons, residents may be more concerned about flooding every time heavy rain comes, even though rainfall conditions may be different. Memories of previous floods increase their worry and lead to assumptions that it will easily happen again.

4. **Choosing a Doctor or Hospital Based on Friends' Stories**

A person may choose a particular doctor or hospital simply because they heard good or bad experiences from friends, not based on overall reviews or the professional's credentials. Friends' personal experiences are better remembered, so they influence decisions even though they are not necessarily representative.

Availability bias predisposes us to make quick decisions based on information that is easiest to remember, but is not always accurate. Awareness of these biases can help us consider more data before drawing conclusions.

Confirmation bias (confirmation bias) occurs when someone pays more attention to, remembers, or looks for information that supports beliefs or opinions they already have, while ignoring or underestimating conflicting information. This bias often occurs without realizing it, and can influence the way we make decisions and form views on things. Here are some examples of actions that reflect confirmation bias:

1. **Believing Rumours or Conspiracy Theories**

People who believe in certain conspiracy theories, such as the flat earth theory, may only visit forums or sites that support those views and avoid information from scientific sources. They ignore scientific evidence that refutes their theories because it does not match their beliefs.

2. **Ignoring the Signs of an Unhealthy Relationship**

When someone really wants to believe that their relationship is healthy, they may ignore negative signs (such as abusive or manipulative behaviour from their partner) and focus only on the sweet moments or attention that their partner has given them, even though the relationship may not be good for them.

3. **Interpreting Product Reviews Based on Personal Preferences**

Someone who already wants to buy a particular brand of phone might only read positive reviews about that brand and ignore the negative ones, because they already have a preference. This makes them even more confident to buy, even though negative reviews may point out important aspects that are worth considering.

4. **Avoiding Criticism of Personal Decisions**

Someone who decides to quit a stable job to start their own business may focus only on the success stories of other entrepreneurs and ignore the stories of entrepreneurs who failed. This makes them confident that their decisions will definitely be successful, even though the risk of failure may be significant.

Confirmation bias can be an obstacle in the critical thinking process because it makes someone see things non-objectively. Recognising these biases can help us be more open to different points of view and make more balanced decisions.

Attribution bias is the tendency to interpret the behaviour of others or oneself in a way that is not objective. This bias often appears in two forms: *fundamental attribution error* (basic attribution error), in which people tend to blame personal character or traits for other people's actions in negative situations, and *self-serving bias*, where people tend to blame external factors for their own failures while claiming success as a result of personal abilities. Here are some examples of attribution bias in action:

1. **Blaming Other Students' Laziness on the Study Team**

If a student on a study team fails to fulfil an assignment, his peers may view him as lazy or irresponsible, instead of considering the possibility that he may be ill or experiencing personal problems. This is an example *fundamental attribution error*.

2. **Thinking yourself smart when you pass a test, but blaming yourself when you fail**

If someone manages to pass a test with a high score, they might say that it was because they were smart or studied hard (*self-serving bias*). However, when they fail, they may blame a test that was too difficult or a bad teacher, rather than their lack of preparation.

3. **Thinking Other Drivers Are Bad, But Defending Yourself When Driving Badly**

When someone sees another driver committing a traffic violation, they may think that the driver is careless or irresponsible. However, if they themselves broke it because they were in a hurry, they might blame the situation or say that they had an urgent reason, not because they were careless.

4. **Assuming Students Achieve Only Because They Are Lucky**

If someone sees a classmate who always gets high grades, they may consider him lucky or having help from their parents, instead of recognising his hard work. They ignore the efforts that might be made and assess the luck factor as the cause of their success.

Attribution bias often causes us to judge others unfairly or not fully understand their situation. Understanding these biases can help us more fairly judge behaviour, both of ourselves and others, by considering situational and internal factors in a balanced manner.

Bandwagon effect or *biased to follow along* occurs when a person tends to follow actions or opinions that are considered popular or carried out by the majority, even though these actions may conflict with his personal beliefs or preferences. This bias arises from the desire to "go with the flow" in order to feel accepted or conform to social norms. Here are some examples of actions that demonstrate bandwagon bias:

1. **Like or Support Popular Artists**

Someone may become a fan of a certain artist or celebrity just because their friends or other people around them like that artist, even though they are not really interested. This

often happens among youth, where there is social pressure to support celebrities who are "of the moment."

2. Using New Social Media Apps or Platforms

When a new app or social media becomes popular, people may start using it simply because their friends start joining it. For example, when platforms like TikTok or Instagram first became popular, many downloaded them to "keep up with the times" despite not being interested at first.

3. Support Trending Sports Teams

When a sports team suddenly becomes popular due to a major win or achievement, many people may start supporting the team, despite previously having no interest in the team or even the sport. This can be seen when a national football or basketball team is successful in a major tournament, and fan support increases drastically.

4. Buying Products with High Ratings Without Further Research

When shopping online, many people may purchase a product that has a high rating or many positive reviews simply because it is popular, even though there are other products that may better suit their needs. They rely on the majority's choice without considering it deeply.

Bandwagon bias can influence a person's decisions and cause them to take actions they don't really like or understand. Understanding these effects can help us make decisions that are more independent and based on personal preferences or understanding, rather than solely on social pressure or popularity.

In-group bias is a person's tendency to support, trust and provide positive treatment to people who belong to their own group (in-group), while simultaneously showing a less positive or negative attitude towards people outside their group (out-group). This bias can appear in various situations and often occurs without realizing it. Here are some examples of actions that reflect in-group bias:

1. Selecting Close Friends to Join in Work Projects

A manager or team leader may be more inclined to choose his own friends or colleagues he knows well for an important project, even though there are other team members who are more competent or experienced. This happens because there is a bias in the group which makes him believe that his friends are more reliable.

2. Trusting Your Own Group's Opinions More in Discussions

In a discussion involving people from different groups, a person may be more inclined to listen to or accept the opinions of members of his own group, even though these opinions may be less reasonable or irrelevant. This bias can prevent them from considering ideas from outside the group.

3. Ignoring Group Member Mistakes in Sports Competitions

In a sports team, players or coaches may be more likely to ignore mistakes made by their own team members and instead blame external factors or the opposing team. However, if the opposing team makes the same mistake, they will see it as a sign of weakness or incompetence.

4. Be friendlier towards friends from the same club or community

Someone may be friendlier and nicer to people from the same club or community, such as a sports club, hobby or certain community. They tend to feel more comfortable and easily

get along with fellow members, while maintaining more distance or acting casually towards people outside the community.

In-group bias often makes us less objective in judging others and can hinder effective collaboration with people outside our group. Being aware of these biases can help us be more open and fair in our interactions and make more objective decisions.

Implicit bias is a prejudice or preference that a person has unconsciously towards certain groups or individuals, which can influence attitudes, behaviour and decision making without realizing it. These biases often arise from stereotypes that are ingrained in our minds due to environmental or cultural influences, even though we may consciously claim to be impartial. Here are some examples of actions that reflect implicit bias:

1. More Trust in Prospective Employees from Famous Universities

A recruiter may trust the abilities of an applicant from a well-known university more than an applicant from a lesser-known university, even if their abilities are unproven. This implicit bias can hinder opportunities for candidates who may have the same or better competencies, but come from lesser-known universities.

2. Perceiving Young Employees as Less Experienced

In work teams, someone may implicitly underestimate the abilities or ideas of younger team members, even though there is no evidence that they are less competent. This implicit bias is based on the stereotype that young age means less experience or ability, so their opinions may not be taken seriously.

3. Providing Friendlier Service to Customers with a "Professional" Appearance

Store or restaurant employees may unwittingly provide friendlier and more attentive service to customers who dress neatly or appear "professional," and act colder to customers who dress casually or appear less affluent. This shows an implicit bias towards appearances that are considered more "classy".

4. Perceiving Women as More Emotional in Conflict Situations

In situations of conflict or stress in the work environment, a person may subconsciously perceive female co-workers as more emotional or less rational, although there is no evidence to suggest that women are more emotional in such situations. This can affect the way they communicate or deal with female colleagues.

Implicit bias often occurs without us realizing it and can influence our decisions and the way we treat others. Being aware of this bias and doing self-reflection can help us be fairer in judging other people, so that it is no longer based on stereotypes or subconscious prejudice.

Critical Thinking Questions:

1. 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?
a. Yes b. No c. It could be
2. Santi was standing near Vina. Is this statement true: Vina is standing near Santi.
a. Yes b. No c. It could be
3. Cilegon's location is close to Rangkasbitung. Is this statement true: The location of Rangkasbitung is close to Cilegon.
a. Yes b. No c. It could be

4. Leaders are people who are good at talking. Do you agree?
a. Yes b. No c. It could be
5. First impressions are everything. Do you agree?
a. Yes b. No c. It could be
6. Nokia once went to Paris with Pluto. Which conditions, if true, prove this statement?
a. Cannot be determined
b. Nokia once somersaulted with Pluto
c. Pluto once went to Paris with Nokia
7. 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?
a. Uncle Scrooge is not a gymnastics expert
b. Uncle Scrooge is a gymnastics expert
c. Cannot be determined
8. 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?
a. Incorrect b. Appropriate
9. Statement 1: Anything that offers online loans can be a trap.
Statement 2: All trappers 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. Conclusion in line b. Conclusions are inconsistent

Critical Thinking Attitude Questionnaire

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.					

25 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

REFERENCES AND CRITICAL THINKING PRACTISE

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1))

Topic	: Practising Critical Thinking
Sub Topic	: ● Critical Thinking Reference ● Critical Thinking Practise
Time	: 3 hours (15 minutes break)
Pre-Condition	: Participants have received material on the phenomenon of reactive behaviour, understanding critical thinking, recognizing automatic thought tendencies, challenges of critical thinking, and am I thinking critically?
Basic competencies	: ● Critical thinking & problem solving ● Creativity & innovation
Learning objectives	: Students able to: ● Apply critical thinking references to the tasks given ● Communicate group assignments in front of the class ● Apply critical thinking references in everyday life ● Develop a curious and open-minded attitude
Indicator	: Students able to: ● Write at least 1 response related to critical thinking references ● Deliver responses regarding critical thinking references in front of the class ● Write the application of critical thinking references in responding to an event in daily life in a weekly journal
Learning methods	: Interactive lectures, group assignments, class discussions
Instructional Media	: PPT, photocopy of case study sheet, photocopy of mission sheet, photocopy of personal reflection & evaluation sheet
Learning Materials	: Training materials, case study materials, weekly mission materials, personal reflection & evaluation materials
Learning Materials	: Flipchart, laptop, projector, speakers, markers, stationery, notebooks, student workbooks
Learning Resources	: Youth Life Skills Module
Learning materials	:

Critical Thinking Reference

According to Paul and Elder (2010), someone who is accustomed to critical thinking is able to ask questions, gather relevant information, make reasonable conclusions, think openly to test their assumptions, and convey their opinions to other people. In this section, participants are invited to practise these habits, including by giving time before responding, asking questions, exploring insights, and discussing expressing their opinions in the group.

In carrying out critical thinking, there are information assessment standards from Paul & Elder (2010) which have been used universally as a reference for critical thinking.

1. Clarity (*clarity*) 4. Equipment (*completeness*) 8. Depth (*depth*)
2. Accuracy (*accuracy*) 5. Relatedness (*relevance*) 9. Area (*breadth*)
3. Accuracy (*precision*) 6. Meaningfulness (*significance*) 10. Justice (*fairness*)
7. Kelogisan (*logicalness*)

These ten standards were then simplified for use in this training module. The simplified critical thinking reference is shortened to "JEDA" (Clear, Deep, Fair), which is described as follows.

1. JEDA itself means "stopping time", which means that we take time to process information, activating conscious thought processes so that we don't just think automatically and reactively. To be able to think critically, Kahneman suggests thinking slowly (*slow thinking*) and Kallet suggests manual (not automatic) thinking. This phase of taking time out is important, because often we need time to express thoughts and reflect on answers.
2. "Clear" means clarity of information, which is the first standard used in critical thinking. Check clarity in terms of:
 - a. Understanding of the language/terms used
 - b. The context of the information/issue to be criticized
 - c. Details or detailed information
 - d. The essence of the problem (filter out unnecessary information)
3. "Deep" means the depth of information obtained by carrying out a deeper thought process, including:
 - a. Find out the relationship of this information with other information
 - b. Recognise things that are inconsistent or out of sync
 - c. Analyse the logic in it
 - d. Find out the evidence
 - e. Explore different perspectives
 - f. Find out the impact or consequences
4. Fairness means being in a neutral or impartial position before deciding, being fair from the mind, so that you are able to consider objectively, including admitting mistakes or biases in your thoughts. Critical thinking means consciously disentangling assumptions and beliefs. Critical thinking means being aware of our biases. We can ask ourselves: am I fair or biased in viewing this issue? Do I have ulterior motives?

For the record, critical thinking can only be done if we have the necessary knowledge base. For example, if we don't understand Latin, we can't respond to this sentence "*habeo aliam opinionem*". If

someone does not have enough insight into how to make vaccines, their criticism of vaccines could be influenced by their biased thoughts.

Critical questions without insightful knowledge and the willingness to find out and understand the conditions of reality will only be empty questions. So we need to first understand the definition and context of the issue at hand. That is why clarity is the first reference for critical thinking. Next, we dig into the depth of the information. To gain depth of insight, we can read related information, interview people who understand it, and analyse it. Often empathy is also needed to be able to understand the position of the person expressing the opinion or the parties involved in the problem. After reading facts, data and reality, we have sufficient capital to think critically.

To better understand the application of critical thinking "PAUSE", the following example can be given. This example is intended for practise and is also a form of post-test to determine participants' arrests.

"Viral fake chicken eggs circulating in Indonesia."

Critical thinking is applied by finding out:

1. Clarity: where the source of the news comes from, what is meant by 'fake', raw or cooked fake eggs, what are the characteristics of eggs that are considered fake, where the incident occurred. Participants are encouraged to search for information on this topic on Google.
2. Depth: is there specific evidence about the characteristics of fake eggs, are there ingredients that resemble the texture of eggs, what are the reasons people fake chicken eggs, are there reports and statements from authorities/authorities, etc.
3. Justice: am I neutral or defending one of the parties benefiting from this case, have I sought information from trusted news sources or have a bias in the availability of information (thinking it's easy), etc.

Critical Thinking Practise

According to Paul and Elder (2010), someone who is accustomed to critical thinking is able to ask questions, gather relevant information, make reasonable conclusions, think openly to test their assumptions, and convey their opinions to other people.

Through question discussion exercises, participants are guided in analysing the available information, understanding the context, compiling a list of questions, looking for supporting information from reading material, analysing information relationships, and drawing conclusions. In groups, participants express their respective opinions.

In these exercises, participants are asked to provide responses, either in the form of rebuttal statements or questions to clarify the issues being discussed. Participants are free to respond and discuss it from any angle. Participants do this task individually first. Once finished, participants discuss it in groups. During the discussion process, if participants experience difficulties, they can be given a Discussion Guide card.

Note: It is not necessary to give each group a different task. Each group may encounter the same problems. Examples of problems or cases can also be varied by the facilitator according to conditions in the field. (exercise attached)

Closing

Critical thinking requires continuous practise in daily life practises. It is very natural for us to be influenced by unconscious biases and automatic thoughts. However, we always have the ability to think consciously which helps to filter information, weigh options, prevent unnecessary reactive behaviour, and improve the quality of life for the better.

**Learning :
Activities**

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building a class atmosphere	Icebreaker 10'	The instructor poses the puzzle "Which Way is Safe?" (continued) at the following link: https://www.youtube.com/watch?v=JEFIWsoUI7M
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglectation.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor informs the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Delivery of material	Interactive lecture 20'	The instructor explains the following material with the help of power point: References and critical thinking exercises including practising together discussing 'responding to photos of events' The instructor starts a question and answer session
2	Group division	5'	Use the game method or use the social gathering method depending on the situation and class conditions Divide students into small groups to ensure students can be actively involved in the group

3	Doing group assignments	Group discussion 35'	The purpose of this activity is for students to be able to carry out critical thinking exercises using the PAUSE method (Clearly in Fairness) and assistance from the critical thinking guiding questions that have been provided. Each group gets a different task to discuss, namely: 1. Respond to statement sentences 2. Dealing with news 3. Respond to cases 4. Respond to events Each group received a critical thinking question guide using the <i>JEDA method</i>. Each question is designed so that students can dig up clear and in-depth information regarding the statement/news/case/event they must respond to Groups are asked to answer critical thinking guiding questions and they can use the Google search engine Provide clear instructions and guidance to students, Groups discuss and write the results of the discussion in the student workbook & write the group name in the book
	Break	15'	
4	Building a class atmosphere	Icebreaker 10'	Sing a song with the lyrics: How are you? Let's have fun Clap your hands, blink your eyes Rock right rock left Spin around look for... (number of) new friends Movement source: https://youtu.be/ALWYis0E6r0?si=FEfllismfexx33XW
5	Present the results of the group discussion	Class discussion 40'	Several groups are asked to present the results of group discussions including questions and answers from other groups and the instructor Instructors are asked to provide critical prompts to groups and other students so that discussions can run well
Closing			
1	Strengthening students' knowledge	Interactive lecture 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.

2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing prayer	5'	Led by the class leader

Attachment

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-kereta-api>

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 practise it? Is there scientific evidence to support this belief?
3. Is this practise common in other areas, or specific to certain areas?
4. How much harm might this practise 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 practise? 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 practise were banned without providing an explanation or other solution?
8. What if the public's sources of information about health were better? Will practises 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 2. Respond to statement sentences.

Give an agree, disagree, or other response to the statement:

"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 give a conclusion whether you agree or disagree or have other responses regarding the statement "time is money"

Exercise 3. Respond to statement sentences

Give an agree, disagree, or other response to the statement:

"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 remain silent and instead spoke out the truth?
8. In certain cultures or environments, is there social pressure to “keep quiet” even if one knows it is 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 greater or is a solution reached more quickly?
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 "the sane are silent"

Exercise 4. Respond to statement sentences

Give an agree, disagree, or other response to the statement:

"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 situations where “always agreeing” is a sign of effective collaboration rather than a 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 5. Responding to the news

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 public servant 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 will be the impact 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 6. Responding to cases

"For the sake of having a prestigious car, Sam has no problem refusing invitations to hang out with his office friends. He really pressed expenses to pay off the car instalments. If he doesn't bring lunch,

he is willing not to eat. Once he also dared to borrow money for petrol from a friend, while holding back the shame. Even though it seems like torturing yourself, a prestigious car is a symbol of masculinity and a man's prosperity."

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 a symbol of masculinity and establishment?
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 7. Responding to events

Persita Tangerang Supporters Protest, Demand Players Win Against Persebaya and PSS Selman

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 versus PSS Sleman match, you must win! Did you hear it, player, did you hear it?" he said.

"By the way, player, 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 time lose. Moreover, stadium entrance tickets are considered quite expensive.

"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-protas-suporter-persita-tangerang-tuntut-pemain-menang-lawan-persebaya-dan-pss-selman>

Give feedback on whether supporters need to do this?

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??**

PROBLEM SOLVING MODULE

26 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

WHAT ARE PROBLEM SOLVING SKILLS ABILITIES

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Concept of Problem Solving and Identification of Strengths and Weaknesses
Sub Topic	: ● What are Problem Solving Skills ● Supporting and Hindering Factors for Problem Solving ● Identify Strengths and Weaknesses of Problem Solving Abilities
Time	: 3 hours (15 minutes break)
Basic competencies	: ● Critical thinking & problem solving ● Creativity & innovation
Learning objectives	: Students able to: ● Get to know students' habitual tendencies in solving a problem ● Analyse problem solving steps ● Practise problem solving in simple cases ● Develop an open attitude
Indicator	: Students able to: ● Answer and complete a self-assessment regarding the tendency to quickly solve problems ● Write down at least 1 related benefit, steps, supporting factors and inhibiting factors in solving the problem ● Solve puzzles related to solving the given problem
Learning methods	: Interactive lectures, assessment of problem solving ability tendencies, class discussions, article studies, group discussions, presentations
Instructional Media	: PPT, photocopy of problem solving ability measuring tool, photocopy of problem solving community articles, photocopy of article analysis, photocopy of reflection & evaluation sheets
Learning Materials	: Problem solving skills materials, supporting and inhibiting factors in problem solving, identification of strengths and weaknesses in problem solving abilities; material for measuring problem solving abilities, article material, article analysis material, reflection & personal evaluation material
Learning Materials	: Flipchart, sticky notes, ice cream sticks / matchsticks / stick pieces, laptop, projector, HVS paper, speakers, notebooks, stationery, student workbooks
Learning Resources	: Adolescent Skills and Life Skills Module

**Learning :
materials**

Problem Solving Concept

Problem-solving ability is not just a technical skill, but also an important mental ability. This capability involves the ability to identify problems, formulate solutions, and take appropriate action. This ability will help teenagers overcome various problems, ranging from academic problems, interpersonal conflicts, to everyday life problems. Problem-solving skills help them become independent and able to face challenges with confidence.

Problems arise because there is a difference between expectations and reality. Problems that arise are not to be avoided but to be solved or solved well. Because of this, teenagers need problem solving skills.

Problem solving according to Robert L. Solso (2008) is a thinking that is directed directly to determining a solution or way out for a specific problem. Girl et al (2002) state that problem solving is a process that involves the application of knowledge and skills to achieve goals. According to Polya (1973) problem solving is an attempt to find a way out of a difficulty and achieve a goal that cannot be achieved immediately. From several expert definitions of problem solving, it can be concluded that problem solving skills are the ability to identify, analyse and solve problems effectively. Problem solving skills involve the ability to think critically and creatively, generate new ideas, and evaluate the resulting solutions.

Problem solving skills are a person's basic ability to solve a problem that involves critical, logical and systematic thinking.

Having adolescent problem solving skills has several benefits, namely:

1. Encourage innovation:

Youths who have problem solving skills will find it easy to innovate. Problem solving skills involve the ability to think creatively and create innovative solutions to complex problems. One example of problem solving skills that can bring innovation is Yanditya Affan Almada's success in developing a tool that can convert inorganic waste such as plastic waste into fuel in the form of bio oil and biogas (hai.grid.id)

2. Increase productivity:

Problem solving skills help individuals to overcome obstacles and identify more efficient and effective solutions. This can increase individual and company productivity. Referring to Affan's innovation, his first tool was produced in 2017 and many people have ordered the tool that can produce bio oil and biogas. (hai.grid.id)

3. Reduce costs:

By solving problems effectively, individuals can avoid the costs associated with those problems. This includes costs of time, effort, and resources. Discovery The Affan has been produced in size small with 2-3 litres capacity which is sold for IDR 20 million and also a

medium size with a capacity of 10 litres for IDR 35 million. Cost reductions can be made when creating larger capacity sizes.

4. Improve quality

By applying problem-solving skills, individuals can produce more effective and high-quality solutions. This can improve reputation and add value to what is being done. In Affan's case, the tool developed has a number of advantages compared to similar products on the market. One of them uses electricity for the heating process. He explained that most products that already exist in the country use an energy source in the form of fire for the heating process, so the temperature is less controlled.

5. Develop cognitive abilities:

Problem-solving skills allow individuals to develop important cognitive abilities, including critical, analytical, and creative thinking. This can help individuals to face more complex and challenging problems in the future. From Affan's story, this tool equipped with a distillator is capable of converting inorganic waste such as plastic into fuel through a pyrolysis process. We can see how someone thinks critically not only about an environment full of plastic waste but also a socio-economic environment that threatens to reduce people's purchasing power due to the increase in fuel oil. The process of analytical thinking and producing creativity that is useful for Lots People have involved cognitive processes that are very important to become problem solvers even on a wider scale.

A teenager can be said to have problem solving skills, which can be seen in several of these indicators. The following are some indicators of problem solving skills:

1. Ability to identify problems:

Individuals with good problem solving skills are able to identify problems around them and determine the root of the problem quickly and accurately.

2. Information gathering ability:

Individuals who are good at problem solving skills are able to gather the information needed to solve problems effectively and efficiently.

3. Ability to analyse information:

Individuals with good problem solving skills are able to analyse the information obtained and draw appropriate conclusions based on that analysis.

4. Ability to formulate alternative solutions:

Individuals who are good at problem solving skills are able to formulate several possible alternative solutions to solve a problem and choose the most appropriate solution.

5. Ability to implement solutions:

Individuals who are good at problem solving skills are able to implement the chosen solution well and effectively.

6. Ability to evaluate results:

Individuals who are proficient in problem solving skills are able to evaluate the results of implemented solutions and determine whether the solution is effective and satisfactory or not.

7. Ability to work in a team:

Individuals who are good at problem solving skills are able to work well in teams, collaborate, and solve problems together.

8. Critical thinking skills:

Individuals who are good at problem-solving skills are able to think critically and analyse problems in detail before making decisions.

9. Creative thinking ability:

Individuals who are proficient in problem solving skills are able to think creatively and create innovative solutions to complex problems.

Supporting and Hindering Factors for Problem Solving

Factors that influence problem solving abilities are as follows according to Kartika (2017):

1. Experience

Experience with tasks completing discourse questions or application questions. Early experiences such as fear of biology can hinder students' ability to solve problems.

2. Motivation

Strong encouragement from within oneself, such as growing the belief that one can do it, as well as encouragement from outside oneself (external), such as being given interesting, challenging questions, can influence the results of problem solving.

3. Ability to understand problems

Students' abilities in different levels of problem concepts, assignments or real problems can trigger differences in students' ability to solve problems.

4. Skills

Skills are the ability to use reason, thoughts, ideas and creativity in working on, changing or making something more meaningful so as to produce value from the results of the work. Basically, these skills will be better if they continue to be honed and trained to improve their abilities so that they become experts or masters of one of the existing skill areas.

5. Independence

Independence is a person's ability to do anything on their own, without depending on other people. An independent attitude can make someone able to face existing problems. On the other hand, someone who does not have an independent attitude is unable to face problems.

6. Self confidence

Self-confidence will strengthen motivation to achieve success, because the higher the confidence in one's own abilities, the stronger the enthusiasm for completing the work.

Problem solving can also be hampered which is influenced by a person's character. Individual characteristics that must be avoided and hinder problem-solving abilities

1. Not experienced yet

Adolescents are not experienced in dealing with various problems and do not have sufficient knowledge about various subjects or issues, so they cannot provide informational solutions. These limitations can hinder teenagers' ability to identify problems and find solutions.

2. Fear of failure

Many teenagers often have greater concerns about failure than adults. They are too afraid to try new things or take risks because they are afraid of failure.

3. Not yet emotionally stable

In the developmental phase, teenagers tend to be less patient in waiting for results or solutions that take time. Most teenagers want instant solutions while having difficulty dealing with problems that take time to solve. Some teenagers experience emotional disorders such as stress or anxiety disorders, which hinder their ability to think clearly and find solutions in difficult situations.

4. Not yet have a high sense of responsibility

Some teenagers have not developed an adequate level of responsibility and they may try to avoid or blame others when they encounter problems.

5. The search for identity

Adolescents are often in the process of searching for their own identity, and this can hinder their ability to make decisions or solve problems with confidence.

6. Environmental influences

Adolescents can be influenced by their peers or environment, which may not always provide positive encouragement to become problem solvers. An environment that does not support the development of problem solving skills can hinder adolescents' abilities.

7. Lack of motivation

Some teens may lack motivation to face problems or find solutions because they feel it is irrelevant or unimportant to them.

Problem Solving Ability

Problem solving is one of the important skills needed in everyday life. These skills can be used to solve various problems, from small problems to big problems. According to the Big Indonesian Dictionary (KBBI), ability comes from the word capable, which means power (able, able) to do something, while ability means ability, skill, strength. Stephen P. Robbins & Timothy A. Judge, 2009 define ability as the capacity of an individual to carry out various tasks in a job. Stephen and Timothy divide abilities into two types, namely

a) Physical abilities (physical abilities)

Physical abilities are abilities that use physical/body strength and require stamina and excellent physical condition

b) Intellectual ability (intellectual ability)

Abilities that use intellectual abilities

The way we solve problems depends on our problem solving abilities. One instrument that can be used is *instrument* developed by *mind tools* to identify how good children and adolescents are at solving problems. This instrument is a tool that can help you assess problem-solving abilities, although this tool has not been validated and is only intended as an illustration. (attached)

Note: Add up the bottom of each answer category (often, sometimes and never) then calculate the overall sum.

➤ Value 1-8 = Low

Problem solving abilities still need to be improved and you need to continue practicing to be better at solving problems.

➤ 9-16=Medium

Problem solving skills are good and to get better you need to practise.

➤ 17-24 = High

Problem solving skills are excellent and need to be maintained.

Each point in the instrument reflects the child/adolescent's ability to solve problems, namely:

1. Finding the problem (question 1)

Statement 1 represents the participant's ability to see problems that are difficult to identify. Some problems can be seen clearly, but there are also some problems that are difficult to identify. As part of your problem solving skills, you need to look in detail at the existing problems. If you answered frequently on the instrument above, then your ability to find real problems is in the "high" category. If sometimes, then your abilities are in the "medium" category or are good but still need to practise. If you answered never, then your abilities are low or still need to be improved and you need to continue practicing to be better at finding problems.

2. Finding information (question 2)

Statement 2 represents your ability to find information related to the problem at hand. You need to know some information such as; what factors caused the problem to occur, who was involved, what solutions had been taken previously, or what other people thought about the problem. If you are too quick to jump to conclusions in solving problems without find out some information in depth, then the problem solving will not be comprehensive.

In the instrument above, if you answer often, then their ability to search for information is in the "high" or very good category. If you answer sometimes, then your abilities are in the "medium" category or are good but you still need to practise doing small research on problems. If you answered never, then your abilities are low or still need to be improved and you need to continue practicing to search for information thoroughly before solving a problem.

3. Determine the problem to be addressed (statement 3)

Statement 3 represents your ability to define the problem being faced clearly and comprehensively. You can write down the problems you are facing which will ultimately encourage you to be able to set limits on the problems you are facing. This will help you to focus on the main problem at hand and not spread it all over the place. In the instrument above, if you answered frequently, then your ability to define the problems faced is in the "high" category. If sometimes, then your abilities are in the "medium" category or are good but still need practise to define problems. If you answer never, then their abilities are considered low or still need to be improved and they need to continue practicing writing down and defining problems so that the solution to handling the problem they are facing doesn't go anywhere.

4. Finding ideas for solving problems (statement 4)

Statement 4 represents your ability to find ideas for the problems you are facing. With a clear problem definition, you should be able to be flexible and use various approaches to deal with the problem. In the instrument above, if you answered often, then your ability to find ideas for solving problems is in the "high" category. If sometimes, then your abilities are in the "medium" category or are good but you still need to practise to find ideas for solving problems. If you answered never, then your abilities are considered low or still need to be improved and you need to continue practicing to be able to find ideas for solving problems in various ways such as conducting brainstorming sessions (brainstorming ideas to solve problems).

5. Select and evaluate problem-solving ideas (statement 5)

Statement 5 represents your ability to choose solutions and evaluation of problem solving carried out. After finding a problem solving idea, there are several ideas that must be selected and evaluated in order to get the best problem solving solution.

In the instrument above, if you answered frequently, then your ability to select and evaluate problem-solving ideas is in the "high" or very good category. If you answer sometimes, then your ability is in the "medium" category or is good but still needs practise. If you answered never, then your abilities are considered low or still need to be improved and you need to continue practicing so you can choose and evaluate ideas in solving a problem.

6. Plan problem solving (statement 6)

Statement 6 represents your ability to plan problem solving. Planning problem solving is the beginning of implementing problem solving. After getting the best problem solving idea, this idea needs to be immediately translated into a thorough plan. In planning, it is necessary to answer several questions such as what, how, who, when, where to solve problems.

In the instrument above, if you answered frequently, then your ability to plan problem solving is in the "high" or very good category. If you answer sometimes, then your ability is in the "medium" category or is good but still needs practise. If

If you answer never, then your abilities are relatively low or still need to be improved and you need to continue practicing so you can plan better and more systematically.

7. Promoting/selling ideas (statement 7)

Statement 7 presents the ability to sell ideas. As part of your problem-solving skills, you must convince policy makers that your solution is the best. The better the problem solving solution fits the needs of many people, the better the impact will be. In the instrument above, if you answered frequently, then your ability to convey ideas is in the "high" or very good category. If you answer sometimes, then your ability is "medium" or good but still needs practise. If you answered never, then your abilities are considered low or still need to be improved and you need to continue practicing so that you can communicate and convey ideas for solutions well.

8. Perform problem solving (statement 8)

Statement 8 represents the ability to implement solutions to problem solving. This stage is the most important and valuable in problem solving abilities. This is the action stage of all previous processes that have been planned. In the instrument above, if you answered frequently, then your problem solving ability is in the "high" or very good category. If you answer sometimes, then your ability is in the "medium" category or is good but still needs practise. If you answered never, then your abilities are considered low or still need to be improved and you need to continue practicing so you can solve problems well.

Learning : Activities

Opening			
N o	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building a class atmosphere	Icebreaker 10'	The instructor poses the puzzle "Which Way is Safe?" (continued) at the following link: https://www.youtube.com/watch?v=JEFIWsoUI7M
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits

			The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor informs the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Fill out the problem solving instrument	Individual assignments 5'	Each student gets a piece of equipment to measure problem solving abilities The instructor explains the purpose of providing this measuring tool and emphasizes to students that this measuring tool is an informal measuring tool that is used only to map students' habitual tendencies in solving a problem and is not a benchmark for whether someone is a problem solver or not, because it requires a lot of re-examination.
2	Explanation of measurement results	Class discussion 10'	The instructor discusses the results of the measuring instruments that have been filled in by the students one by one The instructor explains and opens the class discussion space
3	Presentation of material	Interactive lecture 10'	The instructor explains the following material with the help of power point: • Definition of problem solving • Benefits of having problem solving abilities • Troubleshooting indicator The instructor opens a question and answer room
4	Group division	5'	The instructor divides students into small groups to ensure that all students can be actively involved in group discussions
5	Article analysis	Group Discussion 30'	The purpose of this activity is so that groups are able to identify problem solving activities that have been carried out by these communities and are able to recognize supporting and inhibiting factors in carrying out problem solving. Instructor gives different articles for each group

			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
	Break	15'	
4	Building a class atmosphere	Icebreaker 10'	Problem solving games: The game is played in groups and there can be competition between groups, namely: ● Move stick (https://www.youtube.com/shorts/Veh9CNSJ7P4) (instructions attached in PPT) ● Unbroken line (https://www.youtube.com/shorts/mgd5jrjGR3k) (instructions attached in PPT) ● Circular circle (instructions attached in PPT)
5	The group presents the results of the discussion	Presentati on 25'	Several groups present the results of their group discussions Instructors and other groups provided positive feedback
Closing			
1	Strengthening students' knowledge	Interactive lecture 15'	The instructor explains using PPT regarding supporting and inhibiting factors in problem solving The instructor also starts a question and answer session for students who still did not understand
2	Strengthening students' knowledge	Interactive lecture 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.

3	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
4	Weekly Missions	5'	Explanation of weekly mission titles and descriptions
5	Closing prayer	5'	Led by the class leader

Assessment : Write a Weekly Mission Journal

Mission Title: Me and My Problem Solving Skills

Mission Description:

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?

Attachment

Choose the following statement and put a checklist (v) in the column that you think best applies to you

No	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.			
	Amount			
		X3	X2	X1
	Total Value			

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. They don't want to get praise or validation, but they want to tell the Indonesian people that protecting the environment is our responsibility.

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-sampah-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

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 practise 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, starting with 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

27 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

EFFECTIVE METHODS OF PROBLEM SOLVING

Lesson plan
Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Practise Problem Solving Skills
Sub Topic	: ● Effective Methods of Problem Solving ● Identify the Root of the Problem ● Problem Solving Stages ● Become <i>Problem Solver</i> (from Resilience Module, Emotional Issues Topic)
Time	: 3 hours (15 minutes break)
Pre-Condition	: Students have learned the Concept of Problem Solving & Identifying Strengths and Weaknesses of Problem Solving Ability
Basic competencies	: ● Critical thinking & problem solving ● Creativity & innovation
Learning objectives	: Students able to: ● Identify the root of the problem and effective methods of problem solving ● Learn to apply problem trees in solving the problems being faced ● Develop an analytical and innovative attitude
Indicator	: Students able to: ● Write down the answers to the problems given according to the stages of problem solving ● Draw 1 problem tree and write down at least 1 way to overcome the problem being faced in a week in a weekly journal
Learning methods	: Interactive lectures, group discussions, presentations, class discussions
Instructional Media	: PPT, photocopy of article sheet, photocopy of article study sheet, photocopy of weekly mission sheet, photocopy of personal reflection & evaluation sheet
Learning Materials	: Material on effective methods of problem solving, identifying the root of the problem, stages of problem solving, becoming <i>problem solver</i> , article material, article study question material, weekly mission material, personal reflection & evaluation material
Learning Materials	: Laptops, projectors, flipchart, speakers, stationery, notebooks, student workbooks
Learning Resources	: Youth Life Skills Module
Learning materials	:

Effective Methods of Problem Solving

Problem solving ability or *problem solving* is the ability to find solutions to all obstacles to your goals to achieve your goals. One problem solving method that can be used to solve problems is *brainstorming* method.

Brainstorming Method

Brainstorming Method is a group technique where group members generate ideas freely without prior criticism. This can give rise to various creative solutions. Some internal procedures *brainstorming*, which are:

1. Form groups

Invite relevant people to participate in the *brainstorming* session. These groups contain several people or even dozens, depending on the situation. Make sure participants have sufficient understanding of the problem or topic to be discussed

2. Set ground rules

Before starting, explain the basic rules of the *brainstorming* session. This includes respecting all ideas, no criticism at an early stage, free thinking and encouraging active participation from all participants

3. Determine goals and focus

Clearly explain the purpose of the *brainstorming* session and desired focus. Participants must have a clear understanding of what they want to achieve

4. Start the *brainstorming* session

Provide an initial question or statement related to the problem or topic. This can be an open question such as "What problems do we have in the orphanage that we need to address" or something like "what ideas can we do to overcome the problems in the orphanage?"

5. Order the participants to think independently

Invite participants to think without limits and generate as many ideas as possible in the allotted time. They should record their ideas without criticizing or judging other people's ideas

6. One person facilitating

Designate one person who can help drive the discussion with insightful questions or ask for clarification on ideas that have been raised. Make sure all participants are comfortable speaking

7. Jot down all ideas

During the session *brainstorming*, note down all ideas proposed. This can be done by writing ideas on a whiteboard, flipchart or using a laptop

8. Evaluate Ideas

After the session *brainstorming*, ask participants to evaluate and refine the ideas they have noted. This moment is used to identify the ideas that are most promising or relevant to the session objectives

Identify the Root of the Problem

One of the stages in problem solving is understanding the root of the problem being faced, so that problem solving can be right on target. One problem solving technique that can be used by teenagers is the problem tree method.

Problem Tree

The problem tree analysis technique is a way of solving problems by looking for the causes and effects of a problem. This method is to create a tree that describes the problem at the top and arranges the roots of the problem at the bottom. This helps visualize the relationship between the problem and its root cause, as well as the cause and effect of the problem. Some of the benefits of using problem tree analysis are:

1. Helping youth to formulate main problems or priority problems
2. Helping youth to analyse in detail to explore the causes of problems
3. Helping youth to analyse the influence of the main issue on themselves or others
4. Helping youth to find solutions to existing main problems

Steps to compiling a problem tree

1. Place the main problem at the central point of the tree or in the middle of the tree trunk
2. Analyse the consequences of the problem and place them in the leaf section
3. Analyse the cause of the problem and put it at the root

Problem Solving Steps/Stages

Problem solving is a systematic process for identifying, analysing and overcoming problems or challenges. According to Rahman, M (2019) the stages of problem solving are (Polya, 1973):

1. Understand the problem
2. Develop a problem solving plan
3. Do problem solving
4. Carry out an evaluation

In other words, several stages or steps that can be taken in solving problems are:

1. Identify the problem

If you are facing a complex problem, divide it into several smaller problems. Take time to think about what problems you are facing. This can be done by *brainstorming* method, then determine the priority of which problems must be resolved first. Understand in detail about the problem that is occurring, to what extent the problem has occurred. For example, teenagers in PSBR orphanages often hold bazaars as a result of social entrepreneurship activities carried out at the orphanage. However, not too many visitors came.

2. Understanding the root of the problem

After knowing what problems are priorities to overcome, we need to outline the root of the problem. This stage is the most important stage in *problem solving* ability. Decoding the root of the problem can be done using the problem tree technique. For example, after identifying problems, teenagers in PSBR institutions started to do it *brainstorming* to whatever problems exist, then identify what the real root of the problem is. After identifying the root of the problem, it was found that one of them was the lack of promotion of the activities carried out and the location being far from the crowds.

3. Plan problem solving

After knowing the root causes of the problem, design a strategy to solve the problem being faced. Don't hesitate to bring out the many ideas you have. *Bbrainstorming* method can also be done at this stage. You can consider ideas from various points of view by asking the opinions of other people or people with more experience. For example, Finally, teenagers start making promotional plans by creating *flyer* via social media and convey to the orphanage management that activities can be carried out in an open place.

4. Execute the plan

The next stage is carrying out the steps of the solution. Determine the time, costs or other resources needed to implement the solution. For example, teenagers start to promote by making *flyer* through social media and carrying out activities in open places.

5. Evaluate/look again

The final stage is evaluating the solution that has been determined, whether it can overcome the problems that arise. You can also discuss with other people what steps you can take to prevent this problem from appearing again. For example, after the activity has started, the teenagers evaluate whether there has been an increase in the number of visitors compared to before and whether there has been an increase in income.

Problem Solving Stages Tools

Stages	Answer
Understand the problem	
Planning Problem Solving?	
Executing the plan?	
Evaluate/look back	

Become *Problem Solver*

Being able to be a competent problem solver can help you identify problems and develop solutions that benefit yourself, your co-workers, and members of management. when working.

Excellent problem-solving skills can also improve overall work performance. A *problem solver* are individuals who make decisions and resolve situations using critical and analytical thinking skills. Generally, they consider all factors in a situation and decide based on the best solution. While some people have a natural ability to solve problems, anyone can develop this ability by identifying issues, focusing on solutions, and analysing all possible outcomes. Becoming a better problem solver involves using an efficient problem-solving process. When faced with a problem, follow these steps to help you find a solution:

1. Identify the Core Problem

Often, it takes research and careful thought to identify the root cause behind a situation. A good problem solver will spend time asking questions and identifying the core of the problem. These questions can help you better identify the problem:

- Who is involved in this situation?
- When did this problem start?
- What steps can be taken to address this problem?

2. Find the Root Cause

Once you have identified the core problem, the next step is to ask what is causing the problem. This helps you understand how to prevent similar problems from occurring in the future. Here are some questions that can help you find the cause of the problem:

- What happened before the problem arose?
- Has a similar problem occurred before?

3. Choose Several Solutions

When faced with a problem, look for some solutions that might work. This provides options and alternatives if one solution doesn't go according to plan. Be sure to associate appropriate goals so you can measure the success of each solution. Here are some ways to come up with some solutions:

- Discuss with various sources to get their views on solutions.
- See problems from different points of view.

4. Choose the Best Solution

Once you have several solutions, choose the one that best suits your situation. The following questions can help you determine the best solution:

- 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?

5. Apply the Selected Solution

Once you've chosen a solution, it's time to implement it. 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.

6. Evaluate Solution Success

Once the solution is executed, review whether it worked as expected. Measure whether goals are achieved and problems resolved. If a solution doesn't work, try analysing different elements to understand their advantages and areas of improvement. You can always refer to other already created solutions and try other approaches if necessary.

Learning Activities :

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	The instructor poses the puzzle "Which Way is Safe?" (continued) at the following link: https://www.youtube.com/watch?v=JEFIWsoUI7M
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglectation.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor informs the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Form groups	5'	The instructor divides students into small groups to ensure active involvement of students in the group
2	Presentation of material	Interactive lecture 20'	The instructor explains the following material with the help of PPT: ● Effective methods of problem solving ● Identify the root of the problem ● Stages of problem solving ● Become <i>problem solver</i> using PPT The instructor starts a question and answer session

3	Article study	Group discussion 40'	The aim of the following activity is for students to practise applying the problem solving steps contained in the articles obtained by the group Each group gets a different case Each group discusses the questions contained in the student workbook according to the problem solving steps (attached) Each group writes the results of the discussion on a flipchart
	Break	15'	
4	Building a class atmosphere	Icebreaker 5'	1. The instructor instructs students to form a circle 2. Students count from numbers 1, 2, etc 3. The first student is randomly appointed 4. The instructor instructs that if it is a multiple of 2 then he must be silent, followed by number 3, number 4 is silent, etc. 5. Instructor improvises with multiples of 3 etc
5	Presentation of group discussion results	Presentation 35'	Each group presents the results of the group discussion, sequence of presentation: 1. Retrieved articles (title and general information) 2. Questions answered 3. Along with explanations Instructors and other groups provided positive feedback The instructor also leads class discussions for each presentation and feedback from other students
Closing			
1	Presentation of material	Interactive lecture 10'	The instructor explains the following material with the help of PPT: • Become <i>problem solver</i> The instructor opens a question and answer room
2	Strengthening students' knowledge	Interactive lecture 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
3	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
4	Weekly Missions	5'	Explanation of weekly mission titles and descriptions
5	Closing prayer	5'	Led by the class leader

Assessment : Write a weekly journal

Mission Title : Become a Problem Solver

Mission Description :

- Students write down what problems they face in a week (choose just one)
- Students describe the problem tree and how to handle the problem

Attachment

Article 1

Indonesian People: 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 E-marketer 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 colours 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 chattiest 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 accounts that spread hoaxes.

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 labelling 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 Tabayun pillars, namely '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-medsos/>

Article 2

Bullying Cases are Rising in Indonesia, Let's Get to Know the Impact and Types

Liputan6.com, Bandung - This has been the case lately **bullying** or bullying 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 **case of bullying** 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 we cannot handle them 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. 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 behaviour 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:

1. 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.

2. 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.

3. Decreased Social and Academic Interaction

Decreased social interactions 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 recognise and can be carried out without the victim's knowledge. Examples of social bullying include lying or spreading rumours, 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 rumours in the media, or deliberately excluding someone online.

Article 3

Juvenile Delinquency: Definition and Examples, Let's Prevent It Together!

Jakarta - Juvenile delinquency sometimes colours the self-maturation process of young people called teenagers. This behaviour 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 behaviour 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 teenagers' behaviour 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 KIs 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 does not violate the law

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. This kind of juvenile delinquency should be carried out in accordance with applicable laws and regulations, the same as unlawful acts committed by adults. The following are some examples of delinquency that violates the law, including: Using and distributing illegal drugs. 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 behaviour, 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 pro-social behaviour, namely teaching friendship and good communication so that they can interact positively with the environment.

In addition, training programs are provided for parents to be able to interact and communicate effectively with their children, as well as teach problem-solving strategies.

4. Rehabilitation Actions

Teenagers who have experienced juvenile delinquency need continuous and consistent monitoring so that they do not have the chance to relapse again, so rehabilitation is needed.

Rehabilitation measures lie in child rehabilitation centres 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-yuk-sama-sama-mencegahnya>

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 address this problem?
2. Find the root cause:
 - What happened before the problem appeared?
 - 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 analysing different elements to understand their advantages and areas of improvement.
 9. Each group writes the results of the discussion on a flipchart

FINANCIAL LITERACY MODULE

28 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

EXAMINING FINANCIAL PLAN & INCOME EVALUATION

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	:	
Sub Topic	:	Pay close attention to the financial plan & evaluate incoming money
Time	:	3 hours (15 minutes break)
Basic competencies	:	Financial literacy
Learning objectives	:	Students able to: ● Identify related financial planning, needs and desires, as well as priority scales ● Get to know personal goals / vision ● Find the formula for using money ● Know the source of income and its appropriateness ● Have a financial plan ● Have a careful attitude towards incoming money
Indicator	:	Students able to: ● Write down at least 5 differences regarding financial planning ● Write down at least 5 financial plans for the future and how to make them happen in a weekly journal
Learning methods	:	Interactive lectures, group discussions, <i>sharing</i>
Instructional Media	:	PPT, photocopy of sheet looking for differences between stories and pictures related to financial plans, photocopy of list of needs versus wants and priority scale table, meta plan with writing (EARN, SAVING, CONSUME, DONATE), photocopy of money source sheet, photocopy of weekly mission sheet, photocopy of personal reflection & evaluation sheet
Learning Materials	:	Material for paying close attention to your finances, material for Baim & Aya's story and 3 different pictures related to financial planning, material for a table of needs & desires and a priority scale table, material for educational props using metaplan, material for a table of sources of money, material for weekly missions, material for reflection & evaluation sheets
Learning Materials	:	Laptops, projectors, speakers, <i>sticky note</i> , <i>flipchart</i> , markers, metaplans, envelopes, stationery, notebooks, student workbooks
Learning Resources	:	Youth Life Skills Module

Learning : materials

Financial literacy is knowledge, skills and beliefs that influence attitudes or behaviour to improve the quality of decision making and financial management, in order to achieve prosperity (OJK- Indonesian Financial Services Authority). The results of the 2022 National Survey of Financial Literacy and Inclusion (SNLIK) show that the financial literacy level of Indonesian society is 49.68%, an increase compared to 2019 which was only 38.03%. This also encourages increasing the Financial Literacy of young people which will contribute to the achievements of the Indonesian National Financial Literacy Strategy (SNLKI) 2021 – 2025.

Pay attention to the financial plan

Planning is the process of setting goals, strategies for achieving goals and technical steps taken so that these goals can be achieved, effectively and efficiently. According to *Financial Planning Standards Board* Indonesia Financial Planning is "The process of achieving one's life goals through integrated and planned financial management." There are 3 important things needed in preparing a financial plan:

1. Setting individual goals or visions to be achieved in the future

Financial goals are planned for future achievements that are built from now on. Apart from that, financial goals should be explained as clearly as possible, starting from what you want to achieve, how much you want to achieve, and how long you want to achieve it. For example, to help with the thesis work process during college, I need a laptop, or to make it easier to get to work, I need a motorbike.

Achievable financial goals/visions have the following five characteristics:



Simple example of **SMART Goals/Vision** is as follows:

Bagas is a marketing employee who has just worked at a Communication Media company in Jakarta. Currently, he uses public transportation to go to work. Bagas' father, who is currently retired and opens a kiosk in front of their house, needs a motorbike to help him deliver gallon bottled mineral water and gas to customers. Seeing his father's wishes, Bagas made a plan to buy an automatic motorbike with a price range of IDR 18,000,000 within the next 1 year. Bagas tries to buy a motorbike using the cash method so he has to save IDR. 1,500,000 from his monthly salary for 12 months.

2. Able to differentiate needs from wants

Humans have needs and desires. Both are different things. Human needs and desires determine behaviour in using money. Therefore, building self-awareness to differentiate between needs and wants is very important.

According to the Big Indonesian Dictionary (KBBI), a need is something that is needed or required. Needs, especially basic needs, have a binding nature. This means that these needs are mandatory or must be met for survival.

Desires are not binding, if a desire is not fulfilled, survival is not disturbed as long as needs are still met. For example, a job seeker needs transportation to make it easier for him to take part in the job interview process. This may not be fulfilled and does not prevent him from going to the interview location, as an alternative he can use available public transportation.

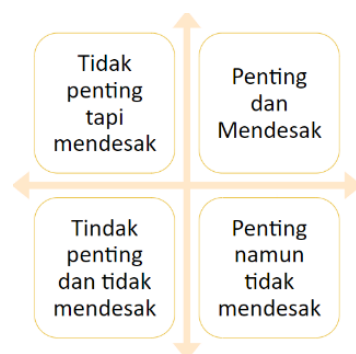
Here are some things that can help understand the difference between Needs and Wants:

NEED	WANTS
Very necessary for survival	Can be postponed. If not, no problem
There will be problems if not fulfilled	Often includes equipment or luxury goods such as electronics, cars, jewellery, etc.
It doesn't have to be an expensive brand	Must be a well-known brand
Bought without having to wait for a discount	Influenced by discounts and promotions
For example: Need for toiletries, transportation, education	Eg: Eating at a restaurant, <i>Iphone</i>

3. Establish a priority scale

Priority scale is a way of determining the level at which certain things are more important than other things. If there are more important things, they should be prioritized first, such as basic needs such as food, clothing and shelter.

The priority scale is based on an assessment of the importance of these needs. Determining the priority scale can include the following components:



✓ Important and Urgent: Gas, groceries, school fees, transportation, etc.

✓ Important but not urgent: skincare, recreation, entertainment, etc.

✓ Not important but urgent: Buy *Cell-phone* because the old one is broken and doesn't work.

✓ Not important and not urgent: Buying *Cell-phone* new

whereas the old one still works, only intended to

Follow *trend*.

Steps:

- 1) Show a story about 2 young people named Baim and Aya. (attached)
- 2) Ask the participants' opinions about the two stories, are there any differences? Where is it located? the difference?
- 3) Provide an explanation of the differences in SMART Goals/Vision by asking each participant to give their opinion regarding the differences in the following picture: (attached)
- 4) Provide an explanation of SMART Goals/Vision:
 - **Specific:** The goals achieved must be specific, clear and can be described in detail. For example: I want to have a android with storage capacity 64 Giga Byte (GB) with 48 rear cameras Megapixel (MP) and 8 MP front camera. Cell-phone I will use this for communication needs with family and friends, school needs, and for sales online.
 - **Measurable** (measurable): The goal to be achieved must be measurable, how big it is. For example: I want to have one fruit android cell-phone with a storage capacity of 64 GB with a wide screen size 6.5 inches.
 - **Achievable** (attainable): The planned goal must be achievable and available around us. For example: android cell-phone 64 GB storage capacity with 48 MP rear camera and 8 MP front camera. Wide screen 6.5 inch size with a price of IDR 2,500,000,- which can be purchased at the shop Cell-phone.
 - **Realistic:** Planned goals must be in accordance with our abilities and financial conditions, not follow other people's lifestyles. For example: android cell-phone 64 GB storage capacity with 48 MP rear camera and 8 MP front camera. Wide screen size 6.5 inches with a price of IDR 2,500,000, - which can be purchased at the shop Cell-phone It doesn't have to be a specific brand.
 - **Time Bound:** Goals are made for a certain time which can be determined based on abilities and plans, for example for 1 month or for 12 months.
- 5) Explain to participants the difference between needs and wants.
Invite participants to see what they need and what they want by putting a ✓ mark in the appropriate column.

Expense List	Need	Desire
Drinking coffee		
Eat chicken noodles		
Eat rice with side dishes at a warteg		
Buy a cell-phone for IDR 1,000,000		
Giving skincare		
Buy rice		

Buy data package credit		
Buy seblak		

- 6) Give time to discuss in groups and write down a list of expenses then determine the priority scale based on categories: (attached)
- 7) Provide feedback on the results of the group discussion by explaining to participants what is meant by priority scale and how to determine it.
- 8) Invite participants to write down their goals/vision for the future for a period of 1 year and 3 years.
- 9) Give 2 or 3 participants time to share the goals/vision they wrote down, and provide feedback.
- 10) Close the session by providing a conclusion in the form of important points that are necessary remembered by participants.

Evaluation of Incoming Money

The Big Indonesian Dictionary (KBBI) defines money as a legal medium of exchange or standard for measuring value (unit of account), issued by the government of a country in the form of paper, gold, silver or other metals printed with certain shapes and images. Money can be used as a method of payment for goods or services provided from one party to another party. For example, a person who works gets wages or payment in the form of money which is usually known as income/money in and uses this money to buy his life's necessities or is called expenditure/money out.

1. Understanding and Functions of Money

In everyday life, every human being deals with money, for example when they are in elementary school, parents give pocket money to their students or money for public transportation. As time goes by, money is not only in physical form in the form of paper and metal. Nowadays various methods such as *e-money*, *e-wallet*, QRIS is widely used to carry out transactions. What is meant by Money? According to Solikin Suseno (2002), money is an object that can basically function as a medium of exchange, a means of storing value, a unit of account, and a measure of pending payments. From the definition above we can see several basic functions of money:

Function	Example
Money as a medium of exchange	Dimas gave him a IDR. 10,000 note to get a plate of <i>Siomay</i>
Money as a means of storing value	Tissa saves IDR 100,000 in the bank in the form of Student Savings every month with the aim that in the future it will be used to buy a laptop
Money as a unit of account	Mia spends her weekends working as a Korean translator and is paid IDR 100,000 per hour. On average, Mia spends 2-4 hours every weekend.

Money as a measure of delayed payment	Mario applied for a motorbike loan for 2 years with monthly installments of IDR 850,000.

Money has a value that is determined by the ability of the amount of money exchanged to obtain a number of goods and services, for example: Adi is shopping at the market with IDR 50,000 in cash. He bought groceries for his boarding house, Adi brought home 1 kg of eggs for IDR. 31,000,- 1 litre of cooking oil for DR. 17,000,- and motorbike parking Rp. 2,000,-. It can be concluded that for IDR 50,000 you can get 1 kg of eggs and 1 litre of cooking oil on the market.

2. Understanding Incoming Money or Income

Concretely, incoming money/income/earnings can be said to be money received by someone from another party as part of an obligation from another party to provide wages, appreciation, thanks, payment, or a form of responsibility. According to Skousen, Stice and Stice (2010: 161) state that "revenue is the inflow or settlement (or a combination of both) from the delivery or production of goods, providing services or carrying out other activities which are activities". This shows that money received by someone from another person is said to be incoming money or income.

3. Source of Incoming Money or Income

The younger generation who are not yet working get money from their parents or family on whom they depend, while those who are already working receive money from the results of their efforts and hard work. On the other hand, several activities such as competitions also provide money as a form of appreciation to the winners, savings and deposits in banks or investments can also provide results in increasing the value of the money we previously had. Following are several categories of income sources:

1. Active Income: Incoming money obtained from activities carried out such as monthly salary, sales profits, wages from services provided. For example, a MUA gets money after providing services *make up* to his customers.
2. Investment Income: incoming money obtained from capital investment results by investing an amount of money according to ability in the form of shares, bonds or mutual funds.
3. Passive Income: incoming money generated from a system that is already working, such as renting a house or shophouse, owning a franchise, patent rights, copyrights, and so on.

Steps:

1. Divide participants into groups of 3-4 people
2. Each group was given an envelope containing the words:
 - a. **EARN (Earn)** – is the money received from gifts from parents or from efforts made to make money
 - b. **SAVING (Saving)** – is money specifically allocated for savings
 - c. **CONSUME (Spending)** – is money used to meet needs for goods and services
 - d. **DONATE (Donate)** – is money used to help others, religious obligations adhered to.
3. Ask each group to discuss and sort the writing based on the process from start to finish
4. Ask each group to explain the results of their discussion
5. Note the important points from each group
6. Each group is responded to by 1 other group, in turn.

7. Explain the correct flow and the reasons:



8. Stepping into EARN, invite participants to brainstorm, where does the money come from?

9. Write as much as the participants can reveal.

10. Select 10 sources of money and return to the group, invite participants to discuss the table below.

11. Conclude, that to get money there must be effort/obligations that accompany it.

No	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	A gift from the family during the holidays			
5				
6				
7				

Learning Activities

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	The instructor gives the riddle "Who will die" at the following link: https://www.youtube.com/watch?v=NBBMozyXOH8
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to

			attach appreciation stars for each rule that is enforced and remove stars for each neglectation.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor informs the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Analyse, look for differences, and draw conclusions	Individual Assignments 15'	The aim of the following activity is for students to be able to analyse and register the differences between the 2 methods of managing finances used by the characters in the example story given and also the differences in the 3 pictures given and to be able to draw conclusions from the results of their analysis. Each student gets 2 Baim and Aya stories (attached in the student workbook) (for example, Baim while studying while working according to his major, Aya while studying while working using her ability to make cakes, etc.) Each student is asked to identify as many differences as possible in the two stories and list them in their respective workbooks (for example, in picture 1 is someone's wish for the future, picture 2 is a target in the next 1 & 3 & 5 years, picture 3 is a more detailed target in terms of year and amount of money needed) Student representatives are asked to present the results of their work and other students can add or be added This activity is carried out as an opening activity before the instructor explains the differences in SMART vision/goals
2	Explanation of SMART's vision/goals	Interactive lecture 10'	The instructor explains about setting SMART goals/vision contained in the PPT The instructor opened a question and answer room and then correlated it with previous activities, namely looking for differences in Baim and Aya's kisan and looking for differences in 3 pictures.
3	Presentation of material	Interactive lecture 15'	The instructor explained the following material in the PPT: - Needs and desires - Determine the priority scale based on category The instructor starts a question and answer session

4	Determine needs, desires and group them on a priority scale	Practise 15'	The aim of the following activity is for students to make a list of their personal needs and desires and be able to group them on a priority scale Students get a table of needs versus wants and a priority scale table that needs to be filled in (attached)
5	Presentation of practical results	10' Presentati on	Some students were asked to share the results of their practice The instructor and other students provided positive feedback The instructor can lead the questions and answers that occur during the presentation by connecting it to the theory that has been studied and the context in which it occurs
	Break	15'	
6	Building a class atmosphere	Icebreaker 5'	The instructor leads the "Yes-Wuzz-Go" clap Resources that can be studied: https://www.youtube.com/watch?v=VqCjFWUBp3A
7	Group division	5'	Students are divided into small groups to ensure active involvement in the group using methods adapted by the instructor
8	Sorting posts on the metaplan	Group discussion 20'	The aim of this activity is for students to build their knowledge regarding income, saving, spending and donations The group gets an envelope containing the words EARN (earn), SAVING (save), CONSUME (spend), DONATE (donate) Groups are asked to discuss: 1. What do they understand by these 4 words 2. If they get money what will they do with the money and sort it based on priority scale 3. Discuss what the function of money is and where can it be obtained from? 4. Record the results of the discussion in each book 5. After that, fill in the attached income table regarding: Where the money comes from, choose 10 sources of money, and determine what you can and cannot do.
9	Presentation of group	Presentati on 10'	Several groups who are willing/appointed present the results of the group discussion

	discussion results		Instructors and other groups provided positive feedback
10	Presentation of material	Interactive lecture 10'	The instructor discusses the students' findings and explains the material contained in the ppt regarding: • Evaluate incoming money The instructor opens a question and answer room Conclude, that to get money there must be effort/obligations attached to it
Closing			
1	Strengthening students' knowledge	Interactive lecture 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Weekly Missions	5'	Explanation of weekly mission titles and descriptions
4	Closing prayer	5'	Led by the class leader

Assessment

Mission Title : My Financial Plan Vision

Mission :
Description

1. Determine your personal expectations regarding future financial plans (use the SMART method)
2. List what you will do to achieve that goal

Attachment

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 IDR. 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.

THERE IS

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!



Look at and analyse the three pictures above, then write down the differences between the three pictures!

Personal Needs and Wants Identification Sheet

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 o	Source of Money	Can	Cannot	Efforts/Obligations That Follow
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				

29 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

DILIGENT SAVING_MANAGING MONEY OUT /
EXPENSES

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Diligent Saving & managing money out /expenses
Sub Topic	: Diligent Saving & managing money out /expenses
Time	: 3 hours (15 minutes break)
Pre-Condition	: Have received material regarding paying attention to financial plans, evaluating incoming money
Basic competencies	: Financial literacy
Learning objectives	: Students able to: ● Identify the formula for using spending money ● Get to know saving methods ● Practicing planning and realization of expenditure activities ● Planning personal money management ● Have a thorough attitude
Indicator	: Students able to: ● Develop the correct formula regarding money coming in and money going out ● Get to know and write down at least 5 saving methods ● Write at least 5 personal financial management plans in a weekly journal
Learning methods	: Lectures, Case studies, group discussions, practice
Instructional Media	: PPT, metaplan reads MONEY IN, -, SHOPPING, =, SAVINGS, photocopy of case study sheet, photocopy of plan and realization of spending table, photocopy of financial plan table, photocopy of personal reflection & evaluation sheet
Learning Materials	: Material on diligently saving and managing outgoing money, savings formula material, case study material, planning and realization table material, financial planning table material, personal reflection & evaluation material
Learning Materials	: <i>Flipchart</i> , envelope, play money, table, metaplan, <i>sticky note</i> , HVS paper, notebooks, markers, stationery, student workbooks
Learning Resources	: Youth Life Skills Module
Learning materials	:
Save diligently	

You are already familiar with the saying that teachers often say at school, namely "save for the rich" and are encouraged to save either in the form of piggy banks or savings at school. Does this culture of saving continue when we grow up? Do we now understand the benefits of saving for ourselves? Along with the development of science and the country's economy, Financial Institutions offer various products for people to save their money. As workers who receive wages, companies often encourage us to have a bank account for salary payments. In addition, the government, through the Deposit Insurance Corporation (LPS), acts as a guarantor for bank customer deposits.

1. Principles of Saving

Savings is money that is set aside from income and saved for a certain period of time to be used in the future. Based on Banking Law No. 10 of 1998, savings are deposits which can only be withdrawn according to certain agreed conditions, but cannot be withdrawn by check, giro or other equivalent instruments. Money that is saved for a certain time so that it reaches the expected nominal value has the aim of meeting someone's needs. Nowadays, sometimes saving is something that is difficult to do because you feel like there is no money left to save. The principle of saving is not to use the remaining money from our income, but rather to set aside a portion of the income/incoming money/earnings to be saved.

Kaidah Menabung: Uang Masuk-Tabungan = Belanja

The amount of money that must be set aside for savings for each individual varies depending on each individual's financial capabilities and the goals set for saving. The minimum amount of money saved is 10% of the income/incoming money/income we receive.

2. Benefits of saving

1. Achieving goals.

Every individual has goals they want to achieve and often need money to achieve them. For example, someone who is already working and planning to get married will set aside some of their money to save as wedding expenses. A student can also save to buy what he wants, such as buying clothes, a favorite novel, or an interesting toy so as not to burden his parents, by setting aside some of his pocket money. Apart from that, it can also be used to enjoy a holiday to a place you have never visited.

2. Emergency fund

In living life, not always good things come your way, but sometimes there are tests that must be passed. Indonesia, as an archipelagic country that has quite a lot of sea and mountains, also has the potential for natural disasters. Apart from that, the potential for accidents or illness can also affect a person's finances. Therefore, saving is important so that when something bad happens, for example an accident and results in us not being able to work, with the savings we can get medical treatment and meet our needs when we are sick and unable to work.

3. The future

In old age, everyone also needs money to meet their needs for clothing, food and shelter, whereas in old age, it is not easy to continue working because physical strength and abilities

begin to decline. Therefore, having savings is useful to help save money that can be used in the future.

3. Saving Methods

Saving can be done in various ways, such as saving in a piggy bank, saving in financial institutions such as banks, cooperatives and pawnshops. Financial institutions offer various products that can be used to save money, such as savings, deposits and current accounts.

Savings: One can open a savings account in a bank and become a customer who can save and accumulate their funds in a bank account. Bank savings tend to be more flexible where savings deposits can be withdrawn at any time according to the customer's needs.

Deposit: A banking product where customers can save a certain amount of money for a certain period of time, with a fixed interest rate. In this case, withdrawals cannot be made at any time because they have a time period.

Current accounts: money deposits belonging to individuals or business entities both in rupiah and foreign currency. Unlike savings, Giro withdrawals can be made using giro cards or checks.

Use **NICE BAG** method that needs to be done to ensure the younger generation has the habit of saving:

- Set a savings goal. How much money will you save, how long will you save, how much money will you save per month / per week / per day, and what will you use it for?
- Allocate at least 10% of incoming money/income/earnings
- Immediately set aside the money you want to save, not leave it aside for expenses
- Create a special savings account or place that is different from the account or place for living expenses
- Think of savings as a non-refundable expense. Forget about the money you are saving, so don't take the money little by little so you can keep collecting it.
- Use note-taking, this can be done by writing in a book or using an application.
- Make a commitment to save regularly
- Save it in a safe place. Can use the services of financial institutions that are guaranteed by the Deposit Insurance Corporation (LPS)

Steps:

1. Divide participants into 4 (four) groups
2. Each group is given writing:
ADMISSION FEE,
SIGN '-' (Minus),
SHOPPING,
SAVINGS,
SIGN '=' (Equal to)
3. Invite each group to build a formula from the existing writings.
4. Discuss the results of each group together
5. Give a correct explanation that the correct formula is

MONEY IN – SAVINGS = SHOPPING

6. Ask participants why the order is like that?
7. Explain with emphasis why **Savings must be set aside** and not left over/
8. Ask, has anyone implemented this concept and what benefits do they get from saving?
9. Ask participants to discuss in groups, what forms of savings do they know?
 - Savings
 - Bank
 - Cooperative
 - Student Savings at School
 - Valuables (e.g. gold jewellery), others
10. Still in the same group, invite each group to discuss the advantages and disadvantages of saving money
 - 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
11. Ask each group to explain in a large group discussion and provide space for each participant to express their opinion within a time limit
12. Provide feedback from the results of participant discussions and presentations
13. Carry out assignments to participants, by writing down the savings techniques for participants, by writing down what savings techniques are most appropriate for them. Are there any plans they have to build savings in the near future? (If necessary)
14. Invite participants to sing a song:
Bing ben bang
Yok kita ke bank
Bang bing bung
Yok kita nabung
Tang ting tung
Hey jangan dihitung
Tau tau kita nanti dapat untung

MANAGING EXPENSES

Each individual uses their money to buy goods or enjoy services offered by other parties. Money that goes out and is used to fulfill needs or desires can be said to be expenditure. Each person's expenses are different and are influenced by their income, needs and lifestyle. The proverb says 'the peg is bigger than the pole' which means expenditure is greater than income. Therefore, money that goes out/expenses needs to be managed or regulated so that it is not greater than the money that comes in or the money that is owned.

1. Create an effective and efficient budget

A budget or simply a shopping list needs to be created to help everyone manage their expenses. What you need to pay attention to when making a budget is to use a method **CAPABLE**:

- Calculate all incoming money or income you have. This is done to measure a person's financial capabilities so that they can control expenses or look for other sources of income if they feel they are lacking.

- Allocate a minimum of 60% of your income/money that can be spent to meet your needs and desires. Using an envelope system can help to separate money for each need item, for example prepare 6 envelopes for savings posts, food costs, transport costs, credit costs, social costs such as watching movies or hanging out, social costs for helping other people or religious activities. Create envelopes based on individual needs.
- Make a shopping list and costs that must be incurred and record each expense, to help see what the total money spent is used for.
- Study and review existing expense records and evaluate which expenses are important and which are not important
- Try to improve in the future by not making the same mistakes.

2. Record financial incoming and outgoing money

It is important to record incoming and outgoing money so that we can evaluate financial conditions. Note taking can be done using simple methods such as writing in a book, or recapping *Ms. Excel* on a computer / laptop, or using an application that can be accessed at *cell phone*. Some things to note are:

- The amount of money received along with the date it was re-entered and where it came from
- The amount of money that went out and what it was used for along with the date the money went out
- The amount of money saved

Steps:

1. Invite participants to stand in a large circle
2. By counting 1-4, invite participants to form 3 groups.
3. Each group is invited to pretend they are a committee team, then ask them to choose a chairman, secretary and treasurer.
4. Each participant in the group is given play money as pocket money according to the case they get.
5. Give each group a story

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

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

CASE 3

The new batch of students is 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!

CASE 4

The HRD Department was given the task of creating a Break Fasting activity in the office. The total number of employees is 50 people. Funds provided by the Leadership amount to IDR 3,000,000.-. Apart from that, it is hoped that the breaking of the fast together will also include an inter-departmental quiz competition with prizes.

Task: make a shopping plan and activities to spend the money

1. Invite each participant to plan how to use their money based on the cases that have been shared.
2. Invite the participants to do the shopping according to the shopping list they compiled.
3. Invite participants to compare shopping planning and actual spending.
4. Review spending made by participants together.

N o	Shopping Plan	IDR	No	Shopping Realization	IDR

Notes:

- Prepare a special team to act as traders to collect play money from each group who will shop.
5. Brainstorm, do any participants know how much money they actually received in a certain time (last week / last month?). Money spent? For what? Do you also donate?

6. Independently (each participant), are invited to fill in the table below:
Emphasize that this table will not be collected, but will be the personal property of each participant.

Date	Admission fee	IDR	Save	IDR	Shopping	IDR	Donation	IDR	Remainder

7. Emphasize that by keeping records, participants will know how much money they received, how much money they spent, how much they saved and how much they donated.
8. Explain how important it is to differentiate between necessity shopping (shopping that must be bought because it is a NEED) and discretionary shopping (shopping that we can still postpone because it is a WANT).
9. Mark on each table which ones they think are needs and which ones are wants.
10. Invite participants to imagine what they want in the next month / next holiday / next birthday, etc.
11. What will be done to realize what is desired?
12. Invite participants to create a budget plan to make it happen.
13. Price of goods / costs required:

Time	Source	IDR

14. Emphasize that 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.
15. Invite participants to realize what they want (not just write it down) by making the 2 tables above.

Learning Activities :

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	The instructor gives the riddle "Who will die" (continued) at the following link: https://www.youtube.com/watch?v=NBBMozyXOH8

3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Group division	5'	Students are divided into small groups which can make students actively involved in the group
2	Create a formula	Group assignment 10'	The aim of this activity is for students to build their initial knowledge regarding the principles or rules of saving Each group will get 1 envelope containing the words (INCOMING MONEY, -, SHOPPING, SAVINGS, =) Groups are asked to build a savings rule formula from existing pieces of paper. Discuss the results of each group together
3	Presentation of material	Interactive lecture 10'	Give an explanation that the correct formula is MONEY IN - SAVINGS = SHOPPING Ask participants why the order is like that? Explain with emphasis why Savings must be set aside and not left behind Ask, has anyone implemented this concept and what benefits do they get from saving? The instructor explains the following material using PPT: ● The principle of saving ● Benefits of saving The instructor starts a question and answer session
4	Discuss the advantages and disadvantages of saving	Group discussion 20'	The aim of this activity is for students to build knowledge about the advantages and disadvantages of saving in different forms Ask students to discuss in groups about: 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 - Piggy bank / entrusted to parents / siblings / teachers - Save in an adult savings and loan group / join a social gathering - Save at a cooperative / credit union / pawn shop - Save at the bank - Saving at School 3. In your opinion, which savings technique is most appropriate for young people? Give reasons! Write on the flipchart the results of the group discussion
5	Presentation of material	Class discussion 20'	Several group representatives present the results of their group discussions and other groups can add shortcomings Provide feedback from the results of participant discussions and presentations The instructor explains the following material using PPT: • Saving method Invite participants to sing a song: Bing beng bang Yok kita ke bank Bang bing bung Yok kita nabung Tang ting tung Hey jangan dihitung Tau tau kita nanti dapat untung
	Rest	15'	
6	Building a class atmosphere	Icebreaker 5'	The instructor invites students to massage each other with instructions, light rain, blowing wind, storm Then you can change direction
7	Presentation of material	Interactive lecture 10'	The instructor explains the following material using PPT: • Manage outgoing money The instructor starts a question and answer session

8	Practice managing money out	Group assignment 30'	The purpose of this activity is so that students can practice managing incoming and outgoing money and writing it in an expense record table Groups get different cases Groups play roles according to the cases obtained, ask them to choose a chairman, secretary, and treasurer. Each participant in the group is given play money as pocket money according to the case they get. The group plans how to use the money based on the cases that have been shared by making a shopping list (table attached) Groups carry out learning according to the shopping list they compiled. (prepare a team of traders) The group compare spending planning and actual spending.
8	Discussion of material on managing outgoing money	Class discussion 10'	Review spending made by participants together. Emphasize that by keeping records, participants know how much money they receive and how much money they spend
Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor

3	Weekly Missions	5'	Explanation of weekly mission titles and descriptions
4	Closing prayer	5'	Led by the class leader

Assessment : Write a weekly journal

Mission Title : My Financial Management Plan

Mission Description :

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 (IDR)

"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."

Group Discussion Sheet Regarding Savings

Students are asked to discuss in groups regarding:

1. What forms of savings do they know?
For example: Piggy banks, Banks, Cooperatives, Student Savings at School, Valuables (eg gold jewelry), Others
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!
4. Write on the flipchart the results of the group discussion

Attachment

ADMISSION FEE
-
SHOPPING
=
SAVINGS

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

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!

Table of Shopping Plans and Actualization

No	Shopping Plan	IDR	No	Shopping Realization	IDR

[illegible]

30 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

SCRUTINISING DEBT
&
DONATIONS ALLOCATION FOR SOCIAL AFFAIRS

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Donations Allocation for Social Affairs & Scrutinise Debt
Sub Topic	: Donations Allocation for Social Affairs & Scrutinise Debt
Time	: 3 hours (15 minutes break)
Pre-Condition	: Have received material on paying attention to financial plans, evaluating incoming money, saving diligently, managing outgoing money
Basic competencies	: Financial literacy
Learning objectives	: Students able to: ● Analyse social actions carried out in society ● Reflect on the social actions that have been and will be carried out by oneself ● Examining knowledge about debt ● Develop an empathetic attitude
Indicator	: Students able to: ● Write at least 2 social actions that can be carried out either individually or in groups to help people around you who need help ● Write and present matters related to debt
Learning methods	: Interactive lectures, group discussions, presentations, class discussions
Instructional Media	: PPT, photocopy of group discussion sheet related to debt analysis, learning video related to donations, photocopy of group assignment sheet related to social fund allocation, photocopy of personal reflection & evaluation sheet
Learning Materials	: Debt research material, allocation of donations for social, group discussion material related to debt research, learning video material related to donations, group assignment material related to social fund allocation, personal reflection & evaluation material
Learning Materials	: Laptops, projectors, <i>sticky note</i> , <i>flipchart</i> , speaker, metaplan, notebook, stationery, student workbook, markers
Learning Resources	: Youth Life Skills Module

Learning : materials

Scrutinise Debt

Debt or loans are often encountered when someone needs something and does not have enough funds so they borrow money from another party to help them get their needs or desires. The development of the times which is influenced by technological advances encourages access to information very quickly and easily, so that it can influence a person's lifestyle to become consumptive. Various financial and shopping applications *online* easily accessible so that the younger generation needs to be equipped with knowledge in managing debt so they don't get trapped in irresponsible debt.

1. Definition and Types of Debt

Debt is an obligation that must be repaid and is binding within a certain period of time agreed by both parties. A person borrows money or has debt for three main reasons:

Type of Debt/Loan	Objective
Productive Debt: For investment or business	Used as business capital for work or activities that generates money and support paying off loans. Example: Apply for motorbike credit so you can work as a online motorbike taxi biker
Emergency Debt: To overcome an emergency that requires unexpected costs	Used for unexpected emergencies and not generating money to pay off the loan. Example: Borrowing money from the bank to repair home equipment damaged by the flood disaster
Consumer Debt: To be used to meet needs and desires.	Used for daily expenses or fulfilling desires and does not generate money to pay off loans. Example: Borrowing money through loans <i>online</i> to buy <i>Cell-phone</i> latest release.

2. Good Debt vs Bad Debt

To make ends meet, people sometimes fall into debt. Make sure the debt is debt that is used to meet needs, not desires, and if possible is productive. Distinguishing good debt from bad debt:

Good Debt	Bad Debt
● Debt adjusted to the ability to repay. ● Debt that can improve productivity or quality of life, such as purchasing resources to increase business income or purchasing a home to live in or rent ● Debt proposed to bring in money again or increase income. ● Understand whether the proposed debt method is subject to additional costs such as administration fees or reasonable interest according to regulations. If the debt is obtained from a financial institution, make sure the financial institution is registered with the OJK.	● Debt that exceeds one's ability to repay. Usually exceeds 30% of total income/cash in/income owned. ● Debt intended to fulfil a momentary wish or desire because of following someone else's lifestyle, such as debt for a holiday because you need it <i>healing</i>. ● Debts that are applied for and don't earn money back. ● A debt repayment method that provides high administration fees and interest. Financial institutions are not registered with the OJK.

3. Be a Wise Generation in Using *FINTECH*

Technological advances are also utilized by Financial Institutions in developing their products and services, one of which is *Financial Technology* otherwise known as *Fintech*. Several types of Fintech services that are regulated in Indonesia are:

- *Fintech* payment; The method used by utilizing technology to make payments can be using physical money. For example, through the QRIS method, *e-money*, *e-wallet*, and others.
- *Fintech* Joint funding; can be accessed by users, both lenders and loan recipients, through applications or websites. In using the service, of course there are cost components that must be known by both parties, which are generally borne by the loan recipient.
- *Fintech* crowdfunding services; According to the OJK, the definition of Fintech Crowdfunding is the provision of share offering services carried out by publishers to sell shares directly to investors through an open electronic system network. Some applications that can be accessed are: Santara, LandX, CrowdDana, Bizhare, and others that have received permission from the OJK.
- Other financial services that have not been specifically regulated refer to *Fintech* digital financial innovation.

It's rampant *Fintech* followed by a loan *online* illegal or commonly known as *Pinjol* (online loan). The following are the differences between the characteristics of illegal loans and *Fintech* Joint funding recognised by OJK:

Illegal <i>Fintech</i>	Legal <i>Fintech</i>
Does not have official permission	Registered and supervised by OJK
There is no clear identity of the management and office address	The administrator's identity and office address are clear
Providing loans is very easy	Lending is selected

Information on interest/loan fees and fines is unclear	Information on loan fees and fines is transparent
Unlimited interest/loan fees	The total loan fee is a maximum of 0.8% per day
The total refund (including fines) is unlimited	Maximum repayment (including penalties) of 100% of the loan is up to 24 months
The total refund (including fines) is unlimited	Maximum repayment (including penalties) of 100% of the loan is up to 24 months
Access to all data on the cell-phone	Accesses in cell-phone are just camera, <i>microphone</i> , and location.
Threats of terror, violence, insults, defamation, distributing personal photos/videos	The risk of borrowers who do not repay after the 90 day deadline will be blacklisted <i>Fintech Data Centre</i>
There is no complaint service	Has a consumer complaints service
Offers via SMS, WA, or other private communication channels without permission	It is prohibited to make offers to private communication channels (SMS, WA, etc.) without user permission.
The employee/party carrying out the billing does not have a billing certification issued by the Association <i>Fintech</i> Indonesian Joint Funding (AFPI)	The employee/party carrying out billing has a billing certification issued by the Association <i>Fintech</i> Indonesian Joint Funding (AFPI)

For information on the list of Joint Funding Fintechs that have permits or are registered with the OJK, you can access it via the website www.ojk.go.id. Consumer or customer complaints can be submitted via the Indonesian Joint Funding Fintech Association (AFPI) at:

pangaduan@afpi.or.id, Tel. 150 505

steps:

1. Divide participants into 4 groups and give them several questions to discuss together. Here's a list of questions:
 - a. What is the purpose or reason someone has debt?
 - b. What kind of person or under what conditions has debt?
 - c. What are the negative and positive impacts of debt?
 - d. What is known about *Financial technology/ Fintech* (QRIS, *e-wallet*, *e-money*) and loans *online*?
 - e. What are the benefits and impacts of *pinjol* and *paylater*?
 - f. What are the characteristics of illegal borrowing?
2. Give time for each group to present the results of their discussion in turn.
3. Invite participants to ask questions and provide responses to the results of other group discussions

4. Give feedback with explanations using the PPT presentation material.
5. Close the activity by providing a conclusion.

Allocation of Donations for Social Affairs

Indonesia adheres to eastern culture which is familial and has a spirit of mutual cooperation. This culture continued to be passed down to future generations from generation to generation. Therefore, it is important to have social sensitivity and be wise in giving some of the money we have to charity or donating according to each person's abilities and sincerity.

Donation comes from the Latin word Donum, which in Indonesian means charity or donation. Donations can be in the form of money or a number of goods given by a person or group of people with the aim of helping those in greater need voluntarily without any strings attached. Helping other people in need is not a way to show off one's wealth, but to share with others according to one's abilities.

Steps:

1. Invite participants to sit and form letters Big U.
2. Play a video about something that can raise social awareness. <https://youtu.be/ealHCOiHAol>
3. Invite participants to reflect on the video in pairs (friends on their right/left side) – what can I or we do to overcome conditions like those in the video?
4. Invite participants to discuss whether there are similar 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. What can you do individually or as a group to contribute to helping conditions like this?
5. Write the results of the discussion in metaplan, one metaplan for one action.
6. Post a metaplan and ask them to separate into groups personal actions and group actions.
7. Review together the results of the discussion.
8. Assign each participant to plan a social activity. Can be individual or group.
9. Give them time to plan these social activities within a certain period of time (for example one week / 2 weeks / 1 month). Social activity plan
 - b) Activity name:
 - c) Perpetrator:
 - d) Target/aims:
 - e) Time period:
 - f) Successful/not:

The next meeting ask each group to present/convey their social activities and convey what is interesting about each group's social activities/ individual. And give appreciation to each group.

Learning :
Activities

Opening			
No	Activity	Method (time)	Information

1	Prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	The instructor gives the riddle "Who will die" (continued) at the following link: https://www.youtube.com/watch?v=NBBMozyXOH8
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor informs the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
You			
1	Group division	5'	Students are divided into small groups to ensure active involvement of students in the group
2	Explore initial knowledge regarding debt	Group discussion 25'	The aim of the following activity is for students to build their initial knowledge about debt through group discussions, Discuss the following questions: a. What is the purpose or reason someone has debt? b. What kind of person or under what conditions has debt? c. What are the negative and positive impacts of debt? d. What is known about <i>Financial technology/ Fintech</i> (QRIS, e-wallet, e-money) and loans online? e. What are the benefits and impacts of pinjol and paylater? f. What are the characteristics of illegal borrowing? g. Write down the results of the discussion on the flipchart
3	Present the results of the group discussion	Class discussion 20'	Several groups were asked to present the results of their discussions Invite participants to ask questions and provide responses to the results of other group discussions Provide feedback from the results of student group discussions

4	Delivery of material	Interactive lecture 15'	The instructor explains the following material using PPT broadcast material: • Definition & types of debt • Good debt vs bad debt • Become a wise generation in using fintech The instructor opens a question and answer room
	Break	15'	
5	Building a class atmosphere	Ice breaker 5'	The instructor leads the ice breaker Door Boom Ah An example is in the link: https://www.youtube.com/watch?v=G93ujVPpSEk
6	Delivery of material	Interactive lecture 10'	The instructor explains the following material using PPT: • Definition of donation The instructor opens a question and answer room
7	Watch videos	Watch videos 10'	The instructor plays a video about something that could be socially sensitive. https://youtu.be/ealHCOiHAoI After finishing watching, the instructor explains the program carried out by the Garda Pangan community (please study it)
8	Reflect on the videos you have watched	Group discussion 20'	The aim of the following activity is 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. Note for instructors: students and groups are allowed to allocate social funds which are not in the form of money but for example energy or time or ideas because not all students have money 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 metaplan, one metaplan for one action. 5. Stick the metaplan on the flipchart and ask them to separate into groups personal actions and group actions.
9	Present the results of the group discussion	Presentati on 15'	Review together the results of the discussion. Instructors and other participants can provide positive feedback
Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing Prayer	5'	Led by the class leader

Group Discussion Sheet Related to Researching Debt

Discuss 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

Related Group Discussion Sheet Reflection on Video Content About Allocation of Social Funds

- 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 metaplan, one metaplan for one action.
5. Stick the metaplan on the flipchart and ask them to separate into groups personal actions and group actions.

INDEPENDENCE MODULE

31 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

INDEPENDENCE AND INTERDEPENDENCE

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Become a person who is interdependent with other people
Sub Topic	: Independence and Interdependence
Time	: 3 hours (15 minutes break)
Basic competencies	: • Self-management • Adaptability and flexibility
Learning objectives	: Students able to: • Analyse related to independence • Experience learning about the dimensions of autonomy • Foster a critical attitude in learning
Indicator	: Students able to: • Write at least 1 opinion related to independence, supporting and inhibiting factors • Select and give reasons regarding the dimensions of autonomy that are appropriate to the example conditions given
Learning methods	: Interactive lectures, games, class discussions, brainstorming
Instructional Media	: Power point, inspirational video opening the material, photocopy of individual assignment sheet related to the dimensions of autonomy, photocopy of opinion sheet regarding factors supporting and inhibiting independence, photocopy of personal reflection & evaluation sheet
Learning Materials	: Training Materials, game materials dimensions of autonomy, individual assignment material related to the dimensions of autonomy, individual assignment material related to factors supporting and inhibiting independence, personal reflection & evaluation material
Learning Materials	: Flipchart, stationery, laptop, projector, speaker, metaplan, markers, notebooks, student workbooks
Learning Resources	: Youth Life Skills Module
Learning materials	:

Independence is a more popular term for 'autonomy'. In fact, independence is one of two ways of looking at the concept of autonomy. In independence, teenagers' autonomy is seen from their

relationships with other people; how dependent they are on others and who regulates their behavior or goals (parents, self, or both). Independent adolescents are able to make more decisions on their own, especially in personal areas (e.g., clothing choices and friendships).

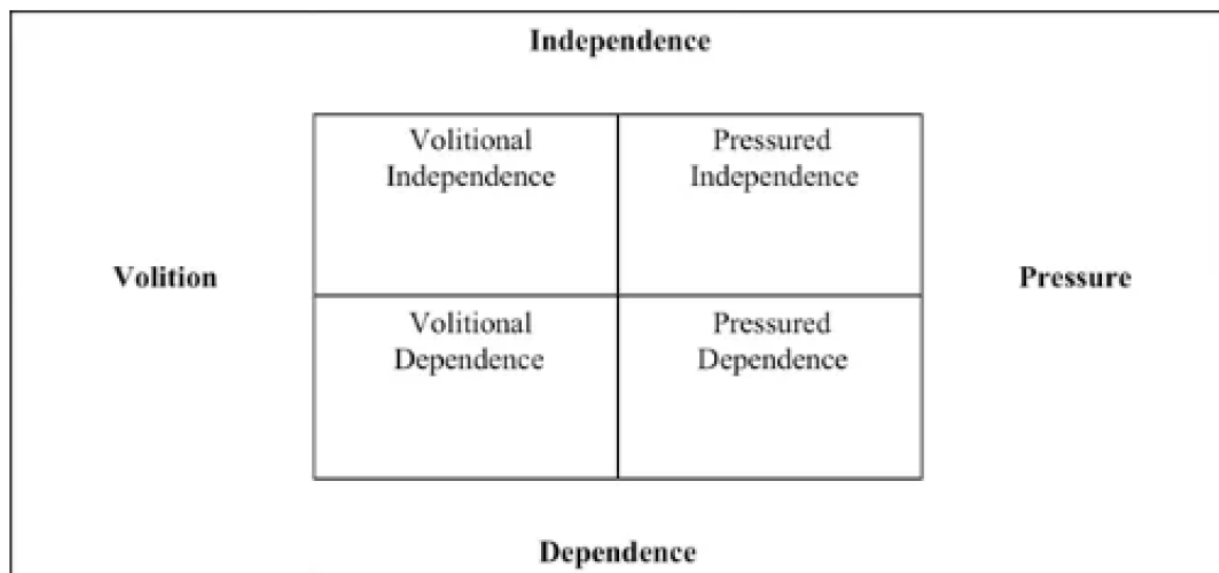
Apart from being independent in behavior or decision making, they are also free from excessive needs for parental approval and emotional support (emotional independence) and are able to take care of practical daily affairs without asking their parents for help (functional independence).

The developmental challenge for adolescents is to change the hierarchical parent-child relationship into a more equal relationship. Their job is to fight for independence while maintaining a positive relationship with their parents. The gradual process towards independence must occur in a supportive environment. An undesirable condition is that teenagers separate themselves completely from their parents (*dysfunctional independence/ dysfunctional independence*), disobeying or rebelling against parents who are considered to threaten their independence (*oppositional defiance*), or don't want to be separated from their parents (*dysfunctional dependence/ dysfunctional dependency*).

A second perspective on autonomy is as a function of the will (*volition functioning*), where adolescent autonomy is seen from inner harmony; how aligned their behavior and goals are with their values, preferences, and interests.

The need for autonomy, along with the need for relatedness and the need for competence, are essential ingredients for a person's growth, integration, and well-being. The condition of autonomy is when the two are in harmony and adolescents experience psychological freedom and self-authenticity. The condition of heteronomy is when the two are not in harmony and teenagers feel pressured to take certain actions and not be themselves.

The two concepts of autonomy above and their respective dimensions can be connected in a quadrant as below.



Based on the picture above, teenagers can experience pressure whether they are independent or depend on their parents. For example, in terms of choosing a college major.

- a. On *Volitional independence*, teenagers choose to make their own decisions without needing much input from their parents because they know themselves and know what they want.
- b. On *Volitional dependence*, adolescents choose to consult their parents because they value their opinions and consider them valuable.
- c. On *Pressured Independence*, teenagers are forced to make their own decisions because parents consider this matter to be personal and must be decided by themselves without input from them.
- d. On *Pressured dependence*, teenagers are forced to follow the decisions of parents who think they know best.

An individual's position in this quadrant is not the same in every area of their life, but can change according to certain areas. Adolescents show more volitional independence regarding issues that reflect their self-expression and personal identity (e.g., music choices, room decoration). Meanwhile, they show more *volitional dependence* on issues over which parents have legitimate authority (e.g., health, morals). Teenagers need to have the flexibility to change orientation according to the area of life involved. *Volitional independence* may be more prevalent and adaptive in some areas, temporarily *volitional dependence* perhaps more adaptive in other areas. These two orientations are thought to produce more adaptive outcomes than the other two orientations (*pressured independence* And *pressured dependence*).

In general, the two concepts of autonomy that have been discussed have a positive relationship. Volitionally autonomous adolescents are more likely to take initiative, explore different options and lifestyles, and therefore live more independently. Meanwhile, teenagers who are independent from their parents have more opportunities to follow their wishes because there is space to express their choices, values and interests. In general, adolescents who act of their own free will show better adjustment and well-being, regardless of whether they act independently or show dependence on parents.

In order to live independently, teenagers need to not only know themselves and act according to their own wishes, but also have a sufficient sense of competence and self-confidence to trust the decisions they make. Meanwhile, we need to recognize that adolescents' independence from parents is sometimes associated with problematic behavior (e.g., alcohol abuse). Next, this article will use the term 'independence' which is more generally used to refer to the broad concept of autonomy which includes both perspectives that have been discussed.

Through the measuring tool they developed, Kosaka and Toda (2006) proposed six factors of psychological independence:

Factor	Understanding
Future orientation	Understanding of current circumstances and the ability to think about and strive for the future

Fast relationships with others (<i>appropriate human relations</i>)	The ability to empathize and relate appropriately with others
Value-based judgment and action (<i>value judgement/execution</i>)	The ability to make decisions and act based on trusted values
Responsibility	The ability to take responsibility for one's own actions
Social perspective	Understanding of social knowledge and the role of oneself in society
Self-control (<i>self-control</i>)	The ability to control emotions and see oneself and external events objectively

Pinkhardt (2013) proposed a road map in which he divided adolescence into four developmental stages with their respective functions and challenges that reflect the adolescent's journey towards independence.

a. Early Adolescence (*early adolescence*) – 9-13 years

The function of this stage is to complete the separation from childhood. Adolescents often appear disorganized (disorganized, inattentive, neglectful of responsibilities), have a negative attitude towards parental authority, and test the boundaries that have been set in the family. The challenge for parents is to tolerate these things and maintain a positive attitude.

b. Associate Youth (*mid adolescence*) – 13-15 years

The function of this stage is to form an independent "family" of peers. Teens show a great need to connect with peers and

enjoy freedom with them. The challenge for parents is to set limits on harmful behavior and engage in healthy discussion and conflict resolution with them.

c. Late Teenagers (*late adolescence*) – 15-18 years

The function of this stage is to try to act more mature in preparation for becoming a real adult. Teenagers need more freedom

grow up and become increasingly independent from the family. The challenge for parents is to prepare them with the necessary knowledge and hold them accountable for the freedom they are given.

d. Self-experiment (*trial independence*)

The function of this last stage is to practice standing on your own two feet. Teenagers are often overwhelmed by the freedom they have. The challenge for parents is to relinquish control of their teen's life while providing support and providing input when requested.

We can understand the factors that support and hinder adolescent independence through the results of a national survey in the United States of 877 parents of adolescents aged 14-18 years. Most respondents (60%) said that the characteristics of teenagers themselves were obstacles to their independence, namely being less mature (24%), not having time (22%), and not having

enough knowledge to take on more responsibility (14%). A quarter of parent respondents admitted that they played a role in hindering teenagers' independence. They don't give responsibility to teenagers because they think it's quicker and easier to do it themselves (19%) or don't think about giving it to them at all (7%). Regarding teenagers' lack of knowledge to be independent, schools have a role because they often do not provide sufficient provisions. In addition, the fast-moving and ever-changing world provides more challenges for teenagers to become independent.

Independence is important for achieving self-esteem and good mental health. Teenagers who are too dependent on someone or something become weak and vulnerable. However, on the other hand, teenagers may refuse to depend on people because they think this will threaten their independence and make them feel silly and weak. They put too much pressure on themselves to be independent immediately. They forget that people do not immediately become independent when they grow up, but must go through a learning process. This kind of view can prevent teenagers from asking for help because they don't want to depend on other people, while also preventing them from providing support to others because they don't want anyone to depend on them.

Humans are social creatures. The relationships we have in life provide comfort and support and enable us to contribute positively to society. It is important to realize that we will always depend on others (to some extent) and others will always depend on us. We thrive when we are connected to each other; within families, within communities, and across generations. Teenagers (and humans in general) need to strike a balance between being independent and being dependent on others.

We can view independence and dependence as existing on a scale. At the left end, there is total dependency, where the individual relies on others completely and immediately asks for help before attempting to solve the challenges faced alone. On the right end, there is total independence, where individuals try to solve challenges on their own and reject help from others altogether. Interdependence is in the middle.

Interdependence or interdependence is sharing dependence with people in our support network. This is a position towards independence and dependence that is considered healthy, where individuals use their abilities to solve challenges and do not hesitate to ask for help from others when needed. Teenagers need to assess their relationships. Am I too dependent on others? Do I actually need to allow myself to be a little dependent on other people? Vignoles et al. (2016) identified seven dimensions of interdependence, some of which can be used to assess adolescent interdependence, namely connection with others, openness to influence, dependence on others, respect for group harmony, and commitment to others.

To achieve interdependence, teenagers need to believe in their abilities first. This self-confidence is obtained from increasing independence in everyday life. Adults need to respect and foster adolescents' independence on their journey towards interdependence.

**Learning :
Activities**

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	Students are invited to do the 'Step In' movement Sources that can be studied: https://www.youtube.com/watch?v=G6WpNPTVSCg
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglect.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
You			
1	Video playback	Class discussion 15'	The instructor shows the video "One Small Step" https://www.youtube.com/watch?v=yWd4mzGqQYo&t=20s The instructor asked the participants for feedback regarding the videos they watched related to independence as teenagers
2	Presentation of independence material	Interactive lecture 15'	The instructor explains the following material contained in Power Point: • Definition of independence • Developmental challenges for adolescents • The concept of adolescent autonomy The instructor starts a question and answer session
3	Playing the Autonomy and Dimensions game	Games 35'	The aim of the following activity is to strengthen students' understanding of the concept of autonomy and its dimensions through the examples of actions provided Game related explanation:

			1) The instructor prepares the playing area by dividing the floor into 4 areas using paper tape and determining the names of the four areas using a meta plan attached to the floor. 2) The instructor directs students to stand at the Gathering Point Projector Screen <table><tr><td>Survival of the will (Volitional Independence)</td><td>Independence is forced (Pressured Independence)</td></tr><tr><td>Dependence of will (Volitional Dependence)</td><td>Dependency is forced (Pressured Dependence)</td></tr></table> Collect Point 3) The instructor reads a situation and students determine whether that situation including into WE, PI, CEO or PD 4) The instructor directs students to stand according to their choice 5) To avoid students joining in, students can be asked to move simultaneously on a certain count after they have decided on the area they choose 6) After all students stand in their chosen area, the instructor gives the actual answer along with an explanation 7) Students are asked to stand at the gathering point to respond to the next question The above activities can be carried out if the number of students is sufficient. If there are too many students to play the game, the instructor can use the attached student worksheet	Survival of the will (Volitional Independence)	Independence is forced (Pressured Independence)	Dependence of will (Volitional Dependence)	Dependency is forced (Pressured Dependence)
Survival of the will (Volitional Independence)	Independence is forced (Pressured Independence)						
Dependence of will (Volitional Dependence)	Dependency is forced (Pressured Dependence)						
	Break	15'					
4	Building a class atmosphere	Icebreaker 5'	The instructor provides the puzzle "Which is the most expensive dress" at the following link: https://www.youtube.com/watch?v=2hIV5VYhD9g				
5	Provide opinions	Class discussion	The aim of the following activity is for students to provide personal opinions regarding supporting and inhibiting				

	regarding supporting and inhibiting factors for independence based on personal experience	20'	factors for independence based on their personal experiences The instructor attaches two sheets <i>flipchart</i> on the wall, each entitled 'Factors Supporting Independence' and 'Factors Inhibiting Independence' Students receive two metaplan sheets and are asked to write down the Supporting and Inhibiting Factors for Independence for each based on their daily experiences (more than one answer per student) After all students have attached their opinions to the flipchart, the instructor will lead a class discussion to discuss each opinion and provide feedback according to the contextual concept of the material. The above activities can be carried out if the number of students is not too large, if the number of students does not allow for mobilization, then the attached worksheet can be used.
6	Submission of Material	Interactive lecture 30'	The instructor explains the following material contained in the PPT: • 6 factors of psychological independence • 4 stages of development & challenges of a teenager's journey towards independence Instructors can direct students to connect the supporting and inhibiting factors for independence that they have written about previously with the stages of adolescent development that have been explained. Instructors can connect the stages of adolescent development with students' opinions regarding supporting and inhibiting factors for independence in previous activities.
Closing			
1	Strengthening students' knowledge	Interactive lecture 10'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor conveys the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing Prayer	5'	Led by the class leader

Attachment

About Autonomous Games and Their Dimensions

No	Statement	Dimension Type
1	Andi has graduated from high school, his parents cannot afford to support Andi to continue college. Currently, Andi is taking computer training so that he can easily be accepted for work.	Independence is forced (Pressured Independence)
	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.	
	Bono decided to join a community that suited his hobby because his parents were unable to provide input about the community	
	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.	
2	Bella often watches tutorials <i>make up</i> , however Bella followed her uncle and aunt's directions to take part in culinary training.	Dependency is forced (Pressured Dependence)
	Sinta followed her supervisor's advice to take a sewing course even though she didn't like it and was confused about her future	
	Bayu followed his father's decision that he had to go to the school that had been determined even though he did it hard	
	Dino has to take an automotive course because the other classes are full and have been decided by the school/nursing school.	

3	Ciya likes cooking and often tries various recipes, Ciya decided to take part in Catering Training	Survival of the will <i>(Volitional Independence)</i>
	Beni likes repairing broken electronics so he decided to join an electronics repair class	
	Doni chose graphic design because he knew that in the future he wanted to become a famous graphic designer	
	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.	
4	Dodi consults with parents when choosing training for cellphone service or AC service.	Dependence of will <i>(Volitional Dependence)</i>
	Erin consulted a psychologist regarding the suitability of the career she wanted to choose according to her character	
	Ela asked her companion for advice regarding the type of course that was very promising in the future	
	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	

Activity Sheet Related to the Concept of Autonomy and Its Dimensions

Put a cross (x) on the dimension of autonomy that suits your opinion!

VI = Volitional Independence (Independence of the will)

PI = Pressured Independence (forced independence)

VD = Volitional Dependence (volitional dependence)

PD = Pressured Dependence (forced dependency)

No	Statement	Autonomy Dimension			
		W E	PI	CE O	P D
1	Andi has graduated from high school, his parents cannot afford to support Andi to continue college. Currently, Andi is taking computer training so that he can easily be accepted for work.		x		
2	Bella often watches tutorials <i>make up</i> , however Bella followed her uncle and aunt's directions to take part in culinary training.				x

3	Ciya likes cooking and often tries various recipes, Ciya decided to take part in Catering Training	x			
4	Dodi consults with parents when choosing training for cell-phone service or AC service.			x	
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.		x		
6	Erin consulted a psychologist regarding the suitability of the career she wanted to choose according to her character			x	
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				x
8	Ela asked her companion for advice regarding the type of course that was very promising in the future			x	
9	Bono decided to join a community that suited his hobby because his parents were unable to provide input about the community		x		
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	x			
11	Beni likes repairing broken electronics so he decided to join an electronics repair class	x			
12	Bayu followed his father's decision that he had to go to the school that had been determined even though he did it hard				x
13	Dino has to take an automotive course because the other classes are full and have been decided by the school/nursing school.				x
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.		x		
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			x	
16	Doni chose graphic design because he knew that in the future he wanted to become a famous graphic designer	x			

Personal Opinion Sheet Regarding Supporting and Inhibiting Factors of Independence

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 of Independence	Factors Inhibiting Independence
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

32 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

YOUTH'S RELATIONSHIP WITH PARENTS

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Youths' Relationships with Parents, Other Adults and Peers
Sub Topic	: Relationships With Parents, Other Adults, and Peers
Time	: 3 hours (15 minutes break)
Pre-Condition	: Have received the topic of Independence and Interdependence
Basic competencies	: ● Self-management ● Adaptability and flexibility
Learning objectives	: Students able to: ● Reconstruct knowledge about 3 types of relationships and 5 core assets of adolescents ● Identify matters related to relationships with parents, other adults, and peers ● Build an open-minded attitude
Indicator	: Students able to: ● Write down at least 5 examples of 3 types of relationships and 5 core assets of youths ● Write down at least 5 opinions regarding relationships with parents, other adults, and peers
Learning methods	: Interactive lectures, group discussions, class discussions, short film analysis, presentations
Instructional Media	: Power Point, short film videos related to friendship, photocopy of group discussion sheet related to relationships between youths and parents/adults, photocopy of group discussion sheet related to friendship relationships, photocopy of personal reflection & evaluation sheet
Learning Materials	: Material on relationships with parents, other adults and peers, short film material related to friendship, group discussion material related to youths' relationships with parents/adults, group discussion material related to friendship, personal reflection & evaluation material
Learning Materials	: Laptop, ATK, flipchart, markers, projector, speakers, student notebooks, student workbooks
Learning Resources	: Youth Life Skills Module

Learning : materials

1. Youths' Social Relationships

Youths need to strengthen their interdependence or share their dependencies with others in a healthy way. This section will discuss adolescents' relationships with important people who support them on their journey towards independence, namely parents, other adults, and peers. The social relationships that youths have can be differentiated in relation to interdependence:

- a. Voluntary relationship and the given relationship (*involuntary relationships*), where interdependencies have different significance. In voluntary relationships with friends and partners, interdependence is very important because a person can choose to end the relationship if it is deemed unfair. Meanwhile, relationships with family members prioritize rules and traditions rather than considerations of such interdependence.
- b. Exchange relationships and communal relations (*communal relationships*), which involves a different type of interdependence. Exchange relationships with classmates, neighbours and co-workers are based on the principle of equality in terms of giving and receiving regardless of the different needs of each party. Meanwhile, communal relationships with family members, friends and partners are based on a shared understanding of meeting each other's needs even though what is given and received may not be equal.
- c. Vertical relationships and horizontal relationships, which involve different distributions of power and social exchange processes. In vertical relationships with parents, teachers and superiors, there is an unequal power relationship where one party can determine the desired results. Meanwhile, in horizontal relationships with classmates, friends and partners, there are more balanced power relations Where both parties must agree on the outcome of the social exchange.

2. Five Core Assets of Adolescents

To develop positively and become independent, youths need to develop a set of core assets which can be abbreviated as 5C, namely competence, confidence, connection, character and caring. The following is an explanation of each of these assets.

Asset	Understanding	Development
<i>Competence</i> (Competence)	Perception of abilities and skills possessed	Provide training and practice in special skills, both academic and practical
<i>Confidence</i> (Self Confidence)	A positive sense of self-efficacy and self-worth	Provides opportunities to succeed when trying something new
<i>Connection</i> (Connection)	Positive ties with people and institutions	Develop relationships with peers, parents, and teachers
Character	A sense of right and wrong (morality), integrity, and respect	Provides opportunities to exercise increased self-control and develop spirituality

	for standards of correct behaviour	
<i>Caring</i> (Concern)	Feeling sympathy and empathy for others	Shows concern for youths

The people in a teenager's life have a role in the development of these five assets. For example, parents can encourage teens to get involved in various groups and activities at school, places of worship, and communities, and help them find at least one skill to master.

In youth, the centre of an individual's world shifts from family to peers. However, a decrease in the frequency of contact with family does not mean that closeness to family becomes less important for adolescents. Close relationships and attachment to family have been proven to be the most important factor in preventing risky behaviours such as smoking, drinking alcohol, using illegal drugs, early sexual intercourse and suicide attempts.

3. Three things Youths need

Teens still need time with parents and family, even as they spend more and more time outside the home. They need attention that provides a secure attachment. According to Dan Siegel, youths need to feel 3S, namely seen, safe and soothed.

a. Seen

Teens feel seen when parents are warm, loving, and supportive, even when they disagree with them. Such parental attitudes have been shown to be associated with positive outcomes (e.g., success in school) and resilience when facing challenges.

b. Safe

Adolescent risk behaviour is related to emotional closeness to parents. A study shows that when parents try to get closer to youths (showing appreciation, inviting them to talk to solve problems together, reducing yelling and arguing), then youths reduce their risky behaviour.

c. Soothed

Many youths feel insecure because of stress and anxiety. Parents have an important role to play in teaching them how to calm themselves. When children are babies, parents do this for them. As children grow older, they learn to gradually calm their own nervous system. Parental support is an important buffer against things that cause stress in youths. Studies show that family time and personal time with parents helps them manage stress and calm down better. In fact, just having parents at home can help youths (without actively trying to help them).

4. Things Parents Provide for Youths

Parents in particular remain the most influential people in youths' lives, as stated by the majority (75%) of the 2,000 youths aged 13-18 in the UK involved in a study by Talking Futures (2023). Even though parents think that they are no longer important in their youths' lives, their role is actually very important. Goleman (2019) proposed a framework to help parents and caregivers understand adolescents called the STAGE Framework, where S is

“Significance of Parents”. The role of parents in their children's lives when they are youths is just as important as when they were children, just in a different way. Various studies on parenting show this.

Youths who manage their lives well usually have parents who are there for them. This does not mean just providing material, but showing interest and being available to provide support when needed. In terms of academics, parental interest and involvement are the factors that have the most influence on adolescent academic achievement apart from intelligence. The following are things that parents provide for youths:

- a. care, warmth, and love
- b. stability
- c. support in difficult times
- d. confirmation that the (adolescent) self is important
- e. role models for everything from healthy behaviour to managing conflict
- f. a supportive environment for healthy brain development

5. The Role of Parents

The role of parents as coaches or mentors becomes increasingly evident in the final stages of adolescence. At the trial independence stage, youths' self-confidence begins to decline when they have difficulty facing life's challenges. They also increasingly appreciate their parents' wisdom and are open to parental assistance. To assume the role of coach or mentor, parents need to follow these three rules:

- a. Parents should not express disapproval or criticism to youths, which can cause youths to feel like they have failed and not want to accept further parental input. Mentoring is based on acceptance not criticism. Parents can say, “Let's think about the options that are available now.”
- b. Parents need to respect their child's right to make the right decisions and their responsibility to learn from the consequences. Mentoring respects youth autonomy. Parents can say, “We believe you should decide how to live your life.”
- c. Parents need to avoid giving opinions and suggestions without being asked. Parents can say, “Let us know if you need help thinking through the issue.”

To build a positive relationship between youths and parents, effort is needed from both parties. The following are several things that can be done from the teenager's side:

- a. Taking time to talk to parents about everyday life. This builds closeness with parents, and makes it easier to talk about more serious things. Look for light things to talk about every day, such as what the teacher said in class, school projects, club activities, funny photos, etc. This can also be done while doing something you both enjoy, such as eating, cooking, taking a leisurely walk, exercising, etc.
- b. Tell me how important your parents' trust is to you. Parents often spend a lot of time worrying about their children and the decisions they make. When your parents give you the confidence to stay at home alone, spend time with your girlfriend, or use technology such as social media, tell your parents what this means to you.

Example: "Mom/Dad, I just wanted to say thank you for allowing me (activity). I know it's not easy for you to do it. I feel happy to be independent and your trust means a lot to me."

- c. Try to be honest with your parents.

One of the biggest things teens can do to gain their parents' trust is to be honest with them. By being honest, parents gain insight into your world and have a general understanding of how you are doing, when you are OK, and when you might need help. One day you will slip up or make a mistake. When that happens, you should be honest and open with your parents. You will break their trust by lying or ignoring something, especially if their parents find out about it from someone else.

- d. Tell your parents what you need.

To establish a trusting relationship with your parents, tell them what you need. Parents sometimes don't realize they are doing something that makes teens too self-conscious or worried to talk to them.

Example:

- "I need to tell you about a problem I'm having. I just want you to listen, so you know what's bothering me. I'm not ready to take advice."
- "I need your advice on something. Can we talk?"
- "I need to get your permission to go on a class trip next week."
- "Mom/Dad, I want to get it tell you about some things I'm thinking about. However, I am worried about how you will react. Every time I bring up (the topic), you gasp or interrupt me, which makes me shut down. Can you listen to me first without reacting, then we can talk after? I want to be able to talk to you openly."

- e. When you want to talk about important and difficult topics, think about what parents want or need from the conversation: just to say something, want to be heard, need permission, need advice or support. State your wants or needs at the start of the conversation. Also think about how you feel: worried about how they will react, afraid that they will be angry or disappointed, embarrassed to talk about sensitive and personal things, guilty for getting into trouble. Don't let these feelings get in the way of talking but make them part of the conversation.

To reduce anxiety or being silent when talking, practice speaking first in front of a mirror or with a friend. This will build your confidence and make you more comfortable. Find a time when parents are not busy with other things. Make sure they know they can talk when it's good. Find a private place where there are not many other people and distractions.

Example:

- "I wanted to tell you something very personal. I was worried about your reaction, but wanted to tell you anyway."
- "I need to talk to you, but I'm afraid I'll disappoint you."
- "I need to talk to you about something, but this is a bit embarrassing."
- "I want to tell you about something I did. I'm not proud of it and you'll probably be upset, but I know I have to tell you. Can you hear me?"

6. Coping with Relationships with Peers

- a. Openness: Talk about feelings and problems with friends honestly and openly.
- b. Active Listener: Listen carefully to your friend's perspective without interrupting, so they feel heard.
- c. Empathy: Try to understand your friend's feelings and views, turning from their perspective.
- d. Apologize or Apologizing: If necessary, apologize or apologize. This can start the healing process.
- e. Speak with Calmness: Avoid emotional confrontations. Speak calmly to avoid making the situation worse.
- f. Meet in Person: If possible, meet in person to resolve conflicts more effectively.
- g. Make Agreements Together: Find solutions together and agree on steps to improve the relationship.

7. The Function of Friends for Youths

Peer groups have two functions in youths lives:

- a. Provides a temporary reference point for developing self-identity. Through identification with peers, adolescents begin to develop judgments about morality and values and define how they differ from their parents. However, at the same time, youths are also trying, often secretly, to find ways to identify with their parents.
- b. Provides sources of information about self and the world outside the family. Another important function of peer groups for adolescents is to provide a source of information about the world outside the family and about themselves.

There are at least two reasons why youths find acceptance by their peer group important:

- a. Popularity is important to youths, and being accepted by a peer group is a measure of popularity. Peer groups are a source of popularity, status, prestige, and acceptance.
- b. Peer groups provide a place to get to know yourself. Groups help teens determine the activities they enjoy and best suit them.

8. Characteristics of Friends

Youths need to recognize friends who are good and who are not good for them. The characteristics below can serve as a guide:

Good friends	Bad Friends
There for you no matter what, and will always support you when things get tough	Talking about yourself behind your back or even sharing your secrets with others
Comfort you when you are sad or crying	Pressures you to do things you don't want to do, and can force you to make Bad decisions

Laugh with you and make you smile	Constantly judging, questioning, or making you feel bad about yourself
Kind, respectful, and listens to you	Not there for you when you need support or advice
Trustworthy and willing to tell the truth, even when it's hard for you to hear	Taking advantage of you, and only talking or hanging out with you when they want something
Encourages you to be a better person and inspires you to achieve more in life	
Someone you enjoy talking to and spending time with	

Having good friends is important, but it's also important to be a good friend to others. We should have aspirations to be the friends we want to have. The following are some tips for being a good friend:

- a. Be yourself and accept your friends for who they are.
- b. Respect your friend's opinions, beliefs, or feelings.
- c. Encourage and support your friends, and help them grow as people.
- d. Make time for your friends and be a good listener. Provide advice and support when needed.
- e. Be trustworthy and keep promises and secrets as best you can.
- f. Apologize if you have made a mistake. Remember, not everyone is perfect and mistakes happen, so be prepared to resolve any disputes or arguments.
- g. Look after them even if it means getting support from others to help keep them safe. This may be hard to do and your friends may not like it at the time, but they will thank you for your support later.

9. Important Things about Friendship

Here are some of the most important things teens should know about friendship:

- a. Authentic connection. The best teen friendships allow teens to talk honestly and openly about their feelings. Plus, they can do so without fear of being judged or insulted. This kind of authentic relationship will support them through adolescence and beyond.
- b. The power of listening. Friendship depends on listening as well as sharing. Strong teen friendships depend on listening carefully and responding with affection, encouragement, and positive feedback.
- c. Peer pressure. When teens understand the power of peer pressure, they can make clearer decisions. Parents can help them recognize how friends influence each other, both positively and negatively.
- d. Friendship takes time. Sometimes it's easier for teens to make friends in situations outside of school where they have similar interests (sports teams, extracurricular activities, youth camps, etc.).

- e. Friendships change. Not all teenage friendships last forever. People change as they mature, and because of this they may grow apart. Parents can encourage teens to think about the qualities that are important to them in a relationship.
- f. Friendships are more likely to last when teens have similar values and priorities, and want the same things from the relationship.
- g. Conflict is natural. Youths need to understand that fighting and disagreements are normal. However, this doesn't mean the friendship has to end. Teen friendships help teens learn how to deal with conflict and how to recognize what they could have done differently. Additionally, they learn how important it is to apologize and forgive others.

Learning : Activities

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	5'	The instructor gives the riddle "Which is the most expensive dress" (continued) at the following link: https://www.youtube.com/watch?v=2hIV5VYhD9g
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglect.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor informs the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Group Division	5'	Students are divided into small groups to ensure active involvement of students in the group
2	Submission of Material	Interactive lecture 10"	The instructor explains the following material using Power Point: • Social relationships that youths have • 5 core assets of youths The instructor opens a question and answer room

3	The group identifies the needs and what must be done by youths and adults around them to be able to establish good relationships	Group discussion 25'	The aim of this activity is for students to be able to identify what is needed and provided regarding youths' relationships with parents or other adults Students in groups discuss the following: 1. List what things are needed by youths according to your group? 2. List what things youths need to do in order to improve their relationships with their parents or adults at the orphanage in your opinion? 3. List the things that parents or adults in the orphanage need to provide for youths in your opinion? 4. List the roles that parents or adults in the orphanage should have in your opinion? Write the results of the discussion on the flipchart
4	Share the results of the class discussion so that it can become a discussion with the whole class	Class discussion 25'	The instructor opens the class discussion space by explaining the following material contained in the PPT: • 3 things youths need • Things that youths need to do • Things that parents or adults in the home provide for youths • The role should be that of parents or adults in the institution The instructor connects the presentation with the results of the previous group discussion so that a class discussion occurs Instructors can reinforce concepts and correct answers that are inaccurate
	Break	15'	
5	Building a class atmosphere	Icebreaker 5'	Instructor leads a game of 'PingPong Ball' Resources that can be studied: https://www.youtube.com/watch?v=sQUI04CIZ0M
6	Short film analysis	Watch videos 15'	The instructor shows a short film related to friendship https://www.youtube.com/watch?v=-p1P4fdhaF8
7	Try to find things related to the material	Group discussion 20'	The aim of the following activity is for students to be able to identify from the films they watch related relationships between youths and their peers Analyse the short film and identify the following: 1. List ways to cope with relationships with peers

			2. Register the friend function for youths 3. List the characteristics of good friends and bad friends 4. List important things about friendship Write down the results of the discussion on the flipchart
8	Presentation of group discussion results	10' Presentation	Several groups had the opportunity to present the results of their discussions The instructor and other students provide feedback Other groups can add if they feel there is something missing
9	Presentation of material	Interactive lecture 10'	The instructor adds to the results of the previous group identification by providing the following additional explanation using PPT: 1) Coping with Relationships with Peers 2) The Function of Friends for Youths 3) Characteristics of Friends 4) Important Things about Friendship The instructor starts a question and answer session
Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing Prayer	5'	Led by the class leader

Attachment

Group Discussion Sheet Regarding Youths' Relationships with Parents / Other Adults

Students in groups discuss the following:

1. List what things are needed by youths according to your group?
2. List what things youths 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 youths 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

Short Film Analysis Sheet Related to Friendship

Analyse the short film and identify the following:

1. List ways to cope with relationships with peers
2. Register friend function for youths
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

33 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

MAINTAINING RELATIONSHIPS IN LIFE

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Becoming a Person Who is Interdependent with Others
Sub Topic	: Maintaining Relationships In Life
Time	: 3 hours (15 minutes break)
Pre-Condition	: Have studied material about independence and interdependence; relationships with parents, other adults and peers
Basic competencies	: • Self-management • Adaptability and flexibility
Learning objectives	: Students able to: • Recognise personal tendencies in maintaining or destroying relationships either with yourself or with others • Providing examples related to the concept of win-win thinking, healthy competition and unhealthy competition through making videos • Have a commitment to add personal bank accounts and bank relationships • Develop an honest attitude and be willing to change
Indicator	: Students able to: • Assess and record personal action tendencies in personal bank accounts and relationship bank accounts • Make 1 educational video related to the concept of win-win thinking, healthy competition and unhealthy competition • Write down your commitment to improve your relationship and add to your personal bank account or relationship bank account in a weekly journal
Learning methods	: Interactive Lectures, individual tasks, sharing, making videos
Instructional Media	: PPT, reflection sheet in the form of personal bank account and relationship bank account (attached)
Learning Materials	: Material regarding the concept of maintaining relationships in life, material on personal bank accounts and relationships (attached)
Learning Materials	: Laptop, projector, HVS paper, sticky notes
Learning Resources	: Youth Life Skills Module

Learning :
materials

The Concept of Personal Victory and the Concept of Public Victory

Sean Covey (2014) in his book *Seven Habits of Highly Effective Teens* introduces the concept of Personal Wins and Public Wins. Personal Victory is related to self and character, and helps teenagers form independent individuals who can say, "I am responsible for myself and can create my own destiny."

Public victory is related to relationships, and helps teenagers to form relationships of interdependence with others (interdependence) and be able to say, "I am a team player and have the power to influence and inspire others."

Our ability to get along with other people will greatly determine our career success and level of personal happiness.

Bank account

On Personal Winnings, Personal Bank Account (*Personal Bank Account/PBA*) represents the amount of trust and confidence in ourselves that we have. On Public Victory, Relationship Bank Account (*Relationship Bank Account /RBA*) represents the amount of trust and confidence we have in each relationship. The RBA concept is like a savings account at a bank. We can make a deposit and improve the relationship or make a withdrawal and weaken it. Despite these similarities, RBAs differ from savings accounts in three ways, namely:

- Unlike at a bank, where we only have one or two savings, at the RBA we have savings with every person we have
- Unlike at a bank, at the RBA once you open a savings account with someone else, you cannot close it
- At the RBA deposits and withdrawals are not equivalent. It usually takes multiple deposits to offset one withdrawal.

To build rich relationships or repair broken relationships, we need to make one deposit at a time. The following are six of the many types of deposits and withdrawals:

RBA Deposits	RBA withdrawal

Keep the promise	Break a promise
Do small acts of kindness	Just keep it for yourself
Loyal friend	Gossip and violate the trust of others
Listen	Talking too much doesn't give other people a chance to talk
Apologize	Arrogant
Set clear expectations	Setting false expectations

- **Keep the promise.** Fulfilling commitments and promises is critical to building trust. Teenagers must do what they promise, otherwise it is better not to promise. Don't make promises, and do everything you can to keep the promises you make. If you feel like you can't keep a commitment for some reason, tell the other person why.
- **Do small acts of kindness.** Small actions are the things that make a big difference in relationships. Therefore, if you want to build friendships, do small things such as greetings, smiles, compliments, hugs, funny messages. We don't need to think far to find opportunities to do small acts of kindness. We can also do it with other people. Follow the golden rule (*golden rules*) and treat others as we would like to be treated. Think about what a deposit means to others, not what we want as a deposit. For example, a nice gift may be a deposit for ourselves, but being heard is a necessary deposit for others. If you have something nice to say, don't just keep it in your mind. Everyone appreciates compliments and gifts from others.
- **Loyal friend.** One of the biggest RBA deposits we can make is to be loyal to others, not only when they are present but even more so when they are not around us. When we talk about others behind their backs, we hurt ourselves in two ways. First, we withdraw from everyone who heard the comment. Second, by talking bad or gossiping about other people, we actually create an invisible withdrawal from that person. The person may not hear it, but they can feel it.
Gossiping is popular among teenagers, especially teenage girls, because we actually feel insecure, afraid, or threatened and hold other people's reputations in our hands and give off a feeling of power. Loyal people have three characteristics, namely keeping secrets, avoiding gossip, and defending others. Apart from friends, it is also important to be loyal to family members, especially because these relationships are lifelong.
- **Listen.** Listening to others can be the biggest deposit we can put into someone else's RBA. People need to be heard like they need food. If we fulfill other people's need to be heard, then we can create extraordinary friendships.
- **Apologize.** When we shout, overreact or make silly mistakes, we can recover from the RBA overdrawn by apologizing. It's not easy to admit mistakes to friends, especially parents. Don't let pride or lack of courage prevent us from apologizing to the people we have harmed. apologizing is not as scary as we imagine and creates pleasant feelings afterwards. We will

continue to make mistakes throughout life, and therefore getting into the habit of apologizing is a good thing.

- **Set clear expectations.** We often don't convey our true feelings to flatter or please others. However, we actually hurt other people by setting unclear or unrealistic expectations. To develop trust with others, we must avoid messages that are vague and imply something that is not true or will not happen. When entering a new job, relationship, or environment, take the time to convey expectations so that everyone is on the same page.

Win-Win Thinking Concept

It's an attitude towards life, a mental frame of mind that says I can win and so can you. This attitude begins with the belief that we are equal, no one is better or worse than another, and no one needs to be. Life is not about competition or beating other people. Asking who wins in a relationship, us or our friends, is actually ridiculous.

Win-win thinking is not easy to implement. I won't step on you, but I don't want to be stepped on either. I care about other people and want them to succeed, but I also care about myself and want to succeed. This is based on the belief that there is a lot of success that everyone can enjoy. To think win-win, achieve personal victory first (feel secure in yourself) and avoid competition and comparison.

Healthy Competition

Competition can be healthy, encouraging us to develop ourselves. Competing with friends, classmates, teammates can make us study harder, run faster, and generally work harder to achieve our goals. This is not a problem as long as it does not cause emotional distress. Competing with yourself or challenging yourself to be better is also healthy. We are driven from within to master a task and achieve good results, and strive to do our best and improve our knowledge and skills in the process. This can make us enjoy the task, encourage self-knowledge and development, and increase self-esteem.

Unfair Competition

Competition becomes unhealthy when we attach our self-worth to winning or use it to feel better than others. Use competition as a benchmark, but stop competing for attention, status, popularity, friends, and boyfriends. Focus on enjoying life. For people who are too competitive, winning is part of their identity so they will try to win at any cost, including using fraudulent methods. This is because they actually have low self-esteem, a lot of self-doubt, high aggression, as well as anxiety and other negative feelings. Competition becomes a problem when it takes over our minds, makes us feel miserable or neglects other important things like friendship. This can cause problems such as isolation and fatigue as well as perfectionism that makes you unhappy.

We cannot and should not avoid competition in an increasingly competitive world. The main key to staying healthy and prosperous is finding a balance between doing some things competitively and others just for fun. Make sure we enjoy the competitions we participate in. Take a break and reflect on your priorities in life and whether this competition is important. Focus on self-development. Look at the bigger picture, regarding long-term self-development and progress. Remember to be self-compassionate and remember the things we do well.

Each of us has a different development schedule physically, mentally and socially. Comparing ourselves with others only distracts us. Apart from that, building your life based on comparisons with other people is not a good basis. We can feel inferior one moment and superior the next, confident one moment and intimidated the next. The only good comparison is to compare yourself to your own potential. Comparing yourself to others can be as strong an addiction as alcohol or drugs. Don't worry too much about being popular during your teens. Most of life will come after that. The spirit of win-win thinking can be applied to any situation. Teenagers who have big hearts, are committed to helping others succeed, and are willing to share their confessions will become magnets for friends.

Learning :
Activities

Opening			
N o	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building a class atmosphere	<i>Icebreaker</i> 10'	Oe-Ea Game, The instructor will provide instructions, 1 = the student will pat the shoulder of the friend on the right while saying the word 'Oiii' 2 = the student will wiggle both thumbs while saying the word 'fun' 3 = the student will touch the chin of the friend on his right while saying the word 'Eaaaa'

			Give clear instructions, after students understand by carrying out simulations at an easy level, the instructor can play the numbers and increase speed.
3	Review	10'	The instructor continued with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of purpose learning	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Delivery of material	Interactive lecture 15'	The instructor explains the following material using PPT: • The concept of personal victory and public victory • Personal bank accounts and relationship bank accounts The instructor opens a question and answer room
2	Personal reflections regarding personal bank accounts and relationships	Individual assignments 25'	The aim of the following activity is for students to be able to recognise the contents of their personal bank accounts and relationship bank accounts so that they can improve what is still lacking. Each student gets a personal and relationship bank statement (attached) The instructor guides students by number on how to fill in the checking account
3	Submission of personal reflection results	Sharing 20'	Ask several students to share the results of their reflections (not only active students) The instructor and other students provided positive feedback
	Break	15'	
4	Building a class atmosphere	Icebreaker 5'	The instructor gives the riddle "Which is the most expensive dress" (continued) at the following link: https://www.youtube.com/watch?v=2hIV5VYhD9g

5	Presentation of material	Interactive lecture 10'	The instructor explains the following material with the help of PPT: • Win-win thinking concept • Healthy competition • Unhealthy competition The instructor opens a question and answer room
6	Working on creative assignments	Group assignment 30'	The aim of the following activity is so that students can learn to apply the concepts of win-win thinking, healthy competition and unhealthy competition in the practice of making educational media. The division of tasks is as follows: Group 1 = think win-win 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. Record the audio video display and send it to the instructor
7	Delivering educational media resulting from group assignments	Sharing 10'	Several groups were asked to share the educational media they had created The instructor plays audio-visual media created by the group or the group exhibits other work The instructor invites the class to discuss until conclusions are drawn regarding the topics of win-win thinking, healthy competition and unhealthy competition The instructor and other students provide feedback or appreciation to each group in the form of applause
Closing			
1	Strengthening students' knowledge	Interactive lecture	The instructor draws contextual conclusions from all the activities that have been carried out and the material that

		5'	has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the aim of this activity to help students explore deeper 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Weekly Missions	5'	Explanation of weekly mission titles and descriptions
4	Closing prayer	5'	Led by the class leader

Assessment

Mission Title : Improving Relationships in My Life

Mission Description :

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

Attachment

Bank Personal Account

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 (RBA)

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:

No	Information	Debit	Credit	Balance	information
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.

34 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

CONFORMITY AND COMPLIANCE

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Become a Person Who Conforms to Applicable Norms
Sub Topic	: Conformity and Compliance
Time	: 3 hours (15 minutes break)
Basic competencies	: • Self-management • Adaptability and flexibility
Learning objectives	: Students able to: • Understand hidden norms and the positive impact of norms • Analyse matters related to conformity • Develop an open-minded attitude
Indicator	: Students able to: • Write down at least 5 examples of behavior according to hidden norms that must be applied in the given situation • Write down at least 5 examples related to conformity and at least 2 negative and positive impacts of conformity
Learning methods	: Interactive Lectures, group discussions, class discussions, presentations
Instructional Media	: PPT, video about conformity, photocopy of group discussion sheet related to norms, photocopy of group discussion sheet related to conformity, photocopy of personal reflection & evaluation sheet
Learning Materials	: Conformity and compliance material, group discussion material, norm-related assignment material, conformity video material, conformity-related video analysis assignment material, personal reflection & evaluation material
Learning Materials	: Laptop, projector, flipchart, markers, HVS paper, speakers, notebooks, stationery, student workbooks
Learning Resources	: Youth Life Skills Module
Material	:

Learning

Some of the rules that apply in youths' lives are formal (and written), such as laws, school regulations and company regulations. Others are informal, and are often referred to as norms. Following rules is a challenging task especially for youths, because of the development that is taking place in their brains. Adolescents not only experience extraordinary physical changes, but also

changes in brain structure and function. These brain changes are drastic, as they occur in the first three years of life. Changes in youths' brains have a major influence on their cognitive, emotional and social development. These changes also have important implications for the emergence of risk-taking behavior in adolescence.

Two parts of the brain are involved in adolescent brain development, namely:

- The limbic system is the emotional network of the brain that is responsible for emotions and the search for pleasurable sensations
- *Prefrontal Cortex* is the outer layer of the front part of the brain, which regulates the limbic system and is responsible for emotional regulation, impulse control, planning and decision making

Both parts of the brain develop at different speeds. The limbic system develops very quickly, especially during early adolescence. Meanwhile, *prefrontal cortex* develops much more slowly, in fact it is still under development until the mid-twenties. So, youths are heavily influenced by emotions and are driven to seek sensation and pleasure, but do not yet have sufficient capacity to control these emotions and urges. The limbic system can be thought of as a gas pedal, temporarily *prefrontal cortex* as a brake pedal. A fundamental developmental task in adolescence is to balance between the limbic system (gas pedal) and *prefrontal cortex* (brake pedal). Teenage brain development is also influenced by changes and fluctuations in hormones in their bodies, which are related to emotions (cortisol and serotonin), sensation (testosterone and progesterone), and pleasure (dopamine).

Psychological Factors that Influence Adolescent Risk Taking Behavior Apart from Brain Development and Hormonal Changes

Influenced by the brain development and hormonal changes described above, youths often engage in risk-taking behavior, which sometimes breaks the rules. Adolescents make risky choices and poor decisions more often than children (who are not yet fully reward sensitive) and adults (who are reward sensitive, but have the ability to control reward-driven desires).

Apart from brain development and hormonal changes, adolescent risk-taking behavior is also influenced by the following psychological factors:

- They want to experience new experiences, to explore their abilities and limits as well as those imposed by their parents.
- They want to express their identity as individuals and their personal values, which is part of their journey to become independent adults.
- They understand the risks differently than adults, so they don't see the real danger of what they are doing.
- They perform risky actions to feel part of the group: to appear, impress, or do what is considered 'normal' in the group.

Most risk taking occurs in middle adolescence, then begins to decrease thereafter. This is because youths' *prefrontal cortex* are increasingly developing, and this results in the following two things to happen:

- Youths develop self-control thanks to a better ability to judge cause and effect.
- Youths are able to process emotions better and interpret the emotions of others more accurately.

Hidden Norms

Norms are one way for groups to produce shared understanding and influence their members. Group members are usually aware of the existence of these rules, and therefore know how to behave and behave. Norms can apply within a group (group norms) or across groups (social norms). Norms contain attitudes and behavior that are permitted and expected as well as attitudes and behavior that are prohibited and unexpected. Norms regarding expected and unexpected attitudes and behavior usually refer to hidden norms. Hidden norms can be:

- The expected way of behaving and behaving in certain social situations. For example, choosing a seat on the bus, dinner procedures at a formal restaurant, etc.
- The way of behaving and behaving that is expected in carrying out certain social roles. For example, as lecturers and students, as senior employees and new employees, etc.

Norms can be divided into two types:

- Descriptive norms indicate behavior that is considered typical in a particular situation. A person acts and behaves in a certain way because he believes that other people also do it. For example, youths smoke because they believe most of their peers do the same.
- Prescriptive norms indicate behavior that is considered appropriate in a particular situation. Someone behaves and behaves in a certain way because they believe it is approved by an authority figure. For example, youths do not smoke because their parents forbid them to smoke.

Positive Impact of Norms

In general, norms have a positive impact at the group and community level, including:

- Reduces subjective uncertainty
- Facilitate the productivity of groups and individuals within them
- Increase individual happiness
- Binding community members
- Enables society to function
- Encourage behaviors that provide mutual benefit in society

Definition and Motivation of Conformity

Norms are evaluative, meaning that there are rewards for those who comply with them and punishments for those who violate them. These rewards and punishments can take the form of

acceptance and rejection by the group. Conformity is behaving and behaving in accordance with applicable norms. The term 'conformity' is often used interchangeably with 'compliance'. and 'obedience'. Compliance can be viewed as a form of conformity, where a person changes his or her attitudes and behavior in response to a direct request from another person. This can also be called obedience if the request is made by authority figures such as parents and teachers. For example, a youth obeys or complies with his parents' request that he come home before a certain time.

Conformity is driven by at least two motivations, namely:

- The desire to obtain information from the group in order to behave appropriately
- The desire to fit in and be liked

Conformity can be negative in conditions where:

- Causing someone to be unable to voice their opinion and lose their personal identity
- The norms followed have a negative impact (e.g. bullying, child marriage, racial discrimination, etc.)

The first condition is usually influenced by two things, namely the size of the majority group and the nature of the response (general or private). The greater the number of people in the majority group, the greater the individual's possibility of conforming. If responses are made publicly (in front of other people) the greater the individual's likelihood of conforming. This is one of the reasons voting is best done in person. If teachers vote openly regarding activities in the classroom, then after several students voice their choices the others will follow the majority's choice.

People who do not conform to group norms (non-conformists) often experience bullying, exclusion, and even large-scale cruelty. Therefore, conformity must always be checked and we need to avoid blind obedience to authority. One way to do this is to share any and all relevant information freely, regularly assess group norms to determine whether they are helpful or harmful, and have the courage to speak up when something is not right.

Learning : Activities

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	<i>Icebreaker</i> 5'	The instructor leading the Indonesian game said Once students are used to it, the instructor can ask one of the students to lead
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits

			The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of purpose learning	Interctive lecture 5'	The instructor informs the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Divide groups	5'	Students are divided into small groups to ensure students are actively involved in group activities
2	Presentation of material	Interctive lecture 15'	The instructor explains the following material with the help of PPT: • Two parts of the brain are involved in adolescent brain development • Psychological factors of the brain & hormonal changes The instructor opens a question and answer room
3	Looking for examples of hidden norms in a particular social situation	Group discussion 20'	The aim of this activity is for students to build their knowledge of norms through examples of expected attitudes in certain social situations. Things the group needs to discuss: 1. Group 1: List at least 2 ways of behaving and behaving that are expected by society in each of the following social situations: choosing a seat on the bus, procedures for having dinner at a formal restaurant, receiving lessons in class, watching a film in the cinema, attending an invitation, waiting for a doctor at the hospital. 2. Group 2: List at least 2 ways of behaving and behaving that are expected by society in carrying out each of the following social roles: as a teacher, as a student, as a senior employee and new employee, as a child, as a parent. 3. Group 3: List at least 2 ways of behaving and behaving that are expected by society in each of the following social situations: visiting, using public facilities, job interviews, talking to friends, talking to teachers, borrowing something from friends. Write down the results of the discussion in the student workbook

4	Discuss the norms and results of group discussions	Class discussion 25'	The instructor asks several groups to share the results of previous group discussions The instructor explains the following material using PPT: ● Hidden norms ● Positive impact of norms The instructor explains while connecting the results of student discussions in an interactive class discussion
	Break	15'	
5	Building a class atmosphere	Icebreaker 5'	The instructor provides the logic puzzle 'Which is the evil nurse' (continued) at the following link: https://www.youtube.com/watch?v=vfsUspPSxy0
6	Video analysis of conformity	Group assignment 25'	The aim of this activity is for students to recognize the concept of conformity based on the social experiment contained in the video: https://www.youtube.com/watch?v=cdcWBrZYOp4&t=89s Things to analyse from the video: 1. What happens to the characters in the video? Explain! 2. What reasons make the characters do this? Explain! 3. Do you think incidents like that also happen in their environment? Explain! 4. Give other examples that happen around you, both positive and negative examples. List at least 3 examples of each 5. What are the negative/positive impacts of each example given in number 4. List at least 3 impacts. Write the results of the discussion on the flipchart
7	Presentation of group discussion results	Presentation 15'	Several groups were asked to present the results of their discussions The instructor and other students provided positive feedback
8	Presentation of material	Interactive lecture 15'	The instructor explains the following material with the help of PPT: ● Conformity definition & motivation ● Negative conformity The instructor explains by connecting it with the results of the group discussion The instructor starts a question and answer session

Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor conveyed the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing Prayer	5'	Led by the class leader

Attachment

Group Discussion Sheet Related to Norms

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: choosing a seat on the bus, procedures for having dinner at a formal restaurant, receiving lessons in class, watching a film at the cinema, attending an invitation, waiting for a doctor at the hospital

Group 2 discussions regarding:

List at least 2 ways of behaving and behaving that are expected by society in carrying out each of the following social roles: as a teacher, as a student, as a senior employee and new employee, as a child, as a parent

Group 3 discussions regarding:

List at least 2 ways of behaving and behaving that are expected by society in each of the following social situations: visiting, using public facilities, job interviews, talking to friends, talking to teachers, borrowing something from friends.

Group Discussion Sheet Regarding Conformity

Things to analyze from the video:

1. What happens to the characters in the video? Explain!
2. What reasons make the characters do this? Explain!
3. Do you think incidents like this also happen in their environment? Explain!
4. Give other examples that happen around you, both positive and negative examples. List at least 3 examples of each
5. What are the negative/positive impacts of each example given in number 4. List at least 3 impacts

35 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

YOUTH COMPLIANCE AND REBELLION

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Become a person who conforms to applicable norms
Sub Topic	: Youth Compliance and Rebellion
Time	: 3 hours (15 minutes break)
Pre-Condition	: Have received material about conformity and compliance.
Basic competencies	: • Self-management • Adaptability and flexibility
Learning objectives	: Students able to: • Identify the roles of parents and youths regarding youth obedience and rebellion • Commit to the behavior you want to improve • Have an obedient attitude towards norms
Indicator	: Students able to: • List at least 5 demands, limits, also related to youth obedience and rebellion from the parents' point of view and the youth's point of view • Write down at least 2 types of rebellious behavior that will be corrected on the behavior contract sheet
Learning methods	: Interactive Lectures, case studies, presentations, individual assignments, sharing
Instructional Media	: PPT, photocopy of group discussion sheet related to case studies, photocopy of behavior contract sheet with youths, photocopy of personal reflection & evaluation sheet
Learning Materials	: Youth obedience and rebellion material, case study material, behavioral contract material with youths, personal reflection & evaluation material
Learning Materials	: Laptop, projector, flipchart, stationery, markers, speakers, notebooks, student workbooks
Learning Resources	: Youth Life Skills Module
Learning materials	:

Early youths become more assertive, resistant and rebellious. The rebellion of early adolescence is basically a rejection of the former self, but comes out as resistance to parents for the sake of self-transformation. The antidote to rebellion is challenge. Rebellion is essentially an act of dependency, because the youth chooses to define themselves based on expectations and demands that he is unwilling to fulfill. In contrast, a challenge is an act of independence, that is, choosing a goal or engaging in an activity that develops abilities in the ways one wishes to develop. To combat teenage rebellion, don't fight it but provide challenges by supporting the development of current interests and opening up the possibility of new interests and experiences that youths desire.

Types of Rebellion

Rebellion can be divided into two types, namely:

- a. Active rebellion, that is, discord and defiance
- b. Passive rebellion, namely procrastination and procrastination

Middle teens prioritize these three priorities: the freedom to focus on themselves, having fun, and satisfying what they want now. They make decisions that violate parental commitments or adherence to family rules. Rather than admitting it and accepting the consequences, they tend to choose to find ways to avoid responsibility. Some strategies for youths to avoid responsibility include:

- a. Deny ("It didn't happen, you're wrong.")
- b. Giving excuses ("I was tired, and I forgot.")
- c. Blaming others ("It was my friend's fault.")
- d. Lie ("You never said it wasn't allowed, so I think I can do it.")

There are five pillars of social authority that support the family structure. Each of these pillars hinders youths' freedom and is often opposed to them, namely:

- a. Demands. "This is what you have to do"
- b. Limitations. "You can't do this"
- c. Question. "This is what we need to know"
- d. Confrontation. "This is what we need to talk to you about"
- e. Consequence. "This is the result of the choices you make"

Middle youths more often clash with their parents and oppose their parents' demands, limits, questions, confrontations and consequences. Parents can create a behavior contract with teens, which includes six things teens need to follow to gain the freedom they ask for. This behavioral contract with the youth must contain,

- a. Reliability: Youths must provide sufficient and accurate information about what they have done, are doing and will do
- b. Predictability, Youths have fulfilled promises and agreements made with parents
- c. Responsibility. Youths have finished their affairs at home, school, and outside.
- d. Reciprocal. Youths not only enjoy what their parents do for them, but also do things for their parents.
- e. Availability. Youths are willing to discuss things that concern their parents when necessary.
- f. Courtesy. Youths are willing to discuss things with their parents with full respect and courtesy.

**Learning :
Activities**

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	<i>Icebreaker</i> 5'	The instructor asks one student to lead 'Yea yalah gymnastics' https://www.youtube.com/watch?v=IQwbAelgtiI
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of purpose learning	Interactive lecture 5'	The instructor informs the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Group division	5'	Students are divided into small groups to ensure students can be actively involved in the group
2	Presentation of material	Interactive lecture 15'	The instructor explains the following material with the help of PPT: • Kind of rebellion • Youths' strategies for avoiding responsibility The instructor starts a question and answer session
3	Case studies related to youth obedience and rebellion	Group discussion 30'	The purpose of this activity is to enable students to analyze various forms of obedience and rebellion in depth and to help students understand the consequences of their choices and find better solutions. The instructor provides a different case study (attached) to each group

			Write down the results of the flipchart discussion
4	Presentation of group discussion results	Presentation 35'	Several groups were asked to present the results of their case studies Instructors and other students can provide positive feedback
	Break	15'	
5	Building a class atmosphere	<i>Icebreaker</i> 5'	The instructor leads a game of 'Batak-Batuk-Batik' Baldy said 2 head holding movement Said cough 2 movement of holding the mouth Batik said 2 the movement of holding the shirt The instructor gives 1 instruction to the student first, after the student understands then the instructor combines several instructions and can increase the tempo
6	Presentation of material	Interactive lecture 20'	The instructor explains the following material with the help of PPT: • 5 pillars of social authority that support the family structure • Behavioral contracts with youths The instructor starts a question and answer session
7	Creating a youth behavior contract	Individual assignments 20'	The aim of the following activity is for students to be able to reflect on the actions that have become their habits and be able to make a commitment to themselves to make changes to become better individuals. Each student gets a behavior contract sheet that needs to be filled out with guidance from the instructor (attached) The instructor provides an explanation for each question number so that the rest can do it correctly
8	Share the behavioral contracts that have been created	Sharing 15'	Several students were asked to share the behavior contracts they made The instructor opens and provides room for questions and answers/input/suggestions
Closing			

1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing Prayer	5'	Led by the class leader

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. Her parents forbid Rina from playing 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?

Case Study 2: School Gangs

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 amount to 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?

Case Study 3: Differences in Career Choices

Situation:

Santi wants to be an artist, but his parents want him to become a doctor because that profession is considered more stable and respectable. Santi felt that his dreams were not respected, so he began to fight against his parents, refused to take preparatory lessons for the medical entrance exam, and spent all his time painting.

Discussion Questions:

1. Did Santi's actions constitute rebellion? Why?
2. If Santi's actions constitute a rebellion, then what type of rebellion was Santi carrying out?
3. If Santi's actions constitute rebellion, then what strategy does Santi use to avoid the responsibilities given to him by his parents?
4. How can Santi convey his dreams to his parents without conflict?
5. If you were Santi's parents, how would you respond to his wishes?
6. What are the possible solutions for Santi and his parents?

Case Study 4: School Dress Code

Situation:

Anita's school has strict rules about uniforms. However, Anita felt that these rules were too rigid and did not reflect her creativity. One day, he deliberately wears a flashy accessory to show off his identity, even though he knows this is against the rules.

Discussion Questions:

1. Do Anita's actions show rebellion or creativity? Explain.
2. If Anita's actions amount to rebellion, then what type of rebellion did Anita carry out?
3. If Anita's actions are included in rebellion, then what strategy does Anita use to avoid the responsibility given by the school?
4. What impact did Anita's actions have on the school environment?
5. How can schools manage rules while still respecting students' uniqueness?
6. If you were Anita, what would you do to express yourself?

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?

Behavior Contract Sheet with Youths

Behavioral Contracts with Youths

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 am I doing	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,

(.....)

36 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

CONFORMITY_PEER PRESSURE_(NEGATIVE)RISK
BEHAVIOUR

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Become a Person Who Conforms to Applicable Norms
Sub Topic	: Conformity, Peer Pressure and Risky Behaviour (Negative)
Time	: 3 hours (15 minutes break)
Pre-Condition	: Students have studied Conformity and Obedience; Youth Compliance and Rebellion
Basic competencies	: • Self-management • Adaptability and flexibility
Learning objectives	: Students able to: • Analyse youth risk behaviour • Get to know the occurrence of problematic behaviour among youths • Develop an analytical attitude
Indicator	: Students able to: • List at least 5 things related to negative youth risk behaviour and examples of social violations that often occur • Write down the formula for the emergence of problem behaviour correctly
Learning methods	: Interactive Lectures, group discussions, presentations.
Instructional Media	: PPT, video.
Learning Materials	: Conformity material, peer pressure and risky behaviour (negative), video analysis material (attached), group discussion material (attached)
Learning Materials	: Laptop, projector, flipchart, metaplan, envelope containing group discussion assignments.
Learning Resources	: Youth Life Skills Module
Learning materials	:

The benefits enjoyed from being part of a group can result in great pressure to conform to group norms. For new members of a group, there are initiation rituals and loyalty tests which aim to strengthen group cohesiveness or cohesion. One of the most common forms of norms regarding group activities and management is spending time with the group and following the rules in the

group. Deviations from this norm will cause the individual to become the focus of attention in the group and receive more pressure to conform to the group. Failure to do this can result in individuals being marginalized or even expelled from the group.

Some youth groups may support and sustain juvenile delinquency and antisocial behaviour. However, parents and society often overestimate its significance. Contrary to popular belief, group pressure in sexual behaviour, alcohol consumption, and illegal drug use is actually much less than in other activities. Pressure to engage in these activities begins to emerge in late adolescence. This has more to do with the values and norms of behaviour adopted as adults than youth rebellion and peer pressure.

Youth risk behaviour (negative) can be grouped into the following five categories:

- Consumption of tobacco, alcohol and substances, including smoking, smoking electronic cigarettes (*vaping*), chewing tobacco, underage drinking, excessive drinking, prescription drug abuse, and illegal drug use.
- Behaviour that could result in violence or injury. This includes fighting, bullying, self-harm (*self-harm*), and attempted suicide.
- Unsafe sexual behaviour, such as premature, unprotected sexual behaviour, without testing for HIV and sexually transmitted diseases and under the influence of alcohol and illegal drugs.
- Unsafe driving, such as not using a seat belt, while using a telephone, and under the influence of alcohol or illegal drugs.
- Lack of self-care, including unhealthy eating, lack of sleep, lack of physical activity, as well as excessive screen time and social media use.

Conformity towards peer groups in youths reaches its peak in early adolescence and then slowly declines. One reason is an increased interest in romantic relationships, which moves the focus outside the group. Apart from that, late youths already have a clearer sense of self-identity, social roles and social status so they no longer depend on affirmation and support from peer groups. As adolescence progresses, the consequences of conformity begin to outweigh the benefits of status conferred. Additionally, social opportunities in close relationships and smaller friendship groups exceed those available within the structure *crowd* wider. Importance *crowd* towards individuals decreases slowly during adolescence.

Early adolescence is a time of initial experimentation with more mature and risk-taking behaviour, where youths begin to try things that are forbidden and test the limits set by parents, authority figures, and society. These forms include using harsh language, watching films aimed at adults, creating a "cool" identity on the internet and social networks, trying smoking and drinking, listening to popular music about teenage angst, reading romantic novels, looking for information of a sexual nature, and watching pornography. At this age, youths will receive a lot of information and misinformation about cigarettes, alcohol and illegal drugs. Therefore, parents need to normalize discussions about these things.

There are three social offenses that commonly occur in early adolescence, which involve taking risks with friends to see if they can avoid getting caught:

- Pranking other people (*pranking*)
- Damaging public property (*vandalizing*)

- Shoplifting.

Parents should not think of this as just innocent mischief because it can lead to more serious boundary tests and rule violations. Parents need to encourage children to take responsibility and accept the consequences by apologizing to the victim of their behaviour, listening to the victim's feelings, and compensating for the losses caused.

During middle adolescence, conflicts between youths and parents will occur more frequently and with higher intensity. This is because youths want more freedom and space to grow. In addition, the opportunity to explore the world with friends becomes increasingly important to them. They follow and try to get support from peers in order to experiment with new experiences and become part of a group. They value independence from parents, but do not value independence from peers. Their self-definition and social status are closely related to the groups they belong to, and *cliques* exert pressure that forces members to conform. They follow the following social identity equation:

$$\text{We} = \text{I} \text{ (we = me)}$$

When youths feel small and insignificant, they feel more empowered by being part of “us.” This is why youths are interested in being part of groups, *cliques*, or gang at this time. The danger that may arise is that youths may carry out risky behaviour and violations with friends, which they would not be able to do alone.

Youths really need protection from parental restrictions (*protection of parental prohibition*). They realize that too much freedom is not good for them. Parents cannot force him to do what he doesn't want or stop him from doing what he wants. He knows his freedom depends on himself and this could be scary for him. When there is social pressure, such as being pushed by friends to do something they don't want but are afraid to refuse, youths get the security of a reliable family structure. He can use parental prohibitions to reject his friends.

Youths in the late teenage stage feel mature enough to carry out adult activities. The social pace of life increases as they develop. Youths are not unable to think, but have difficulty thinking when life moves faster. They experience several pressures, namely:

- Pressures of temptation, which is for fun.
- Pressures of sensation (*pressures of sensation*), which is to do something exciting
- Pressures of peers, that is to join with peers
- Pressures of substance, that is, to act boldly and unconcernedly
- Pressures of impulse, that is to focus on immediate pleasure gratification

When all the pressures above combine in a social situation, it becomes a formula for problems to arise:

Risk of danger = fun + excitement + together + challenge + now

(Risk of harm = fun + excitement + joining in + daring + now)

Example:

A group of youths ride in a car to go to a club downtown at night. In conditions like these, youths often find it difficult to drive safely. The journey home may be even more difficult, as some may have consumed alcohol.

Something that can be reminded when youths have to make decisions in the midst of a fast life is to do the Three Question Test:

1. Why would I want to do this?
2. Am I possibly injured?
3. Is it worth the risk?

If youths are not given enough time to think about these three questions before doing something, then doing that thing is probably not a good idea. These three questions allow for judgment based on past events, current conditions, and future possibilities.

When seeing others in their midst, youths have a strong tendency to conform to peer norms to help define the situation and provide guidance on expected behaviour within the group or according to cultural background. Youths often think of themselves as acting as individuals, but in fact they are heavily influenced by their peers. Studies on youth health and well-being have found peer influence to be an important factor in risk behaviours such as the use of tobacco, alcohol, and illegal drugs. Bullying is a form of violence that shows the power of a peer group, where different members participate with different roles.

Studies have noted a consistent and dramatic pattern of misperceptions about peer norms for substance use, in which there is a tendency to overestimate the prevalence of use and permissive attitudes toward peers. Similar misperceptions of health and well-being issues are also found in youths and young adults. These various studies show that positive behaviour and attitudes are actually more often the norm among young people in school and society, but are not considered the norm by their peers. Youths and young adults tend to believe that risky or problematic behaviours and attitudes are most common among peers and perceive responsible protective actions as rare (descriptive norms).

This exaggerated or mistaken perception may be the result of:

- Available information about peers is incomplete or superficial, so that behaviour that is sometimes found in others is assumed to be typical or shared by many people in the peer group.
- Social conversations among youths about the most extreme behaviour in their midst receive disproportionate attention, creating the impression that extreme behaviour is commonplace.
- Entertainment and news media further reinforce misperceptions by focusing almost entirely on images and stories about risky or problematic behaviour.

These misperceptions then contribute to or exacerbate problematic behaviour because more youth begin to endorse and engage in the behaviour than would be the case if norms were perceived accurately. Those who frequently engage in problematic behaviour do so freely because they think they are just like most people. Those who are ambivalent about engaging in such behaviour sometimes do so because they feel the pressure of a false majority. Finally, most people who oppose the behaviour remain silent observers (*bystanders*) because they believe they

are alone in their opposition. They may have less extreme misperceptions, and thus feel the least pressure to actually engage in the behaviour. However, this misperception is still dangerous because it gives rise to apathy and withdrawal from interactions with peers.

Adults can prevent dangerous behaviour in youths through a social norms approach strategy, namely by dispelling myths about applicable descriptive norms or what is typical behaviour among peers. Social norms interventions seek to reverse the process by intensively communicating the truth about typical behaviour based on credible data taken from the youth population, namely that the majority of young people actually behave positively. We can reduce unhealthy or problematic behaviour by reducing misperceptions and increasing the number of students with more accurate information about typical positive behaviour. Several intervention studies on tobacco, alcohol, and drug use show that when students are exposed to truly descriptive norms intensively, their misperceptions and problematic behaviour can be reduced.

For example, youths may smoke because they believe that this behaviour is typical or shared by most people in their peer group. We can reduce smoking behaviour by providing more accurate information, namely that most of their peers do not smoke. Interventions using social norms feedback on the attitudes and behaviour of peers and communities have also shown positive effects for issues such as conservation and recycling.

Sean Covey in his book *The Six Most Important Decisions You'll Ever Make* put forward the concept of Peer Pressure Shield to combat peer pressure, which consists of three important parts:

- Preparation

We often give in to peer pressure because we haven't thought about what we would do in a challenging situation. We can start preparing ourselves by thinking about what we would do in various situations.

Additionally, we need to clarify our goals and win Personal Victories (*Private Victory*). We will more easily resist peer pressure if we know clearly the goals we want to achieve. Start by writing down specific goals you want to achieve or develop a personal mission statement. We can overcome the public challenges we experience throughout the day before meeting them face to face, in our own rooms (*Daily Private Victory*).

For this, we need to connect with ourselves by writing a journal, reading inspirational literature, praying, meditating, or doing anything that inspires and increases self-awareness. We can also imagine the challenges we might experience in the next day and decide how we will face them.

- Build a strong support system.

Youths need to surround themselves with friends, family members, and trusted adults who inspire them to be better. Set goals together and hold each other accountable. Get involved in extracurricular activities, which provide a good support structure.

There are four red flags that indicate we need to leave our friendship group:

- We have to change clothes, language, friends, or standards to stay friends.
- We are pressured to do things we don't like, like stealing, fighting, and taking drugs.
- We feel used

- Life seems to be out of control.
- Shows courage when necessary
No matter how well we prepare or how strong our support system is, we will still face challenging moments related to peer pressure that we cannot predict. We may not have time to think, but we must show courage in those moments.

**Learning :
Activities**

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	Icebreaker 5'	Instructor leads the 'Walking-walking' dance https://www.youtube.com/watch?v=liYYspOr3ek
3	Review	10'	The instructor continues with a review of the previous day's material regarding <i>my habits</i> The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglect.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor informs the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1.	Group division	5'	Students are divided into small groups to ensure each student can be actively involved in the group
2.	Watch videos	Watch videos 10'	The instructor plays a news video related to negative risk behaviour of youths: https://www.youtube.com/watch?v=KhvR9WD_q-M
3.	Video analysis	Group Discussion 20'	The aim of the following activity is for students to know about the concepts of conformity, peer pressure and negative risk behaviour through analysis of news videos regarding negative risk behaviour of youths. The instructor can remind students about previous material, because some of the following group discussion questions are still related to previous learning

			Discuss and list the following, 1. Teenage negative risk behaviour carried out by youths from the videos they have watched 2. Also add the negative risk behaviour of youths that you know is happening around you 3. Analyse and state the conformity that occurs in each group of youths' behaviour 4. Any social violations that occur from the videos you watch 5. Also add social violations that usually occur around you Write the results of the discussion on the flipchart
4.	Presentation of discussion results	Presentation 10'	Several groups presented the results of the discussion Instructors and other students provide feedback/questions/input, etc
5	Presentation of material	Interactive lecture 20'	The instructor explains the following material using PPT: • 5 categories of negative risk behaviour for youths • Conformity to peer groups • 3 common social violations in early adolescence • Equality of social identity The instructor starts a question and answer session and connects each explanation with the students' findings during video analysis
	Break	15'	
6	Building a class atmosphere	Icebreaker 5'	The instructor leads the 'Hey, Hey, Goodbye' dance: https://www.youtube.com/watch?v=WpoDV9N0IFE
7	Presentation of material	Interactive lecture 15'	The instructor explains the following material with the help of PPT: • Some of the pressures experienced by youths • Three question test to make a decision • Causes of exaggerated perceptions • Peer protection concept The instructor starts a question and answer session
8	List daily activities that are fun, exciting, challenging	Group discussion 25'	The aim of the following activity is for students to be able to identify activities that cause risks of harm to occur as well as the concept of peer protection through group discussions. The instructor encourages students to remember the conclusions from the previous discussion

			The instructor provides instructions for the group to carry out the next activity with the aim of learning about the formula for problematic behaviour (assignment attached) “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 things in the formula, lists the 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? Write down the results of the discussion on the flipchart
9	Presentation of group discussion results	Presentation 15'	Each group gets 5 minutes for presentation and feedback The instructor will draw conclusions from each presentation as well as feedback from other students
Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people

			Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing Prayer	5'	Led by the class leader

Attachment

Video Analysis Sheet Related to Risk Behaviour, Conformity, and Social Violations

Discuss and list the following:

1. Negative youth risk behaviour carried out by youths from the videos they have watched
2. Also add negative teenage risk behaviours that you know are happening around you
3. Analyse and state the conformity that occurs in each group of youths' behaviour
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 youths who commit social violations
7. Write the results of the discussion on the flipchart

Group Discussion Sheet Regarding Peer Pressure and the Concept of Peer Protection

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

37 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

PRO-SOCIAL RISK BEHAVIOUR

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Become a Person Who Conforms to Applicable Norms
Sub Topic	: Pro-social Risk Behaviour
Time	: 3 hours (15 minutes break)
Pre-Condition	: Have learned about Conformity, Peer Pressure and (Negative) Risky Behaviour
Basic competencies	: • Self-management • Adaptability and flexibility
Learning objectives	: Students able to: • Understand that every decision taken is the result of a particular situation • Identify personal attitudes regarding decisions / actions to be taken based on the given situation • Build an attitude of empathy
Indicator	: Students able to: • Determine certain categories of risk-taking and pro-social tendencies based on responses to given situations • Write down at least 1 action that will be taken if they are in a bullying situation seen from various roles (perpetrator, victim, witness)
Learning methods	: Interactive lectures, games <i>risk taker-pro-sociality</i> , reflection
Instructional Media	: PPT, metaplan with quadrant names, reflection sheet
Learning Materials	: Pro-social risk behaviour material, game material (attached), reflection material
Learning Materials	: PPT, laptop, projector, metaplan, HVS paper, large duct tape, markers, scissors, stationery.
Learning Resources	: Youth Life Skills Module
Learning materials	:

"Risky" behaviour is often associated only with activities that can lead to negative or antisocial outcomes, such as illegal drug use and crime. However, risky behaviour actually includes other things that can lead to positive or pro-social outcomes, such as meeting new people and starting a business. Students' attitudes and behaviour in learning also involve (taking) risks. Students who are not engaged in learning and make mistakes in class can put themselves at risk (being considered less intelligent or capable). Meanwhile, students who engage in learning and succeed academically can put themselves at risk (of being teased or bullied by peers).

Youths will still take risks. Adults can encourage them to engage in positive, pro-social risk-taking activities, such as trying to make new friends, appearing at a school event, trying out for a sports team, running for class officer, volunteering in an unknown situation, etc. A certain level of safe and positive risk-taking behaviour is important for youths to develop *sense of self* and gain self-esteem (*self-esteem*). Studies show that youths are more motivated to take risks associated with positive and pro-social outcomes when those risks provide developmentally relevant rewards.

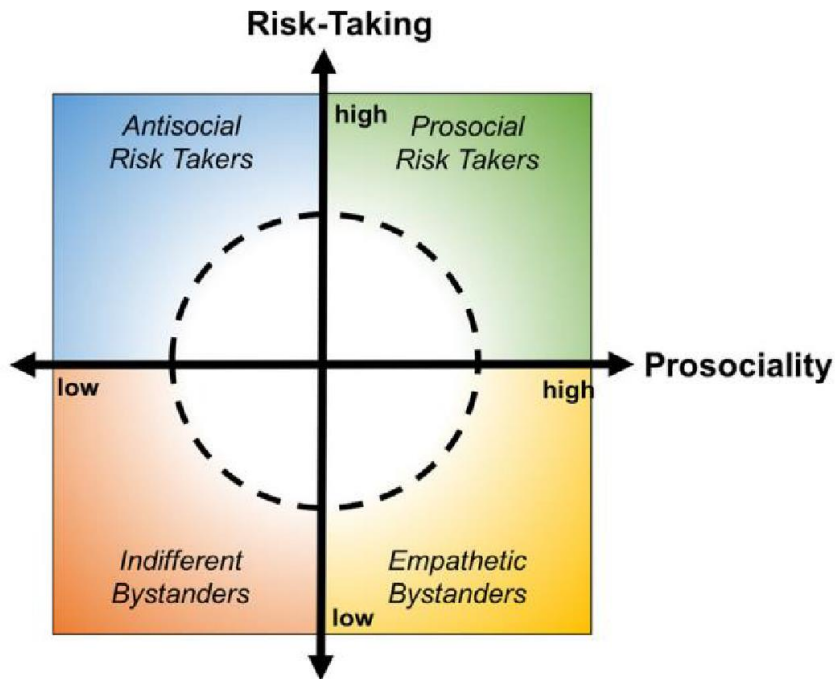
As discussed elsewhere, one of the markers of maturity is the ability to become less self-focused and more helpful to others through pro-social behaviour. Youths' pro-social behaviour and healthy outcomes are strongly influenced by social processes, such as implicit bias within groups, stronger values of family obligations, and greater popularity among peer groups. Youths integrate social information into their decision-making processes. Social status goals (e.g., belonging to a group) encourage youths to conform to the behaviour of others. They show greater pro-social behaviour after receiving positive feedback from peers. Youths' susceptibility to social feedback can be redirected toward healthier outcomes.

Pro-social risk taking (PRPS) is the act of engaging in risky decisions with the intention to help others. PRPS has two components:

1. The action is completed with the goal primarily of gaining benefit for another individual and not oneself. The primary beneficiary of a helpful act (e.g., emotional relief, financial assistance, etc.) must be another person. The action should not be completed with any intention of benefiting oneself directly, although it is possible that intrinsic rewards are experienced indirectly by the act of helping (e.g., feelings of comfort). Thus, this component will not be effective if the action is intended to benefit others and oneself simultaneously, or benefit oneself more than others.
2. The action requires oneself to incur costs in the form of risks, which are usually social in nature (although they can be physical, emotional, etc.). There must be unknown risks or costs to oneself (and not others) when engaging in pro-social actions, which may arise from social, physical, or emotional factors. This component will not be fulfilled if there is no risk borne by oneself or the risk is borne by someone else.

We can differentiate individuals into 4 categories based on their risk-taking and pro-social tendencies:

- *Pro-social risk takers* engage in high levels of risk taking and pro-sociality.
- *Antisocial risk takers* tend to engage in high levels of risk taking, but low in pro-social tendencies.
- *Empathetic bystanders* do not want to take risks but shows high pro-social intentions.
- *Indifferent bystanders* engage in low levels of risk taking and pro-sociality.



The following are several examples of individual responses from each category to a social situation:

1. While the teacher was teaching the class, the other students started chatting and joking with each other
 - *Pro-social risk taker.* You defence of the teacher who is teaching and tell the other students to stop chatting, even though they might make fun of you.
 - *Antisocial risk taker.* 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.
 - *Empathetic bystanders.* Even though you understand that this situation is upsetting for your teacher, you don't say anything because you're worried about what your friends will think.
 - *Indifferent bystanders.* You didn't want to get involved, so you ignored both the teacher and your classmates and chose to remain silent.
2. Your close friend starts spreading rumours about another classmate you don't know very well.
 - *Pro-social risk taker.* Even though your close friend might judge you, you ask him to stop talking about the classmate.
 - *Antisocial risk taker.* You add more gossip, even though there is a risk of being caught by the classmate.
 - *Empathetic bystanders.* You can imagine how sad your classmate would be if he found out that other people were spreading rumours about him, but you didn't say anything because you were worried about what your close friends might say.
 - *Indifferent bystanders.* You don't know the classmate well enough to say anything, so you keep quiet.

3. Your friend's parents, who are known for being strict about discipline, found you and your friend carrying cigarettes
 - *Pro-social risk taker*. You claim the cigarette as yours so your friend won't get in trouble, even though that means you might get a harsher punishment.
 - *Antisocial risk taker*. 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.
 - *Empathetic bystanders*. 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.
 - *Indifferent bystanders*. You don't say anything to your friend or their parents in the hope that the situation will just end.

Individuals may exhibit behavioural trends that loosely follow one of the four categories above. However, there remains flexibility, in that it may display behaviour that follows other categories.

Referring to the picture or scale above, there are people who are in the darker coloured area and people who are in the white area in a quadrant. Those who fall into the first group have a greater tendency to behave in a certain category only. Meanwhile, those in the second group are more sensitive to social input and can be influenced to behave according to other categories.

A youth who falls right in the middle of the risk-taking and pro-social behaviour scale is vulnerable to social influence. For example, in terms of bullying.

1. If the victim is a close friend, then he will be encouraged to defend his friend (PSRT) even though there is a risk that he will be hurt by the perpetrator. This is because he cares about maintaining his relationship with his friend.
2. If the perpetrator is a good friend, then he might bother the victim even though there is a risk of him getting into trouble (ASRT). This is because he cares about acceptance in the friendship group.
3. Youths may be able to imagine the pressure experienced by the victim which increases their pro-social tendencies, but are also worried about the opinions of others if they have pro-social tendencies, but are also worried about the opinions of others if they help a victim they don't know well. In such conditions, he tends to avoid risks and does not act according to his empathetic desire to help the victim (EB).
4. The youth may know the perpetrator well enough to realize that he will not be harmed if he tries to stop the bullying, but may care less about his relationship with the victim. In such conditions, he tends to lack empathy for the victim's suffering and is not motivated to act to help the victim (IB)

The example above illustrates how tendencies on the scale of risk-taking and pro-social behaviour can change and vary depending on the environment and differences in individual traits

Learning Activities :

Opening			
No	Activity	Method (time)	Information

1	Opening prayer	5'	Led by the class leader
2	Building a class atmosphere	<i>Icebreaker</i> 5'	The instructor leads the Crazy Frog dance https://www.youtube.com/watch?v=dVOqV65Pc6Y
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglect.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor informs the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Presentation of material	Interactive lecture 20'	The instructor explains the following material using PPT: ● Pro-social description ● Pro-social risk taking ● 4 categories of risk taking The instructor starts a question and answer session
2	Learn to determine whether a situation falls into quadrant 4 of the appropriate risk-taking and pro-social categories	Games 45'	The aim of the following activity is 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 will be able to consider every action they will take before implementing it. Prepare a prop in the form of a 'risk taking quadrant' by making it on the floor using tape/duct tape that crosses like a '+' sign, stick all the information in its place (according to the diagram), remove all the seats so that the room is large enough for students to move freely. Prepare writing with a meta plan of the quadrant names and stick it in each part of the quadrant (made the same as the diagram above): ● <i>Pro-social risk taker</i> (pro-social decision maker) ● <i>Antisocial risk taker</i> (antisocial decision maker) ● <i>Empathetic bystander</i> (empathetic observer) ● <i>Indifferent bystanders</i> (indifferent observer) ● <i>Risk-taking</i> (taking risks)

			• <i>Pro-sociality</i> (pro-sociality) • <i>High</i> (height) (2 pieces) • <i>Low</i> (low) (2 sheets) Instructors ensure that each label is complete so that students get the maximum learning experience Once the tools are ready, the instructor gives instructions for students to move to the quadratic that they think is correct after reading examples of individual responses (attached) by the instructor. Students move without making a sound and do not need to influence their other friends to follow their opinion After all students determine the quadrant they believe is correct and stand in that place, ask several student representatives to explain why they chose that quadrant. The instructor confirms students' understanding by provoking and inviting students to reflect on low or high levels of risk and low or high levels of pro-sociality so that students are expected to be able to correct their own answers. Also prepare possible answers for students who are in the darker coloured area and people who are in the white area of a quadrant. Those who fall into the first group have a greater tendency to behave in a certain category only. Meanwhile, those in the second group are more sensitive to social input and can be influenced to behave according to other categories. The game above can be played if the number of students is not too large If the number of students does not allow the game mentioned above to be played, then students can be directed to complete the worksheet provided The instructor can provide good explanations and feedback
	Break	15'	
3	Building a class atmosphere	<i>Icebreaker</i> 5'	The instructor leads the I'm Good dance https://www.youtube.com/watch?v=vanOUI5uNQg
4	Presentation of material	Interactive lecture 10'	The instructor explains the following material with the help of PPT: • Susceptibility to social influence

			The instructor starts a question and answer session
5	Determining personal attitudes regarding risk-taking and pro-social behaviour is susceptible to social influence	Reflection 25'	The aim of the following activity is for students to be able to reflect and determine attitudes when they are in the middle of the scale of risk-taking and pro-social behaviour, vulnerable to social influence and able to behave with empathy. Each student gets a worksheet regarding the various possibilities that exist if a situation occurs (attached), and students are asked to work on it according to their experiences and the anxiety they experience regarding social pressure. Students are asked not to influence other friends in providing answers
6	Share the results of personal reflection	Sharing 20'	Some students are asked to share the results of their reflections and students with different opinions can share the results of their reflections so that many perceptions can be obtained and it is hoped that students can draw their own conclusions based on guidance from the instructor. Remind each other not to judge each other for every statement from students because everyone has their own worries Instructors can provide feedback according to the concept and context
Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people

			Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing Prayer	5'	Led by the class leader

Attachment

List of questions examples of individual responses from each category to a social situation:

- *Pro-social risk taker* = PR
- *Antisocial risk taker* = AR
- *Empathetic bystander* = EB
- *Indifferent bystanders* = IB

No	Examples of Individual Responses to a Social Situation	P R	A R	EB	I B
1	While the teacher was teaching the class, the other students started chatting and joking with each other. You act in defence of the teacher who is teaching and tell the other students to stop chatting, even though they might make fun of you.	X			
2	Your close friend starts spreading rumours about another classmate you don't know very well. You can imagine how sad your classmate would be if he found out that other people were spreading rumours about him, but you didn't say anything because you were worried about what your close friends might say.			X	
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.			X	
4	Your close friend was caught shoplifting his favourite 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.				X
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.		X		
6	When boarding the Trans Jakarta, your friends sit in priority seats and start chatting and joking with each other, disturbing the other	X			

	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 rumours about another classmate you don't know very well. You don't know the classmate well enough to say anything, so you keep quiet.				X
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.		X		
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 is upsetting for your teacher, you don't say anything because you're worried about what your friends will think.			X	
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.		X		
11	Your close friend was caught shoplifting his favourite 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 at taking all the blame.			X	
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.				X
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.				X
14	Your friend's parents, who are known for being strict about discipline, found you and your friend carrying cigarettes. You claim the cigarette as yours so your friend won't get in trouble, even though that means you might get a harsher punishment.	X			
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				X

	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. Even though you understand that this situation is annoying for other passengers, you don't say anything because you're worried about what your friends will think.			X	
17	Your close friend starts spreading rumours 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.	X			
18	Your close friend was caught shoplifting his favourite snacks when you and your friends were visiting a supermarket. You tell the supermarket that this was not you, so that you don't get into trouble with the supermarket. Although, your friend may be angry with you for not sharing the blame.		X		
19	Your close friend was caught shoplifting his favourite 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.	X			
20	Your close friend starts spreading rumours 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.		X		

Personal reflection

You were in a bullying situation, what would you do (explain)

1. If the victim is a close friend of yours,
What would you do,
What risks will you accept?
Why do you want to do it,
2. If the perpetrator is your best friend,

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,

38 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

SOCIAL INTELLIGENCE

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Become a Person Who Conforms to Applicable Norms
Sub Topic	: Social Intelligence
Time	: 3 hours (15 minutes break)
Pre-Condition	: Have learned about Conformity and Compliance; Youth Compliance and Rebellion; Conformity, Peer Pressure, and (Negative); Risk Behaviour Pro-social Risk Behaviour
Basic competencies	: ● Self-management ● Adaptability and flexibility
Learning objectives	: Students able to: ● Analyse social intelligence ● Represent knowledge of social intelligence in the form of role playing ● Apply social intelligence in everyday life ● Develop an attitude of having social intelligence
Indicator	: Students able to: ● Write down at least 5 things related to the types and impacts of social ethics ● Make 1 educational video related to nonverbal social intelligence ● Register at least 2 social intelligences that you want to improve along with how to improve them in a weekly journal
Learning methods	: Interactive Lectures, group discussions, role playing
Instructional Media	: PPT, short film, role playing video
Learning Materials	: Social intelligence material, video material, group discussion material (attached), role playing material
Learning Materials	: Laptop, projector, flipchart, markers, stationery, envelopes for assignments
Learning Resources	: Youth Life Skills Module
Learning materials	:

Intelligence is the ability to adapt to the environment. Social intelligence is the ability to understand the feelings, thoughts and behaviour of other people and act according to that understanding or the ability to act wisely in social situations. Social intelligence is one part of practical intelligence, which is obtained from *tacit knowledge* or things that a person needs to know to succeed in life but are not directly taught and are often not said but rather are acquired through experience.

Social intelligence often appears in nonverbal communication behaviour. In the world of work, nonverbal communication plays an important, irreplaceable role, such as helping individuals convey information in job interviews, assess other people's intentions, gain a better understanding of the surrounding environment, and improve work performance. Nonverbal social intelligence is very important in social interactions. The ability to interpret nonverbal social cues helps us to understand society as a whole. Meanwhile, the ability to send nonverbal social cues influences others in more powerful ways than words.

One of the basic things that youths need to learn regarding nonverbal social intelligence is social etiquette. The following are some basic etiquette that youths need to apply in their daily lives:

- Shake hands when greeting new people.
- Make eye contact in conversation.
- Use appropriate language and answer questions when asked.
- Wait for their turn to speak in conversation.
- Keep your hands to yourself and don't take things from other people's hands.
- Don't answer the phone while talking face to face.
- Refrain from texting and using social media when talking to people in person.
- Get permission to do something.
- Say 'excuse me' when they need to interrupt or if they accidentally bump into someone.
- Say 'please' and 'thank you.'
- Apologize when you make a mistake.
- Maintain basic hygiene, including coughing into your elbow and covering your mouth when you sneeze.
- Use proper table manners when eating.
- Write a thank you note to the person who gave the gift

Learning : Activities

Opening			
N o	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building a class atmosphere	<i>Icebreaker</i> 5'	The instructor gives the trickiest logic puzzle: https://www.youtube.com/watch?v=-FZO7HSgWEk
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits

			The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Group division	5'	Students are divided into small groups to ensure active student involvement
2	Presentation of material	Interactive lecture 10'	The instructor explains the following material with the help of PPT: • Definition of intelligence • Social intelligence The instructor starts a question and answer session
3	Watch short films	Watching movies 5'	Watch short films: https://www.youtube.com/watch?v=b_n6i1ug0tQ
4	Learning video analysis	Group discussion 30'	The purpose of the following activity is 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? Write down all the results of the discussion on a flipchart and make it look as attractive as possible

5	Presentation of group discussion results	Presentation 15'	Several groups are asked to present the results of their discussions The instructor and other students provide feedback / questions / input and each group can improve the results of their discussion Instructors can draw conclusions from each presentation and feedback provided
	Break	15'	
6	Building a class atmosphere	5'	The instructor leads the "Yes-Wuzz-Go" clap Resources that can be studied: https://www.youtube.com/watch?v=VqCjFWUBp3A
7	Create informative media related to social etiquette	Group assignment 30'	The aim of the following activity is so that students can explore social ethics that apply in society and can communicate this to their peers Groups are asked to 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: Group 1, you are talking to a friend, your cell phone rings and social media continues to provide notifications Group 2, you need help from a friend and then the friend provides help Group 3, you will be interviewed for a job and the company is waiting for you in the interview room 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 If students choose to create audio-visual informative media, then ask them to record it and send the results to the instructor with a maximum duration of 1 minute
8	Exposure to informative media that has been created by students	Class discussion 10'	The instructor asks several groups to explain the informative media they had created The instructor explains the following material using PPT: Basic etiquette that needs to be applied in everyday life

			The explanation is carried out using the class discussion method and is connected to the social etiquette displayed by students in the informative media they display The instructor observes whether the informative media that has been created is in accordance with the material concept regarding basic etiquette that needs to be applied in everyday life The instructor leads the class discussion
Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Weekly Missions	5'	Explanation of weekly mission titles and descriptions
4	Closing prayer	5'	Led by the class leader

Assessment : Write a weekly journal

Mission Title : Emotional Intelligence for My Future

Mission Description :

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

Attachment

Related Group Discussion Sheet Video Analysis of Workplace Etiquette

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

Group Discussion Sheet Related to Making Informative Media

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:

Group 1, you are talking to a friend, your cell phone rings and social media continues to provide notifications

Group 2, you need help from a friend and then the friend provides help

Group 3, you will be interviewed for a job and the company is waiting for you in the interview room

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

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

39 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

FLEXIBILITY AS AN EXECUTIVE FUNCTION

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Become a flexible person
Sub Topic	: Flexibility as a Executive Function
Time	: 3 hours (15 minutes break)
Basic competencies	: ● Self-management ● Adaptability and flexibility
Learning objectives	: Students able to: ● Draw conclusions regarding cognitive flexibility ● Present cognitive flexibility information in video form ● Have a flexible attitude
Indicator	: Students able to: ● Write down at least 5 things you should avoid and what you can do to practice flexibility ● Create 1 video invitation to have and practice cognitive flexibility
Learning methods	: Interactive Lectures, class discussions, reflections, <i>sharing</i> , watching learning videos, group discussions, presentations
Instructional Media	: PPT, learning videos related to youth brain development, learning videos related to cognitive flexibility, photocopies of reflection sheets on personal experiences in facing change, photocopies of group discussion sheets related to cognitive flexibility, photocopies of personal reflection & evaluation sheets
Learning Materials	: Material <i>Flexibility as a executive function</i> , video material on youth brain development, cognitive flexibility video material, personal reflection material in facing change, group discussion material related to cognitive flexibility, personal reflection & evaluation material
Learning Materials	: Laptops, projectors, <i>flipchart</i> , <i>sticky note</i> , metaplan, stationery, markers, notebooks, student workbooks
Learning Resources	: Youth Skills and Life Skills Module
Learning materials	:

On their journey towards independence, youths will experience many challenges and changes. One important skill is flexibility or fluidity. Flexibility is especially important in today's fast-paced world, where thinking quickly to find creative solutions is highly valued.

Flexibility as a Executive Function

In addition to changes in the body, puberty also initiates a critical stage of brain development that affects learning in youths. The brain becomes increasingly specialized and efficient. These puberty-related brain changes trigger a second period of increased brain plasticity (*neuroplasticity*), namely the brain's ability to adapt and change based on experience and the environment. Dynamic brain development during youth manifests itself in several forms:

- In early youth, the human brain increases the rate of formation of synapses or connections between brain cells. These bursts of neural activity strengthen communication networks between brain regions and build an individual's capacity to engage in complex mental tasks.
- Following this period of intense synaptic formation, the human brain engages in high level *synaptic pruning* activity, namely a process of eliminating connections that are rarely used in the brain. This process makes the brain more efficient by allowing it to change structurally in response to the demands, activity, and stimulation of an individual's environment, leading to increased specialization of brain regions.
- *Myelination*, which is the process of enveloping neurons and their connections with fat cells, which also improves brain function and makes it more efficient. This additional fat facilitates faster electrical signals and communication between nerve cells, speeding the completion of mental tasks. *Synaptic pruning* and myelination occurs throughout different periods of life. It's just that during youth they occur in areas of the brain such as *prefrontal cortex*, which is involved in higher brain functions such as controlling impulses and regulating emotions.

Each of the processes above is directly influenced by the individual needs of youths and input from the environment they experience. During puberty, the human brain is more sensitive to influences from an individual's environment and life experiences. This makes youth a time when quality learning opportunities and positive relationships with others can significantly influence academic development and trajectory. Events and activities during youth prepare the brain for the environments that youths are expected to experience as adults.

When youths have the opportunity to develop deeper learning competencies, such as problem solving, critical thinking, and other higher-order thinking skills, the neural pathways associated with those capacities are more likely to develop and mature. Without such opportunities, youths may have more difficulty performing higher order thinking skills as an adult. This can be compared to an athlete who lacks practice so he needs to put in more effort to win the game. In youth, key brain regions involved in advanced cognitions undergo development (e.g., *prefrontal cortex*). As these areas mature, youths become better able to perform more complex cognitive tasks, such as executive functions.

Executive functions are cognitive processes that involve abstract thinking; plan; make decision; see a situation from a different perspective than usual (*perspective taking*); and visualization, prediction, and future thinking.

The higher functions are a group of top-down mental processes necessary when it comes to concentrating and paying attention, when automatic processes or reliance on instinct or intuition are erroneous, inadequate, or impossible. The development of these higher-level cognitive processes appears to be driven by changes in brain structure, increased parental autonomy, and societal context and expectations such as those in the school environment.

Executive functions allow us to regulate behaviour in two ways:

1. Use of certain thinking skills to select and achieve goals or develop solutions to problems. These skills include planning, organization, time management, working memory, and metacognition. These skills help to create a picture of the goal, the path to that goal, and the resources we will need along the way. This skill also helps us to remember the image even though our target is far away and another event comes along that occupies our attention and takes up space in our memory.
2. To achieve our goals, we also need other skills to guide our behaviour as we walk our path. These skills include response inhibition, emotional control, sustained attention, task initiation, flexibility, and goal-directed persistence.

Cognitive flexibility is an executive function that develops at a later stage, built from response inhibition and working memory. Cognitive flexibility is the opposite of rigidity thinking which has several aspects, including:

- Able to change perspective spatially ("What would happen if I looked at it from another direction?") or interpersonally ("Let me see this from your point of view.")
- Changing the way we think about things (*thinking out of the box*). For example, if one way of solving a problem doesn't work, can we come up with a new way that hasn't been considered before?
- Adapting to changing demands, admitting we were wrong, and taking advantage of sudden and unexpected opportunities.

We need flexibility when learning new skills such as math or computer programming. To be able to do this, we need to use feedback about our own behaviour continuously. We perceive what is and is not true, and adjust what we do based on that information. Therefore, feedback is very important to the learning process in school. Flexibility is especially challenged when the actions we have to take are different from what we are used to. Apart from that, we need to be flexible or flexible in social environments. In life, there are many situations that need to be assessed using various points of view. Additionally, we often have to change plans because something unexpected happens and demands our attention. For example, we are going out to shop when the phone rings. We must make flexible changes from the initial plan (going) to the second plan (picking up the phone).

For youths, being flexible can help them avoid the following things:

- Repeating the same mistakes
- Frustration when things don't go according to plan
- Difficulty adapting to changes in schedule

- Difficulty moving from one activity to another
- Arguing about the same things over and over

Youths can become more flexible by changing their thinking patterns, which will be explained in the next section. Apart from that, here are several things you can do to train youths' flexibility, including:

- Learning new things (e.g., new study topics, new hobbies, etc.), which will expose the brain to different ways of thinking.
- Think of different solutions when facing a problem.
- Imagining various scenarios and contemplating how we would overcome them.
 - Recognise situations where we need to be flexible, by asking ourselves: is this a small thing (better to be flexible) or a big thing (maintaining self-limitations), do I need to try a new strategy, etc.
- Changing routines, for example by changing the order or timing of daily activities.
- Incorporating uncertainty into everyday life, for example by doing things spontaneously every once in a while.
- Collaborate on projects with different friends or colleagues, exposing you to different thought patterns and increasing your social adaptability.

Learning : Activities

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building a class atmosphere	Icebreaker 5'	The facilitator leads the 'Monkey Dance' movement: https://www.youtube.com/watch?v=AWmfZqZTIZo
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglectation.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor informs the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			

1	Group division	5'	Students are divided into small groups to ensure active involvement of students in the group
2	Presentation of material	Class discussion 30'	The instructor plays a video about the teenage brain and its higher functions: https://www.youtube.com/watch?v=0O1u5OEc5eY The video is used to explain the following material also found in the PPT: • Forms of self-realization at the time of dynamic brain development • Executive functions • How to regulate behaviour using executive functions The instructor plays the video while explaining what happens in the youth's brain until they are able to integrate the brain and the explanation in the PPT is also a complement The instructor is expected to be able to bring the class atmosphere into an interesting discussion
3	Carry out self-reflection regarding how to regulate yourself based on experience	Reflection 20'	The aim of the following activity is for students to reflect on personal experiences in dealing with change Students are asked to reflect and answer some of these questions based on their 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?
4	Share the results of personal reflections regarding flexibility	Sharing 10'	Several students were asked to share the results of personal reflections in facing change based on their experiences The instructor and other students provided positive feedback

	Break	15'	
5	Building a class atmosphere	Ice breaker 5'	The instructor gives the trickiest logic puzzle: https://www.youtube.com/watch?v=-FZO7HSgWEk
6	Presentation of material	Interactive lecture 10'	The instructor explains the following material with the help of Power Point: • Cognitive flexibility The instructor opens a question and answer room
7	Watch learning videos	Watch videos 10'	The instructor plays a video about cognitive flexibility from Rhenald Kasali: https://www.youtube.com/watch?v=8hMXD2rX1Y8
8	Write down things related to cognitive flexibility	Group discussion 25'	The aim of the following activity is 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: How do we deal with situations that suddenly change from previous plans and adapt to new circumstances; How do we adjust each other's views, doing many things at one time; How we must be able to see from different points of view and adapt to each other so that we can make complicated things simple 2. What is cognitive rigidity (stiffness in thinking): How do people who are shackled by yesterday's way of thinking, resistance, rejection, preoccupied with their own thoughts; Usually we make simple things complicated, because we work in our respective fields, or have a very big egotism towards our discipline. 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 (<i>useless</i>) forever or only 17% are able to survive. Humans find it very difficult to

			take shortcuts, why is that? Humans never use shortcuts and are considered immoral, people complain more on social media than looking for solutions 4. Things you can do to train youths' flexibility: get used to facing a different set of problems, taught to meet different people so you can see other perspectives and ways of working and different positions, practice playing non-intoxicating games to train your way of thinking, do something you know in a different way, do something to pursue new challenges and experiences, meet new people who are outside your community/identity 5. Things that youths can avoid with flexibility: becomes capital to accept other people, respect other ways of thinking and makes it easier for us to make decisions and adapt to situations full of uncertainty in the future Write down the results of the group discussion on the flipchart
9	Present the results of the group discussion	Presentation 20'	Several groups were asked to present the results of their discussions Instructors and other groups can provide positive feedback The instructor can add the following material found in the PPT if it is not found in the explanation in the video: • Things that youths can avoid with flexibility • Things that can be done to train youths' flexibility The instructor draws conclusions from each presentation
Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing prayer	5'	Led by the class leader

Reflection Sheet on Personal Experiences in Facing Change

Students are asked to reflect and answer some of these questions based on their 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?

Group Discussion Sheet Regarding Cognitive Flexibility

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 youths' flexibility:
5. Things that youths can avoid with flexibility:
6. Write down the results of the group discussion on the flipchart

40 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

FLEXIBILITY AND A GROWTH MINDSET

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Become a flexible person
Sub Topic	: Flexibility and Growth Mindset
Time	: 3 hours (15 minutes break)
Pre-Condition	: Have received material on Flexibility as an Executive Function
Basic competencies	: ● Self-management ● Adaptability and flexibility
Learning objectives	: Students able to: ● Reflects views on a fixed mindset and a growth mindset ● Develop a basic growth mindset ● Have a commitment to grow ● Develop a growth mindset attitude
Indicator	: Students able to: ● Write down at least 1 of their opinions regarding a settling mindset and a growth mindset ● List at least 5 approaches taken to develop a growth mindset ● Write down at least 1 commitment to answer the challenges faced in a weekly journal
Learning methods	: Interactive Lectures, filling out questionnaires, class discussions, group discussions
Instructional Media	: PPT, photocopy of questionnaire sheet, photocopy of article and group discussion sheet, photocopy of weekly mission sheet, photocopy of personal reflection & evaluation sheet
Learning Materials	: <i>Flexibility and Growth Mindset</i> material, questionnaire material related to persistent and growth mindsets, article material related to approaches used to develop a growth mindset, weekly mission material, personal reflection & evaluation material
Learning Materials	: Laptop, projector, flipchart, ATK, HVS paper, <i>sticky note</i> , markers, notebooks, speakers, student workbooks
Learning Resources	: Youth Life Skills Module

Learning : materials

One way to become more flexible is to change our mindset. People who are flexible or supple have a mindset called a growth mindset. Mindsets are the beliefs we have about the nature of human characteristics. According to mindset theory, our views about intelligence, abilities, and talents influence our lives and success. According to Carol Dweck, the psychologist who introduced thought pattern theory, we all fall on a spectrum regarding thought patterns. On the one hand there is a fixed mindset and on the other hand there is a growth mindset.

People with a persistent mindset believe that basic qualities such as intelligence, talent, and ability are persistent traits. Such people believe that humans are born with a number of characteristics that do not change. Meanwhile, people with a growth mindset believe that these qualities can develop over time or be improved through effort, experience, mentoring, etc. Such people believe that they can become smarter, better, or more skilled through continued effort. Growth mindset is supported by the neuroplasticity phenomenon described in the previous section. Humans can always develop their intelligence, talents and abilities, just as the brain can adapt and develop after childhood and throughout life. Growth mindset parallels neuroplasticity on a broader level.

People with a settling mindset and people with a growth mindset have different views on failure. Those with a sedentary mindset view failure as a reflection of their inherent inadequacy. Meanwhile, those with a growth mindset view it as a “development point” that can be improved towards success. Apart from failure, these two mindsets are different in looking at other things as summarized in the table below:

	Sedentary Mindset	Growth Mindset
Business	Useless	The path to mastery
Challenge	Avoid	Embrace
Obstacle	Give up easily	Endure
Failure	Disheartened	Try harder
Feedback	Ignore	Learn from it
Other people's success	Threatened	Inspired

These differences in thought patterns can lead to major differences in behaviour. Those who believe that intelligence, talent, ability cannot change tend not to make efforts to change these innate characteristics. Meanwhile, those who believe that these characteristics can be changed tend to put more time and effort into achieving more ambitious goals. People with a growth mindset can achieve more than others because they don't worry about appearing smart or talented but instead put their energy into learning.

In the classroom, a growth mindset can be reflected in the following behaviours:

- Ask the teacher to show a new way of working on math problems.
- Ask yourself to answer questions in class even if you're not sure.
- Ask even if the question seems simple or “stupid.”
- Choose problems that will encourage them rather than ones that keep them in their comfort zone.

Having a growth mindset provides many benefits, such as better academic results and lower stress levels. Having a growth mindset opens up new worlds for us, encourages persistence, makes us more resilient, and helps us achieve our goals. The following are eight general approaches to developing a basic growth mindset:

- Creating new and exciting beliefs, namely belief in oneself, in one's abilities and skills, and in the capacity to make positive changes.
- View failure differently, namely as an opportunity to learn from experience and apply it to the next opportunity.
- Growing self-awareness (*self-awareness*), namely by finding out our talents, strengths and weaknesses, asking for feedback from people who know us, and combining it to build a comprehensive view of ourselves.
- Be curious and committed to lifelong learning, namely by adopting the perspective of a child who looks at the world with wonder, asks questions, and listens intently to the answers.
- Try to be friends with challenges, realizing that it is part of the journey to achieve something worthwhile and preparing yourself to experience occasional failure.
- Doing what we love and loving what we do, because it is easier to succeed if we are passionate about what we do.
- Shows tenacity, including getting back up when experiencing failure.
- View other people's success as an inspiration and strive to be an inspiration to others.

We can change our thought patterns, beliefs, and ultimately our brains by recognizing the words we tell ourselves, questioning them, and changing them. The following are some examples of our thoughts and questions we can ask:

THOUGHT	QUESTION
I tried and failed. This seems beyond my capabilities.”	Can I try a different strategy or approach?
“I failed because I didn't achieve what I planned.”	Isn't learning a process, and isn't failure part of that process?
"I was not born smart."	Aren't there people who try and succeed with great effort?

"I can't do it. I could never do it."	Did I give up too soon? Do I need more time?
"Do you think you can do it?"	Can't I do it with repeated efforts?
"I don't know how I'll ever get there."	What plans can I make to achieve it? How can I motivate myself to follow the plan? What is the first step I will take?

Learning : Activities

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building a class atmosphere	<i>Icebreaker</i> 5'	The instructor gives a logic puzzle 'change to the number 6' https://www.youtube.com/watch?v=9UBVfUwZ5jM
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglect.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Identify a settling mindset and a growth mindset	Questionnaire 25'	The aim of the following activity is for students to recognize whether their mind's tendencies remain or grow based on their individual views The instructor can ask provoking questions, for example: 1. What do you do when you have difficulty learning something? 2. Do you think a person's intelligence can change? Why?

			From these provoking questions, the instructor can provide feedback and direct students to fill out the questionnaire contained in the student workbook The instructor explains how to fill it out and if necessary the instructor can guide students to fill out the questionnaire by number After students have finished filling out the identification questionnaire, the instructor can guide students to add up their scores and interpret them
2	Share questionnaire results	Class discussion 20'	The instructor provides provoking questions in the form of: 1. How do they feel after seeing their scores? 2. What do they think could be changed or improved? 3. How can they leverage a growth mindset? The instructor and other students provided positive feedback
3	Presentation of material	Interactive lecture 20'	The instructor explains the following material with the help of PPT: • One way to be flexible • Sedentary mindset and growth mindset • Behaviours that reflect a growth mindset The instructor opens a question and answer room
	Break	15'	
4	Building a class atmosphere	Icebreaker 5'	The facilitator leads the “Charlie Bear Bada Boop” dance movement https://www.youtube.com/watch?v=DDaWbAPm5bU
5	Analyze articles related to how to develop a growth mindset	Group discussion 20'	The aim of the following activity is for students to learn how to develop a growth mindset from the inspirational articles they have read After reading the article, discuss the following questions: 1. List any approaches used in the article to develop a growth mindset Write them down in each book
6	Share the results of group discussions	Class discussion 30'	Several groups are asked to share the results of their discussions

			The instructor opens a class discussion room starting from the results of the group discussion and connects it with an explanation of the material contained in the PPT: • 8 general approaches to developing a basic growth mindset • Examples of thoughts and questions that can be asked Instructors and other groups can provide positive feedback
Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Weekly Missions	5'	Explanation of weekly mission titles and descriptions
4	Closing prayer	5'	Led by the class leader

Assessment : Write a weekly journal

Mission Title : I Want to Grow

Mission Description :

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

Attachment

Sedentary and Growth Mindset Tendencies Questionnaire Sheet

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

N O	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					

Questionnaire scoring:

1. Add up the scores on statements 1-6 for a sedentary mindset

2. Add up the scores on statements 7-12 for growth mindset

- Total sedentary mindset score:

6-12: Very low (tends to have a growth mindset)

13-18: Low

19-24: Medium

25-30: High (tends to have a sedentary mindset)

- Total growth mindset score:

6-12: Very low (tends to have a sedentary mindset)

13-18: Low

19-24: Medium

25-30: High (tends to have a growth mindset)

Growth Mindset *Infinite Game* to Develop a Sustainable Tourism Village

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 the Tinalah Tourism Village www.dewitinalah.com is now growing, the idea is 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-desa-wisata-berkelanjutan.html>

After reading the article, discuss the following questions:

List any approaches used in the article to develop a growth mindset

DISCIPLINE
MODULE

41 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

DETERMINATION AND SELF-DISCIPLINE

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Self-Discipline
Sub Topic	: Determination And Self-Discipline
Time	: 3 hours (15 minutes break)
Basic competencies	: ● Self-management ● Adaptability and flexibility
Learning objectives	: Students able to: ● Analyse things related to self-discipline ● Develop an attitude of self-regulation
Indicator	: Students able to: ● Write at least 1 thing related to the impact of self-discipline, areas of discipline, and societal views that determine their self-discipline
Learning methods	: Lectures, watching learning videos, group discussions, class discussions, personal reflection, sharing
Instructional Media	: PPT, self-discipline video, photocopy of video analysis group discussion sheet related to self-discipline, photocopy of personal goal setting form, photocopy of personal reflection & evaluation sheet
Learning Materials	: Determination and self-discipline material, learning video material related to self-discipline, video analysis group discussion material, personal goal setting form material, personal reflection & evaluation material
Learning Materials	: Laptop, projector, flipchart, stationery, markers, speakers, notebooks, student workbooks
Learning Resources	: Youth Skills and Life Skills Module
Learning materials	:

The term 'self-discipline' (*self-discipline*) is often used interchangeably with 'self-control' (*self-control*). In simple terms, self-control or self-discipline is the ability to suppress impulses from within oneself consciously in order to achieve goals. The following are some behaviours that demonstrate control or self-discipline:

- Pay attention to the teacher in class and don't daydream
- Read the test instructions before starting to work on the questions
- choose to do homework instead of watching television

- persist in long-term assignments despite boredom and frustration
- restrain angry emotions and do not rage
- Eat healthy food instead of fast food
- exercise regularly
- save and collect bank interest

However, there are some people who differentiate between self-control and self-discipline. Both can be seen as part of self-regulation (*self-regulation*), and is related to the following other concepts:

1. Self-regulation is self-regulation consciously and with one's own efforts. Self-regulation encompasses a variety of internal skills, including willpower (*willpower*), self-discipline, self-awareness (*self-awareness*), and motivation.
2. Determination (*willpower*) is the ability to control attention, emotions, and actions, despite competing stimuli, and resolve conflicts between short-term desires and long-term goals. This includes the capacity to delay gratification, take control of unwanted thoughts and feelings, and change internal states.
3. The term 'self-control' is often used interchangeably with 'determination'. However, there are some people who differentiate between self-control and determination:
 - Self-control refers to the power of I Will Not (*I won't*), namely controlling impulses or preventing oneself from doing something.
 - Willpower includes not only the power of I Will Not, but also the power of I Will (*I will*) or make yourself do something.
4. Self-discipline is the exercise of self-awareness and determination over time, for the purpose of (1) living in line with higher values and (2) choosing behaviour that is in harmony with long-term goals.
5. Habits (*habit*) is the exercise of self-discipline that has crystallized over time, and has become almost automatic and requires little effort. However, habits can also be formed unconsciously in our brains.
6. Motivation is an emotional condition where a person is enthusiastic about doing something, or a desire to be involved in a particular activity.

The differences between the concepts above can be better understood through the following example.

- On Sunday, Sarah met a friend she hadn't seen in a long time. He was impressed to see his friend's condition, who was full of energy and looked fit. When asked, the friend talked about his healthy diet and exercise routine. This meeting sparked **motivation** Sarah to eat healthier and start exercising. He made the decision right then and there to stop eating ice cream (one of his favourite foods), and go for a run every weekday after work.

- On Monday after work, Sarah felt tired after a very stressful day at work. He has no motivation to run. He just wanted to lie on the sofa and relax. However, he then remembered his commitment to run every Monday (**self-awareness**) and pushed himself to do it (**determination**).
- After running, he opened the refrigerator and saw his favourite ice cream which he always ate while watching TV at night. He felt a strong urge to eat it, but he decided to close his eyes, close the refrigerator door, and take an apple for a snack (**self-control**). After a while, the urge to eat ice cream passed.
- A similar process repeats every week. Every time he practices the skills of willpower and self-control to keep himself true to his commitments, to achieve his goals, then he is practicing **self-discipline**.
- After a few months, the process becomes automatic. He always runs every day after work. He no longer questions it or experiences internal conflict about it. He did it, regardless of how he felt. In fact, ice cream no longer looked tempting because he knew he wouldn't eat it. At this point, Sarah has formed a **habit**.

Willpower is basically the strength of our decisions or how much our words mean to ourselves. We strengthen our resolve by saying no to challenges or temptations and reaffirming our original decisions. Self-discipline is the strength that guides us to take actions that are in line with our goals. Building habits is only one (not all) function of self-discipline. Keep in mind that not all goals can be turned into habits. For example, our goal is to improve relationships with family members. This cannot be done by building a habit of doing something, but by building good connections and relationships. Human relationships are dynamic and often difficult to predict. More than just building habits, we need self-discipline to behave according to certain principles.

Self-awareness, determination and self-discipline are the result of work *prefrontal cortex* (the outermost layer of the frontal brain), which is responsible for emotional regulation, impulse control, planning, and decision making. *Prefrontal cortex* allows us to control our emotions and impulses, recognize conflicting thoughts, determine whether something is good or bad for us, consider the future consequences of decisions we make today, and work to achieve goals.

The following are some of the main benefits of self-discipline:

1. Make more confident and empowered.
With discipline, we connect with the power within us to take steps towards our goals. By saying no to temptation, we feel in control of our lives and have more self-confidence. We will talk to ourselves more positively, so that our relationship with ourselves will be better. When people around us realize this, we will become more motivated and so on.
2. Makes it possible to achieve targets.
What keeps us from achieving our goals is often not a lack of knowledge or skills, but a lack of commitment and action. Self-discipline is the most important ingredient for achieving any long-term goal. The key to success is self-discipline, not just motivation. If we have to wait for a desire to come before doing something, then it won't last long. Self-discipline is more reliable for producing lasting change than feelings and motivation. To achieve our goals, we

need consistent action, which can only be made possible by self-discipline. A disciplined life is a life that is orderly, calm, centred and focused. In the academic world, discipline plays a more important role than intelligence. Studies show that self-discipline is better at predicting a person's academic success than intelligence test (IQ) scores.

3. Gives benefits in life.

We live in a world full of distractions, especially with the development of the digital world which is now easily accessible at any time and is addictive. This condition will only get worse in the coming years, meaning people will have shorter attention spans and less resilience to achieve long-term goals. Therefore, people who have self-discipline will have an advantage over other people.

4. Maintain body and physical health.

Every health formula, system and program requires us to do something in the form of exercises, methods or protocols. To obtain the desired results, we must be able to do what is required and stop what is prohibited. Many people admit that the biggest obstacle in changing to a healthier lifestyle is a lack of willpower. Self-discipline allows us to eat healthy, exercise, and maintain a healthy routine. Having a healthy routine and increasing self-control are important elements in reducing anxiety and having a more stable mood. Good habits and daily routines also make us people who are resilient in facing the ups and downs of life. Self-discipline makes us focus on the one thing we can control, namely ourselves. This provides a strong foundation for living life whatever the conditions.

5. Improve relationships.

Many of the challenges we face in life with family and significant others are related to a lack of control over impulses (impulsivity) and in responding (reactivity). We often lose self-control and get carried away by emotions such as anger, defensiveness, fear and jealousy. We then say and do things we regret. Self-discipline allows us to take a break and cool off. Other people will respect us when we are able to remain calm in the midst of emotional storms. They will feel that we are reliable and feel safer and have more trust in us. In addition, self-discipline facilitates the behavioural changes necessary in relationships where we have to change and compromise.

6. Provides purpose, strength, and calm.

Life without discipline is dominated by frustration (by not being able to achieve goals) and full of distractions (by negative emotions, useless thoughts, and limiting beliefs). On the other hand, a disciplined life is a life full of purpose and full of peace. We have the power to align our lives with our goals and achieve them. We take action to achieve goals and pursue the values we believe in. We live a peaceful life that is free from regrets, full of self-control, and not influenced by thoughts of useless noise.

Self-discipline needs to be based on appreciation and love for ourselves and the goals we want to achieve (not because they are not good enough). Part of self-discipline should involve self-care which includes:

- Get enough sleep and eat healthy food.
- Schedule breaks, breaks, and fun activities.
- Have days where we let ourselves be more free (cheat days).
- Allowing some areas to live spontaneously.
- Balancing work, relationships, and health.
- Indulging in moderation in things we enjoy without feeling guilty.
- Having space to move is healthy and important in order to maintain self-discipline over the long term. If we are too strict on ourselves, it is very easy to fail.

Learning : Activities

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building a class atmosphere	Icebreaker 5'	Counting and breathing game: https://www.youtube.com/watch?v=GdE6pJg2Wqo
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglectation.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor informs the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Group division	5'	Students are divided into small groups to ensure active involvement of students in the group
2	Watch learning videos	Watch videos 5'	The aim of the following activity is so that students can recognize the correct concept regarding self-discipline and what the impact will be if they apply this correct concept The instructor plays an explanatory video regarding self-discipline: https://www.youtube.com/watch?v=IXZFHYS1eV4

			If there are no Indonesian subtitles, the instructor can play the video while explaining
3	Learning video analysis	Group discussion 25'	The instructor asks the group to discuss: • What is wrong self-discipline according to most people? • What consequences will occur if you apply such self-discipline? • What is the true meaning of self-discipline? • What consequences will occur if you apply the right self-discipline? Write the results of the discussion in the student workbook
3	Presentation of group discussion results and presentation of material	Class discussion 30'	The instructor asks several groups to present the results of their discussion and can be directed by question number so they can discuss together The instructor and other groups provide feedback, and the facilitator summarizes each presentation In class discussions, the instructor can also do this while explaining the material contained in Power Point • Definition of discipline or self-control • Behaviour that shows control or self-discipline • Differences in concepts, self-control, self-discipline and self-regulation • Determination The instructor starts a question and answer session
	Break	15'	
4	Building a class atmosphere	Icebreaker 5'	The instructor gives the logic puzzle 'change to number 6' (continued): https://www.youtube.com/watch?v=9UBVfUwZ5jM
5	Presentation of material	Interactive lecture 15'	The instructor explains the following material with the help of Power Point: * The main benefits of self-discipline * Taking care of yourself as part of self-discipline The instructor opens a question and answer room
6	Fill out the goal setting and self-motivation form	Reflection 20'	The aim of the following activity is 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

			Students are asked to fill out a goal setting form to determine the goals they want to achieve, personal motivation, and things that need to be done to achieve these goals using the template provided (attached) The instructor guides students how to fill out the form
7	Exposure to goal setting	Sharing 20'	Several student representatives were asked to share the goal setting forms they had filled out Instructors and other students can provide positive feedback
Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informed the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing Prayer	5'	Led by the Class leader

Attachment

Group Discussion Sheet for Analysis of Learning Videos Related to Self-Discipline

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

Goal Setting Form Sheet
GOAL SETTING FORM

1. Main Goal

What are your main goals regarding determination and self-discipline?
(Write specifically, clearly, and measurably.)

2. Main Reason

Why is this goal important to you?

3. Steps to Achieve Goals

Write down the specific steps you will take to achieve this goal.

1.

2.

3.

4. Potential Obstacles

What obstacles might you face?

How do you overcome it?

5. Schedule and Deadlines

When do you want to achieve this goal?

Schedule of steps to be taken:

- Week 1:

- Week 2:

- Week 3:

6. Reminder and Evaluation System

How will you remind yourself to stay disciplined?

When will you evaluate progress?

7. Rewards and Consequences

What would you give yourself if you succeeded?

What are the consequences if you fail?

8. Support from Others

Who can help you keep going (friends, family, mentor)?

42 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

MYTHS AND VIEWS ON SELF-DISCIPLINE

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Self-Discipline
Sub Topic	: Myths and Views About Self-Discipline
Time	: 3 hours (15 minutes break)
Pre-Condition	: Have received the Determination and Self-Discipline material
Basic competencies	: ● Self-management ● Adaptability and flexibility
Learning objectives	: Students able to: ● Analyse things related to self-discipline ● Find views related to 'determination' diagram ● Develop a disciplined attitude
Indicator	: Students able to: ● Write at least 1 answer related to myths and views as well as ways to reduce fatigue related to self-discipline ● Write at least 1 opinion related to the 4 quadrants of determination (training determination, managing energy, healthy lifestyle, and patient perseverance)
Learning methods	: Interactive Lectures, group discussions, class discussions, individual assignments
Instructional Media	: PPT, photocopy of group discussion sheet related to myths and facts about discipline, photocopy of personal reflection sheet related to determination diagrams, photocopy of personal reflection & evaluation sheet
Learning Materials	: Material on myths and views about self-discipline, material on questions about myths and facts about discipline, material on reflection related to determination diagrams, material on reflection & personal evaluation
Learning Materials	: Flipchart, laptop, projector, <i>speaker</i> , metaplan, <i>sticky note</i> , markers, stationery, notebooks, student workbooks
Learning Resources	: Youth Life Skills Module
Learning materials	:

To better understand self-discipline, we need to clear up some misconceptions about it:

- Self-discipline is not limitation, but focus.

People often think that self-discipline means doing what we don't want to and living a life full of rules and boring. In fact, self-discipline actually means doing what we want and living life creatively according to our design, based on the values we believe in, and which provide meaningful joy. Without self-discipline, we live reactively and based on given conditions (e.g., bad habits, addictions). Studies show that higher levels of self-control are associated with higher levels of life satisfaction.

- Self-discipline is not oppression, but awareness.

People often think that self-discipline means being hard on yourself by suppressing your desires, whipping yourself with willpower to do the things you want, and criticizing yourself when you give up. In fact, self-discipline means loving yourself by choosing what is good for you, giving up current pleasures for the sake of long-term goals, and accepting that sometimes we will experience failure.

- Self-discipline is not rigidity, but power.

People often think that self-discipline means being enslaved to rigid rules and routines. In fact, self-discipline actually means having the power to carry out commitments according to our choice. We can use the analogy of a TV remote controller to help understand this. If we press the controller, the TV will always turn on every time (stiffly). However, it is up to us to decide whether to turn it on or not. If we turn it on, the TV will definitely turn on. Likewise, self-discipline allows us to always follow through on the commitments we make. This does not mean being rigid or inflexible, because the power remains in our hands. When designing a routine, we choose every element in it. It's a good idea to maintain a balance between effort and relaxation, work and fun, pursuing goals and cultivating relationships.

Before discussing existing views on self-discipline, we need to understand the concept of decision fatigue. Every decision we make requires mental energy and causes stress. After a long decision-making period the quality of our decisions tends to decline. This is because we are tired of using self-control, thinking about everything, and thinking thoroughly. Decision fatigue can lead people to make impulsive decisions, rely on biased assumptions, cognitive bias, and other mental shortcuts, and run out of energy to exert self-control afterwards. Self-control uses up a lot of brain energy, which is a problem because the brain's basic goal is survival (*survival*). This means that the brain has a natural resistance to self-control or willpower. Our brains tend to choose the easier path (often instant gratification) to store energy.

The phenomenon of decision fatigue is real and provides important lessons for managing our energy better to reduce decision fatigue, reduce trivial decisions in everyday life. Some things we can do include:

- Have a routine where we sleep, wake up, and eat at the same time every day.
- Determine the clothes we will wear. Donate half of what we have, so we only have a few options to choose from.

- Don't waste time on choices that don't really matter like where to eat. If necessary choose at random, flip a coin, or make a decision then don't think about it anymore
- Practice simplicity and minimalism in various living areas. Go to fewer social events, gather fewer but meaningful friendships, process less information, subscribe to fewer bulletins, watch less news, etc.
- If possible, make important decisions or activities that require self-control after activities that recharge your energy such as meditation, taking a nap, or listening to music. Or, make it in the morning after a long sleep.
- The more we can manage stress, the more willpower we can use.

There are two views on determination, namely ego depletion theory and mindset theory. The phenomenon of decision fatigue is often used to support ego depletion theory. According to ego depletion theory, willpower is like a battery with limited capacity. The more we use it, the more it runs out until the point where we can't use it anymore without refilling it first. Willpower batteries are replenished with restful activities (enough sleep, meditation, breaks) and by replenishing blood sugar levels with adequate food.

The second view of willpower, namely mindset theory, states that the amount of willpower we have is influenced by our beliefs about it. Thus, those who believe willpower is limited will experience more failures in self-control than those who believe willpower is unlimited. In addition, willpower is also influenced by our level of motivation, how we frame the challenges we face, and our beliefs about how self-control works. This view does not view willpower like a battery but rather a muscle. Willpower is strengthened by exercising it and weakened by not using it. Willpower becomes temporarily weak after intense training, but becomes stronger than before after recovery.

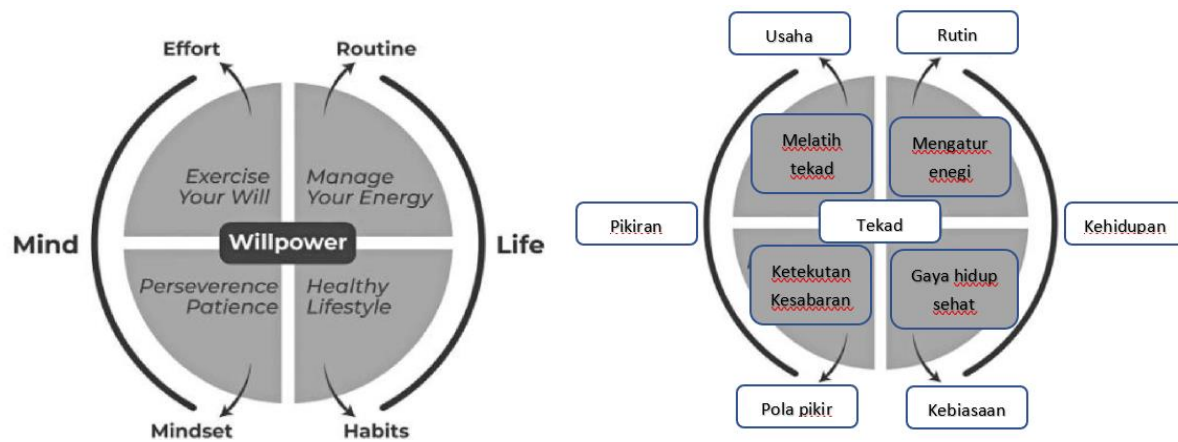
The two views on determination above actually complement each other:

- We need to take care of our determination while cultivating an empowering mindset and strengthening it with daily practice.
- We should adopt the mindset that willpower is limited by our thoughts and view it as a muscle that needs to be exercised.
- We look for an environment conducive to saving time and avoiding decision-making weaknesses, but not avoidance chance to exercise willpower whenever possible.
- After using control ourselves several times, we may feel Tired but do not take it as a sign that we have unreplenished energy sources and cannot continue.
- We take full responsibility for our decisions and believe that we have great potential.

If we want to be more disciplined in life, here are four practical things we can apply:

1. Train determination seriously every day like training a muscle.

2. Manage energy. For example, start the day with a task most draining energy, reducing the number of trivial decisions that need to be made each day, and learning to manage stress.
3. Optimize your lifestyle. Just like physical muscles, willpower muscles can become overloaded if we don't rest and build their strength over time. We need to commit to exercising willpower regularly, but also need to develop a supportive lifestyle that includes good fuel and good rest (eating healthily, exercising regularly, getting enough sleep, practicing meditation daily).
4. Develop patience and endurance for become more disciplined, realizing that the muscle of self-discipline doesn't just appear out of thin air.



Source: Dienstmann, G. (2021)

Learning Activities

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building a class atmosphere	Icebreaker 5'	The instructor poses the logic puzzle 'Which is poor': https://www.youtube.com/watch?v=A68IRbS3Q7Q
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach

			appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Group division	5'	Students are divided into small groups to ensure active involvement of students in the group
2	Presentation of material	Interactive lecture 15'	The instructor explains the following material using PPT: * Misconceptions about self-discipline * The concept of decision fatigue * Things that can be done to reduce decision fatigue The instructor opens a question and answer room
3	Students get group assignments	Group discussion 25'	The aim of the following activity is for students to be able to differentiate between false perceptions (myths) and reality (facts) about self-discipline Groups receive worksheets related to statements that need to be grouped into myth or fact questions and given explanations After completing determining the myth or fact statement, the group is asked to answer the following questions: ● Add other myths and facts about self-discipline that you and your friends understand ● 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 The instructor prepares possible answers in order to provide appropriate feedback
4	Presentation of discussion results	Class discussion 20'	The instructor leads a class discussion based on the results of the group discussion and connects it to the concepts of the material that has been studied The instructor can start a class discussion topic by asking students about their answers and then discussing them one by one while the instructor can explain the material Instructors and other groups provided positive feedback

			The instructor explains the following material in addition to using PPT: * Things that can be done to reduce decision fatigue The instructor draws conclusions from each point or all the points that have been discussed
	Break	15'	
5	Building a class atmosphere	5'	The instructor invites the Maumere gymnastics students for a moment: https://www.youtube.com/watch?v=dcSYMSvZKMo
6	Explanation of material	Interactive lecture 20'	The instructor explains the following material using PPT: • Views on determination • Practical things that we can apply to be more disciplined The instructor opens a question and answer room
7	Analyse and find students' views regarding the 'Determination' diagram	Individual assignments 35'	The purpose of the following activity is for students to recognize their personal views regarding determination and how to manage their energy and healthy lifestyle and perseverance The instructor draws a 'Determination' diagram on a flipchart Place the picture in front of the class, then explain to students about the diagram, Each student is asked to write on a sticky note about things related to themselves regarding each quadrant of determination, 1. What will they do to train determination 2. What will they do to manage energy 3. What will they do for a healthy lifestyle 4. What will they do for perseverance patience The instructor will read and provide feedback on each student's self-reflection results and connect them with contextual material concepts If the number of students is too large and it is not possible to carry out activities with high mobility as above, then the instructor can use the student worksheet (attached) and students will fill in the four questions on their respective worksheets.
Closing			

1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor conveyed the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing Prayer	5'	Led by the Class leader

Group Discussion Sheet Regarding Self-Discipline Myths and Facts

Determine whether the following statements regarding self-discipline are classified as myths or facts and provide an explanation!

No	Statement	Myth/ Fact	Explanation
1	Disciplined people never lose 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 harder someone works, 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

Individual Task Sheet Related to Determination Diagram

Goal: students can identify their personal views regarding willpower and how to manage their energy and healthy lifestyle and perseverance

	Write on a sticky note and stick it on the board the following things related to each quadrant of determination, 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

Answer the following questions regarding each quadrant of determination,

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

43 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

STEPS OF SELF-DISCIPLINE

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Self-Discipline
Sub Topic	: Steps of Self-Discipline
Time	: 3 hours (15 minutes break)
Pre-Condition	: Have received Determination and Self-Discipline material; Myths and Views About Self-Discipline
Basic competencies	: ● Self-management ● Adaptability and flexibility
Learning objectives	: Students able to: ● Have goals/hopes for the future ● Give advice regarding how to achieve your goals to classmates ● Apply self-discipline in daily activities to achieve goals ● Foster an attitude of mutual respect and support
Indicator	: Students able to: ● Draw a life map of their future ambitions for the next 5 years ● Write down at least 5 good suggestions for fellow classmates ● Write down at least 5 daily activities that will be disciplined and how to do them in a weekly journal
Learning methods	: Interactive lectures, individual assignments, <i>gallery walk</i> , reflection, <i>sharing</i>
Instructional Media	: PPT, photocopy of life map sheet, photocopy of reflection sheet to make the future real, photocopy of weekly mission sheet, photocopy of personal reflection & evaluation sheet
Learning Materials	: Material for self-discipline steps, life map worksheet material, material for questions to make the future real, weekly mission material, personal reflection & evaluation material
Learning Materials	: Laptops, projectors, speakers, <i>flipchart</i> , metaplan, markers, stationery, notebooks, student workbooks
Learning Resources	: Youth Life Skills Module
Learning materials	:

To achieve goals, determination harnesses the power of *I Will*, *I Won't*, and *I Want*. Determination is what differentiates us from one another. We all have the capacity for willpower, but some use it more than others. People who can control their attention, emotions and actions have better lives. They are healthier and happier, have more satisfying and long-lasting relationships, earn more money and advance in their careers, are better able to manage stress and deal with conflict and overcome adversity, and live longer. In addition to being a factor that predicts academic success better than IQ scores, self-discipline also determines effective leadership better than charisma. In fact, self-discipline is more important for marital happiness than empathy.

As already mentioned, self-discipline is the result of work *prefrontal cortex*. Previously, the main function of this part was to control movement. As humans develop, this part becomes larger and more connected to other parts and takes on some control function, namely over what we notice, what we think, even what we feel. This passage convinces us to do harder things. This section has the areas mentioned at the beginning: *I Will*, *I Won't*, and *I Want* to.

- My Area Will help us to get started and persist in boring, difficult, and stressful tasks.
- Areas I Won't withhold us from following impulses or desires.
- My Area Want to track our passions and goals. This area determines what we really want.

Self-discipline can be described as a battle between two minds in one brain. The first thought acts on impulse and seeks immediate pleasure. The second thought is delaying gratification to maintain our Long-term goals.

To develop willpower or left control, we need to first develop self-awareness. Self-awareness is the ability to be aware of what we are doing while we are doing it and understand why we are doing it. We can even predict what we are likely to do in advance, so that we have the opportunity to reconsider. People who are self-conscious or distracted give in to temptation more easily. When our minds are occupied with other things, we are more easily controlled by impulses. The first awareness related to determination or self-control is awareness of when we need it. Otherwise, we will always choose the easiest one. For example, a smoker needs to first recognize the first signs of desire to smoke (*craving*) and what he will do with that desire. He also needs to realize that if he gives up this time, he will give up more easily next time. He could also see that he could have diseases caused by smoking. So, he chose not to smoke.

The next self-awareness is awareness of when we make decisions related to determination or self-control. For example, if we want to go to the gym after work, we need to make sure we pack our bags, finish our work before eating, etc. Track our choices, then review and analyze whether they support or complicate the goal. Doing this also helps reduce the number of choices we will make when distracted.

There are three pillars of mindful self-discipline which can be abbreviated as 3A, ie *aspiration*, *awareness*, and *action*.

- Aspiration is the fuel for self-discipline, the source of motivation and commitment. Aspirations are different from goals. Aspirations are the reasons behind someone's reasons. Goals are a vehicle for achieving our aspirations, so they must be in line with them. Goals must be based on desire and not necessity. If not, we need to change our attitude toward the goal,

find new strategies to achieve it, or choose a new goal. Take time to clarify and enlarge our goals.

- Awareness is the quality of paying attention to what is happening within oneself, through looking within oneself, reflection, and contemplation. Self-discipline is a combination of reminder and action or attention and intention. To practice self-discipline, every day we need to remember our aspirations (attention) and then decide to do something (intention). Awareness brings self-acceptance, freedom from thoughts and urges, the power to choose actions, harmony with the values we believe in, and organic growth.
- Actions must be purposeful, consistent and effective. For this reason, we need to design an action plan. Break aspirations and goals into milestones (*milestone*) and habits, then do it consistently, focused and flexible.

Example:

Aspiration: "Write a book by the end of next year."

Milestones:

- Conduct research and create a writing plan
- Write the first draft
- Publish it
- Promote it

Having a plan of action helps us avoid taking the journey for granted and taking ourselves for granted. To create a milestone, choose one aspiration and one goal to focus on. Break goals down into milestones, and add deadlines to those milestones. Choose when we will do it. Repeat for all aspirations and goals.

We can increase self-discipline by committing to our future selves. We often think of our future selves as other people. We idolize him, imagining that he will do what we ourselves cannot do now. We treat it wrongly, burdening it with the consequences of present decisions. We misunderstand, forget that he has the same feelings and thoughts as we do now. We treat our future selves differently than we do in the present because we cannot access their thoughts and feelings. We even use different parts of the brain to imagine ourselves now and in the future. We can make wiser decisions by "sending ourselves into the future."

The following are some ways to make the future feel real and get to know our future selves:

1. Creating future memories.

Imagining yourself in the future can delay instant gratification. For example, when we are considering whether to do a task now or postpone it, imagine ourselves shopping next week or at a meeting. When we imagine the future, the brain begins to think more concretely and immediately about the consequences of current choices. The more clear and real the future is, the more likely we are to make decisions we will not regret.

2. Send a message to your future self

Think about what our future self would do and how he or she would feel about the choices we make now. Describe to our future selves what we will do now to achieve Long-term goals. What do we expect from our future selves? What will we look like in the future? We can also imagine our future selves by looking at our present selves. What will they thank us for now?

3. Imagine ourselves in the future.

This can increase determination in the moment. Imagine ourselves in the future committed to change and accepting its benefits. Imagine in detail what we would look like, how we would feel, what pride, gratitude, or regrets we might have looking back on the past.

The discussion above is a discussion of self-discipline that applies to everyone. In adolescence, there are four self-discipline skills that need to be practiced in the transition to effective adult life.

The first skill is concentration (versus distraction). Concentration requires paying attention and resisting distraction or escape. Youths concentration can be seen in terms of doing homework. Youths may need different amounts of time to complete the same amount of homework. A youth who can provide sustained attention and is not distracted by distractions or lured by the temptation of entertainment, can complete tasks quickly and efficiently. Other youths who are easily distracted and prone to flight complete work in longer periods of time due to frequent stops for diversion and relief. Youths It is easier to concentrate on what they like than what they don't like. This is why there are youths who can comfortably spend hours engrossed in playing computer games or exchanging social messages for fun, but cannot persist long enough to work on tasks that they find unpleasant. To improve concentration, youths need to practice working on tasks for longer periods of time so that attention span increases.

The second skill is completion (versus stopping midway). Completion requires follow through from start to finish, pursuing goals even when they become more difficult to achieve. Completion requires perseverance in the face of exhaustion and frustration, which depends on the strength of the youth's goals and dedication. Some youths with a low tolerance for frustration give up easily when things get difficult. They may start out with good intentions, but run out of resolve halfway through and give up. Meanwhile, other youths faced with obstacles may actually work harder than before to fulfill their original plans. To improve completion, youths need to practice breaking down work into manageable stages and recognizing demonstrated progress.

The third skill is consistency (versus inconsistency). Consistency requires sustained effort for perceived effects to be maintained (e.g., academic or athletic performance). This is done through repetition and routine. Repetition can maintain important levels of behavior (e.g., turning in schoolwork on time or studying regularly for tests). Routines can become habit-forming (e.g., productive work habits). A youth who likes to feel physically fit will exercise regularly and maintain his lifestyle. Meanwhile, another youth who "wants to get fit" may not be able to get himself to stick to a workout schedule. Consistency of effort requires tolerance for boredom, because repetition is boring. To increase consistency, youths can schedule the next repetition action into a daily plan to remind themselves when to do it again.

The fourth and final skill is commitment (versus failure to fulfill commitments). Commitment is doing what is promised to yourself or others. Commitment is like a contract, where a person agrees to keep his word. A youth who keeps commitments can be relied on to mean what he says. Meanwhile, a youth who breaks agreements or promises to himself and others not only fails to get things done, but also becomes untrustworthy. Commitments are much easier to make than to keep, especially when procrastination leads to avoidance and lateness. To increase commitment, youths can notice how happy they are to keep their promises and decide to continue treating themselves well.

Learning : Activities

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building a class atmosphere	Icebreaker 5'	Game 'This is a bottle and this is lontong' https://www.youtube.com/watch?v=d1VtlCthUa0
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglectation.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Presentation of material	Interactive lecture 10'	The instructor explains the following material with the help of PPT: * Description of determination * I will, I won't, and I want to * Develop determination or self-control * 3 pillars of mindful self-discipline The instructor opens a question and answer room
2	Students compose a 'Life Map Path'	Individual assignments 25'	The aim of this activity is so that students can visualize their future in the next 5 years and get meaningful input from their friends.

			The instructor asks students to fill in the student's targets for the next 5 years: 1. Imagine yourself in 5 years. Write down targets each the year: Age 18: Graduate (example) Age 19:..... 2. The targets you write down must be measurable and achievable according to your background. If you are not talented in science, there is no need to write down the target of becoming a scientist, for example. 3. Create specific and clear targets, for example: working as a graphic designer, etc 4. Each student writes and draws a 'Map of My Life' on a flipchart (make it as interesting as possible). Make each age a milestone on the life journey that students will draw. The instructor can give examples, for example by drawing rivers, roads, or monuments, etc
3	Students show off their respective life maps	Gallery walk 30'	Each student sticks a 'Map of My Life' on the wall The instructor asks each student to visit a friend's 'My Life Map' and do the following: • At each visit, each student brings a sticky note and writes down a list of steps their friend needs to take to achieve these things each year. • Ask each student to write meaningful input, not to play with/make fun of their friend's ideals • For example, a student writes 'study hard' in the first year for his friend's graduation target, in the second year he writes 'take an English course' for his second year target, namely working, for example • Each student will continue to circle until they return to their own wall Instructors need to organize student mobility to avoid crowding at one point or chaos when moving to another exhibition If there is still time, the instructor can take one example to discuss together
	Break	15'	

4	Building a class atmosphere	Icebreaker 10'	The instructor poses the logic puzzle 'Which is poor' (continued): https://www.youtube.com/watch?v=A68IRbS3Q7Q
5	Presentation of material	Interactive lecture 15'	The instructor explains the following material with the help of PPT: * Several ways to make the future feel real and get to know ourselves in the future * 4 self-discipline skills to practice in choosing to lead an effective adult life The instructor starts the session for questions and answers
6	Students make the future feel real by writing it down	Reflection 20'	The aim of the following activity is for students to make the future feel real by writing it down The instructor asks students to fill in several questions to make their future feel real by writing them on the student worksheet 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 do you want to convey to yourself now so that you remain consistent in achieving your dreams in the future? 7. What message would you like to convey to yourself in the future if you have succeeded in achieving your goals?
7	Presentation of reflection results	Sharing 10'	Several student representatives were asked to share the results of their reflections Instructors and other students can provide positive feedback
Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that

			has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor conveyed the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Weekly Missions	5'	Explanation of weekly mission titles and descriptions
4	Closing prayer	5'	Led by the class leader

Assessment : Write a Weekly Mission Journal

Mission Title: I Want to Change

Mission Description:

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

Attachment of Individual Assignments Related to Student Life Map Paths

Number:.....

Imagine yourself in 5 years. Write down targets every year

Age (Years)	Target

Reflection Sheet Related to Making the Future Real

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?

44 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

DISCIPLINE ISSUES IN YOUTH

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Self-Discipline Issues
Sub Topic	: Discipline Issues in Youths
Time	: 3 hours (15 minutes break)
Basic competencies	: • Self-management • Adaptability and flexibility
Learning objectives	: Students able to: • Identify matters related to discipline issues in youths • Reflects the greatest independence challenges for individuals • Build a reflective and honest attitude
Indicator	: Students able to: • Write at least 1 thing related to disciplinary issues in youths (related to reasons for violations, advice to youths and adults around them) on 8 anchor posters that strengthen youths • Write down at least 3 biggest independence challenges for yourself (freedom, responsibility and biggest distractions)
Learning methods	: Interactive lectures, individual assignments, class discussions, reflections, <i>sharing</i>
Instructional Media	: PPT, posters regarding discipline issues in youths, photocopies of personal assignment sheets related to self-discipline, photocopies of reflection sheets related to sources of stress, photocopies of personal reflection & evaluation sheets
Learning Materials	: Material on discipline issues in youths, poster material on discipline areas, material on questions related to self-discipline, material on questions related to sources of stress, material on reflection & personal evaluation
Learning Materials	: Laptops, projectors, <i>flipchart</i> , metaplan, <i>sticky note</i> , HVS paper, balloons, speakers, stationery, markers, notebooks, student workbooks
Learning Resources	: Youth Life Skills Module
Learning materials	:

In another section, we have mentioned the eight anchors that stabilize youths and discussed some of them. The following are the eight anchors:

1. Clean your own room
2. Perform household tasks
3. Completing homework (PR)
4. Save money
5. Develop skills
6. Volunteer for community service
7. Attend family events and gatherings
8. Relationships with adults are important

Things that teens don't do, especially the first four, can develop into issues related to teen discipline.

Self-experiment stage (*trial independence*) can be the most difficult stage for youths. Some teens live far from home, which provides too much freedom and stress for them to manage competently. At this stage, youths are not ready to take on additional personal responsibilities and cannot overcome all the life challenges they face. They often do not have sufficient self-discipline to face the following three challenges to independence:

- The freedom to choose is enormous, because what they do with the freedom they have is completely up to them.
- A huge responsibility, because how well they manage various things in life depends on us.
- A very big disturbance, because many of their peers around them were spending their time having fun. They need the self-discipline to wake up early and attend class, do assignments and turn them in on time, study for tests, and do all this when no one is forcing them but themselves.

Psychologically independent people demonstrate self-discipline, where they demonstrate good resolution skills, commitment, and consistency. Most youths at this stage lack self-discipline and abuse the greater freedom they have. They show three signs of psychological dependency related to an inability to achieve completion, commitment, and consistency:

- Completion. Youths often start many things, but cannot finish them.
- Commitment. Youths often make all kinds of resolutions and promises to themselves and others, but are unable to keep them.
- Consistency. Youths can work quickly, but cannot sustain their efforts in the long term.

As a result, they have to experience many failures and their consequences, such as bad or failing grades, broken promises, unfulfilled commitments, failed relationships, failed jobs, violations of the law, etc.

Youths in the final stages also have to face various sources of stress, including:

- Lack of sleep due to constantly staying up late

- Stress due to delaying work
- Debt due to overproduction
- Loneliness due to living far from home
- Feeling insecure in new situations
- Having poor nutrition and health maintenance
- Not having a clear future life direction to follow

They tend to use more substances for recreation and escape, fail to fulfill all obligations, and have low self-esteem due to feelings of incompetence at this older age. Hopelessness, anxiety, and exhaustion are common problems at this stage. Youths today face the toughest challenge of all: how to finally learn to act independently as adults.

In higher education, many lecturers are frustrated with the brushes and behavior of youths at this stage. This is because youths experience difficulty in taking on four types of academic responsibilities that support true independence.

Question	Answer
Why don't students talk to lecturers?	It is difficult to take responsibility for speaking to a professor when they do not yet have enough adult independence to assert value and equal standing in the conversation. So, youths avoid talking to their lecturers.
Why don't students submit assignments on time?	It is difficult to take responsibility for completing work independently and on time when busy with things outside of academics. So, they delay doing assignments and turn them in late.
Why don't students come to class regularly?	It's hard to take responsibility for coming to class regularly when there's no one to wake them up or make them leave. So, they let themselves sleep and skip class.
Why don't students finish their studies?	It is difficult to take responsibility for fulfilling independent commitments in life, such as graduating from college, when the dependent part of oneself rebels against one's own authority and says, "Don't work that hard, it's easier to quit." So, they leave rather than stay.

College is often the site of the final battle for a youth's independence. Late stage youths struggle within themselves for and against what they have chosen but do not want to do. They seem to be fighting against their lecturers, but are actually fighting against their own authority. The following are some ways parents can help youths at this stage:

- Don't accept excuses, make exceptions, and try to save them.
- Listen with respect and empathy.
- Don't criticize them for not living up to what their parents or college expect.
- Encourage them to learn to be more responsible by facing the consequences of their choices.

- Support their courage to continue to grow forward in life.
- Saying, “If you want to use college to continue developing yourself, show up, speak up, do your work on time, and don't give up.

**Learning :
Activities**

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building a class atmosphere	<i>Icebreaker</i> 5'	The instructor poses the riddle 'Which is the robot': https://www.youtube.com/watch?v=SsoY6cRXGgg
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglecton.
4	Delivery of purpose learning	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Identify disciplinary issues that are often violated	Individual assignments 30'	The aim of the following activity is for students to be able to identify the reasons why they are not disciplined in certain areas and be able to provide suggestions for improvement The instructor provides 8 posters (eight anchors that solidify youth) which is attached to the wall with a distance between: 1. Clean your own room 2. Perform household tasks 3. Completing homework (PR) 4. Save money 5. Develop skills 6. Volunteer for community service

			7. Attend family events and gatherings 8. Relationships with adults are important The instructor explains the eight anchors Each student was asked to choose which anchor was challenging for them personally to discipline themselves At the anchor of the choice, they were asked to write the following on <i>sticky note</i> and stick it on the poster: 1. Reasons why I often break (can be more than one) 2. Give advice on what youths 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 youths in doing this (maybe more than one) The instructor regulates student mobility so that there is no chaos during the activity If the number of students is too large and mobility as above is not possible, then worksheets are available that students can fill in
2	Presentation of material and student answers	Class discussion 35'	The instructor concludes by discussing them one by one 1. Reasons why youths often don't clean their own rooms, etc 2. Suggestions for youths to be able to clean their own rooms in a disciplined manner 3. Suggestions for what adults around can do to support youths in cleaning their own rooms in a disciplined manner The instructor can open a discussion room The instructor also explains the following material with the help of PPT during the class discussion: • 3 challenges to independence • 3 signs of psychological dependence related to the inability to achieve completion, commitment, and consistency
	Break	15'	
3	Building a class atmosphere	5'	Instructor leads the 'Penguin' dance https://www.youtube.com/shorts/8mT8GsB3uaw
4	Presentation of material	Interactive lecture	The instructor explains the following material using PPT:

		15'	• Various sources of stress faced by youths in the final stages • Several ways parents can help youths in the final stages The instructor also provides time for questions and answers to ensure student understanding
5	Carrying out individual assignments	Reflection 20'	The aim of the following activity is for students to recognize the sources of stress, the impact of stress, and find solutions for themselves The instructor invites students to do the 'Stress Balloons' activity The instructor distributes one balloon to each student and the students are asked to do the following activities: 1. Blow up the balloons you get 2. Using a marker, answer the following questions and write them on the balloons you have: • The source of the stress you experience is related to self-discipline • The impact of the stress you experience is related to self-discipline • How you can overcome this stress is related to self-discipline 3. After you have finished writing, place the balloon in the middle of the class/room If the number of students does not allow for the above activities, the instructor can use the attached student worksheet which can be filled in
6	Share the results of personal reflection	Sharing 20'	Some student representatives who feel comfortable can share the results of personal reflections Instructors and other students can provide positive feedback
Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor conveyed the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing prayer	5'	Led by the class leader

Attachment

Individual Task Sheet Regarding Disciplinary Violations

The areas that are difficult and challenging to adhere 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 youths 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 youths in doing this (maybe more than one)

Individual Reflection Worksheet on Stress Related to Self-Discipline

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

PRIVATE ROOM



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CARRYING OUT HOUSEHOLD TASKS



COMPLETING HOMEWORK (PR)



SAVE MONEY



DEVELOPING SKILLS



VOLUNTEER IN COMMUNITY SERVICE



PARTICIPATE IN EVENTS AND FAMILY MEETINGS



RELATIONSHIPS WITH ADULTS ARE IMPORTANT



45 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

STRATEGIES RELATED TO SELF-DISCIPLINE ISSUES

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Self-Discipline Issues
Sub Topic	: Strategies Related to Self-Discipline
Time	: 3 hours (15 minutes break)
Pre-Condition	: After obtaining the Determination and Self-Discipline material; Myths and Views about Self-Discipline; Steps to Self-Discipline; and Self-Discipline Issues in Youths
Basic competencies	: ● Self-management ● Adaptability and flexibility
Learning objectives	: Students able to: ● Practise strategies related to self-discipline ● Build determination and avoid contagion ● Develop a persistent attitude
Indicator	: Students able to: ● Write down at least 1 determination to experience change in the future and 2 ways you will implement this determination in a weekly journal
Learning methods	: Interactive lectures, practice, <i>sharing</i>
Instructional Media	: PPT, photocopy of practice material sheet, photocopy of weekly mission sheet, photocopy of personal reflection & evaluation sheet
Learning Materials	: Material on strategies related to self-discipline, material on practice questions on strategies to train determination, material on personal reflection & evaluation
Learning Materials	: Laptop, LCD, <u>speaker</u> , stationery, notebooks, student workbooks
Learning Resources	: Youth Skills and Life Skills Module
Learning materials	:

STRATEGIES TO TRAIN DETERMINATION

Regulates Breathing

One easy way to increase willpower is to lower our breathing to 4-6 breaths per minute or 10-15 seconds per breath. This will activate *prefrontal cortex* and increases baseline heart rate variability, which helps move the brain and body from a state of stress to a state of self-control. A few minutes of doing this will help us feel calm, in control, and able to handle the addiction or challenge. Studies show that doing this regularly will build our willpower reserves and make us more resilient to stress.

Doing Meditation

We can train willpower with meditation. When we ask the brain to meditate, it gets better at various self-control skills (attention, focus, self-awareness, impulse control, stress management). People who meditate regularly have more brain cells (*gray matter*) Of *prefrontal cortex* itself, as well as areas of the brain that support self-awareness. This begins to happen even with just a few hours of meditation practice. This is because meditation increases blood flow to the brain.

Doing the I Will, I Won't, and I Want Challenges

We can also train our determination by carrying out small challenges in everyday life, including:

- Refrain from swearing, crossing your legs while sitting, or using your dominant hand to do everyday tasks such as eating or opening doors.
- Do something every day to build a habit, such as calling your parents, five minutes of meditation, throwing away unused items in the house.
- Strengthen self-monitoring (*self-monitoring*). Monitoring things we don't usually pay attention to, like spending, what we eat, what we watch.
- How will we benefit from this challenge? Who else but us will benefit?
- Imagine that these challenges get easier and we can do the hard things. Can you imagine your life and feelings when you make progress? Is there any discomfort we can accept if we know it's only temporary?

Hiding Temptation

Most people want to resist temptation and make choices that lead to long-term happiness. However, we find it difficult to resist immediate, short-term rewards when they are right in front of us and make our desires difficult to overcome. This is also called limited willpower or we have self-control until we need it. One of the reasons we are susceptible to instant gratification is systems *reward* our brains have not evolved to respond to future rewards. *Prefrontal cortex* will be overwhelmed by the rewards that are now available and visible. The brain's self-control system can take over again if there is distance between the two. For example, put a candy jar in a drawer.

Waiting Ten Minutes

When we apply this, the brain will see it as a future reward. Promise-for-the-future system (*promise-for-future*) does not activate the biological urge that favours instant gratification. This can also be done in reverse, for example for procrastination. If we are tempted to act against the long-term good, interpret the choice as giving up the best long-term reward for instant gratification. Imagine that these long-term rewards are already ours and that we are enjoying the results of this self-control. Ask ourselves if we are willing to give it up for temporary pleasure.

Avoiding Contagion

Our relationship with the person concerned has an influence on it. Self-control is influenced by social proof (*social proof*), which makes determination and temptation contagious. When we observe others ignoring the rules and following their impulses, we are more likely to follow our own impulses. This means that whenever we see someone behaving negatively, our self-control deteriorates. Our relationship with the person concerned has an influence on it.

- Are other people in our social circle also doing willpower challenges? Who do we imitate (*mirroring*)? See if we imitate other people's behaviour.
- Who might it infect? Are there any behaviours that are influenced by people closest to us or are people closest to us influenced?
- Do we use social proof to convince ourselves that willpower challenges are 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.
- When extra determination is needed, think of someone who is a role model and think about what they would do?
- Announce a willpower challenge, and imagine how proud we would feel if we succeeded.
- Make it a group project. Is there anyone else who can participate?

Responding to Failure of Willpower

We will experience failure in terms of determination and self-discipline. Therefore, we need to understand three ways the social brain responds to failures of willpower:

1. Unintentional imitation (*unintentional mimicry*). Our tendency to imitate other people's behaviour means we can follow the behaviour of others we see fail and lose our resolve.
2. Emotional contagion. In addition to other people's suffering, our nerve cells also respond to other people's emotions. This means we can catch bad feelings and return to our usual negative strategies.
3. Our brains can pick up on temptation when we see other people give in. We may also want to take part in a willpower challenge when we see others doing it. Imagining other people's desires can trigger our desires and appetites.

Learning :
Activities

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building a class atmosphere	Icebreaker 5'	The instructor poses the riddle 'Which is the robot' (continued): https://www.youtube.com/watch?v=SsoY6cRXGgg
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglecton.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Presentation of material and putting theory into practice	Lectures and practice 65'	The aim of the following activity is for students to be able to practice strategies for training determination The instructor prepares a comfortable and suitable space for practicing, for example sitting on the floor (please prepare a sitting mat and provide distance) The instructor explains material regarding strategies for training determination, after explaining 1 point, immediately practice it, and so on 1. Explanation regarding: regulating breathing 2. Breathing practice (repeated until everyone feels relaxed): https://www.youtube.com/watch?v=q5-3OVhKqTY 3. Explanation regarding: doing meditation 4. Practice meditation (while playing calm music): https://www.youtube.com/watch?v=wliUxN5sE7Y starting from number 5 onwards, the instructor will guide students to answer number by number;

			5. Explanation regarding: doing the I will-I won't-and I want to challenge 6. Practice: each student writes on the activity sheet about 'challenges I will - I will not - and I would like' (attached to the student workbook) 7. Explanation of: hiding temptation 8. Practice 'hiding temptation' (attached to student workbook) 9. Explanation regarding: wait 10 minutes 10. Practice 'waiting 10 minutes (attached to student workbook)
	Break	15'	
2	Building a class atmosphere	5'	The facilitator leads the dance movement 'A RAM SAM SAM' https://www.youtube.com/watch?v=5gckoJP9HZ4
3	Presentation of material and putting theory into practice	Lectures and practice 30'	Continued strategy practice activities to train determination The instructor explains material regarding strategies for training determination, after explaining 1 point, immediately put it into practice, as follows: 1. Explanation regarding: avoiding infection 2. Practice 'avoiding infection' (attached in student workbook) 3. Explanation of: responding to failure of willpower 4. Practice 'responding to failure of willpower (attached in student workbook)
4	Share experiences based on practical results	Sharing 15'	The instructor gives participants the opportunity to share: • Their experiences are related to the practices that have been carried out • How they feel now • Can determination be trained by carrying out these strategies? • Which practices have the most influence on them • I think these strategies are suitable for any needs Instructors and other students can provide positive feedback
Closing			

1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor conveyed the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Weekly Missions	5'	Explanation of weekly mission titles and descriptions
4	Closing prayer	5'	Led by the class leader

Assessment : Write a Weekly Mission Journal

Mission Title: Building Determination and Avoiding Contagion

Mission Description:

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 behaviours 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.

Attachment

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?
-

Hiding Temptation

What temptations do I want to hide in order to achieve personal goals:

How do I hide the temptation:

Waiting for Ten 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 if 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):

Avoiding Contagion

- Are other people in your social circle also doing willpower challenges?
- Is any of your behaviour 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.
-

Responding to Failure of Willpower

1. Have you ever accidentally imitated someone's behaviour 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!

MODULE
VALUING DIVERSITY

46 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

DIVERSITY VERSUS UNIFORMITY

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Diversity
Sub Topic	: • Diversity vs Uniformity • Relevance and Contextualization
Time	: 3 hours (15 minutes break)
Basic competencies	: • Cultural awareness and global citizenship • Ethical responsibility
Learning objectives	: Students able to: • Reconstruct knowledge related to multiculturalism • Represent knowledge related to multiculturalism in the form of educational videos • Build an attitude of openness
Indicator	: Students able to: • Write at least 1 opinion regarding diversity, its types, positive and negative impacts of diversity, and preserving diversity • Make 1 educational video about multiculturalism, its importance and how to preserve it
Learning methods	: Interactive lectures, watching videos, group discussions, presentations, group assignments, <i>sharing</i>
Instructional Media	: PPT, educational videos related to multiculturalism, photocopies of group discussion sheets related to diversity, photocopies of assignment sheets for making informative media, photocopies of personal reflection & evaluation sheets
Learning Materials	: Diversity vs uniformity material and relevance and contextualization material, multiculturalism video material, group discussion material related to multiculturalism, group assignment material to create informative media, personal reflection & evaluation material
Learning Materials	: Laptop, LCD, <i>speaker</i> , <i>flipchart</i> , metaplan, stationery, notebooks, markers, student workbooks
Learning Resources	: Youth Skills and Life Skills Module
Learning materials	:

DIVERSITY VS UNIFORMITY

A. Multiculturalism Concept

1) What is multiculturalism (Diversity)?

Multicultural consists of two words, multi, meaning many, culture, meaning culture. According to the KBBI, multicultural means cultural diversity. Musa Asy'ari in Muh. Amin (2018), states that multicultural education is the process of cultivating a way of life that respects, writes and is tolerant of the cultural diversity that lives in a plural society. According to Azyumari Azra 2025: 100), multiculturalism is a term to explain a person's views on the diversity of life or policies regarding realistic acceptance of the diversity that exists in people's lives related to the values, systems, culture, habits and politics they adhere to.

In Indonesia, the concept of multiculturalism actually existed hundreds of years ago, to be precise around the 14th century AD, during the golden age of the Majapahit Kingdom led by Rajasanagara, known as Hayam Wuruk and Mahapatih Gajah Mada. This concept is known as the motto "**Bhineka Tunggal Ika**" means "different but still one, namely Indonesia". The term "Bhineka Single Ika" is taken from the Kakawin Sutasoma Book which was composed by Empu Tantular.

Next by youth figures represented by Jong Java, Jong Soematera (Pemoeda Soematera), Pemoeda Indonesia, Sekar Roekoen, Jong Muslims Bond, Jong Bataks Bond, Jong Celebes, Pemoeda Kaoem Betawi, Perhimpoean Peladjar-Peladjar Indonesia, held a congress aimed at strengthening the sense of unity and nationality of Indonesia, through the pledge **Youth Pledge** which was declared on October 28, 1928 which contained: *First*, "We, the Sons and Daughters of Indonesia, claim to share one blood, the Indonesian homeland"; *Second*, "We are the Sons and Daughters of Indonesia, claiming to be one nation, the Indonesian nation"; *Third*, "We are the Sons and Daughters of Indonesia, upholding the language of unity, Indonesian."

Then on August 17 1945, Ir. Sukarno and Drs. Muhammad Hatta proclaimed **Indonesian Independence** with Pancasila as the basis of the state, and "Unity in Diversity" remains framed at the feet of the Garuda Bird. This means that the concepts are different but remain one, which is an important slogan to maintain in Indonesia.

However, in the practice of unity and unity, there are still various challenges, such as: (1) In 1999 to 2002, inter-religious conflict occurred in Maluku and most of it was centered in Ambon, killing almost 5,000 people (<https://www.kompasiana.com/umi03508/61b9641c06310e49655b7192/mengingat-kembali-sejarah-singkat-konflik-ambon-latar-belakang-akar-permasalahan-dan-penyelesaian>); (2) Incident in 2017, Muslim residents in Parung Panjang, Kab. Bogor, West Java rejected the Three Churches and threatened to seal the Catholic Church, the Indonesian Methodist Church, and the Protestant Batak Christian Huria Church (<https://www.bbc.com/indonesia/indonesia-39989672>) (3) Racial conflict occurred in Yogyakarta against students from Papua who to this day still often receive rejection and

discrimination because of the stereotype that they are troublemakers, like to get drunk, and the like (<https://tirto.id/gDsc>).

Based on the examples above, multicultural education is important for the Indonesian people, who have a population of around 279.58 million people (BPS: 2024), consisting of 1340 tribes who inhabit 17,604 islands from Sabang to Merauke, from Miangas Island to Rote Island, through their different religious, cultural and customary practices but still have the spirit of Indonesian unity. According to UI sociologist Parsudi Suparlan (2002: 17).

Multiculturalism education can be used as a bond and bridge that accommodates differences, including ethnic and ethnic differences in a multicultural society. Multicultural as an approach to build and strengthen the spirit of national unity, unity and integrity in diversity. This needs to be conveyed flexibly, progressively, transformatively and holistically to foster awareness of nationalism, solidarity, tolerance and tolerance as well as cooperation in diversity.

It can be concluded that multiculturalism is an effort to raise awareness among society in responding to diversity, including ethnicity, religion, race/ethnicity, and group differences, in increasing national unity and unity, in order to avoid conflict and division.

B. What is Uniformity

We often hear the term "uniform" for elementary school, middle school or high school students, even employee uniforms. According to the Big Indonesian Dictionary, the word "uniform" means the same variety (pattern, shape, arrangement). The term uniform is often used to name something that is the same or similar in shape, size or color.

The diversity of the Indonesian nation does not have to be uniform, bearing in mind that every community's life is influenced by the local wisdom that is upheld by its people. The differences make the styles and colors of each region have different colors and styles, because each has a long history. The style of each local wisdom is their own characteristic and should be maintained by the community.

Therefore each people/society do not need to force their will on other people/society to be the same as themselves, because different is beautiful, different is unique, different is God's gift

C. Diversity around me

Diversity in Indonesia reflects beauty and uniqueness, and makes us proud as Indonesians. Diversity should be able to encourage people to tolerate each other and collaborate without disturbing each other's identity, this will encourage a person/society to behave and behave fairly, which is the principle of cooperation in achieving goals.

Let's look at the diversity around us.

- a) **Culture** According to Linton, it is a whole attitude and pattern of behaviour, knowledge that describes habits inherited and owned by members of society or a certain group of members. Culture is local wisdom as a result of creativity, initiative and work of the people who inhabit a particular place/region. Cultural examples include: (1) Borobudur Temple in Magelang Regency which was built in the 8th century AD by King Samaratunga from the Syailendra Dynasty. (2) Angklung music from West Java (3) Batik, a famous cloth motif with various patterns and colors (4) Keris as a traditional Javanese weapon which has philosophical value (5) Shadow puppets, an art that is used for traditional performances with the image of (6) Noken, a typical Papuan woven bag made from natural fibers. These various cultures constitute cultural heritage (*heritage*) which received world recognition through UNESCO.
- b) **Ethnic group.** The Central Statistics Agency said Indonesia has 1,340 tribes spread throughout the country. For example: Javanese, Sundanese, Batak, Padang, Bugis, Baduy, Asmat, etc. Each tribe has written and unwritten rules of life which are followed by its citizens. This diversity gives rise to various thoughts and is manifested in creations, initiatives and works according to their respective local wisdom.
- c) **Religion** The diversity of religions in Indonesia includes: Islam, Christianity, Catholicism, Hinduism, Buddhism, Confucianism and other beliefs. Everyone has the right to adhere to and practice religion according to their respective beliefs. Religious Differences you shouldn't make someone feel like they are a minority, because anyone who lives in Indonesia has the right to self-respect, including freedom to practice their religion.
- d) **Race or Ethnicity** according to the KBBI, it is the classification of a group of people based on physical characteristics. Some examples of races in the world (1) Caucasoid: white race, sharp nose, blonde to brownish hair colour (2) Mongoloid: eyelids have no folds, yellowish skin colour, straight brown to black hair (3) Negroid: black skin, drooping forehead, thick lips, wide nose, dark and curly hair (4) and so on.
- e) **Between Groups** are all entities that are not represented by the terms ethnicity, religion and race. Example of conflict between groups: the conflict that occurred in South Maluku which wanted to secede from the Republic of Indonesia. This conflict occurred between groups who were pro and supported the government and groups who supported Maluku's independence.

D. Positive and Negative Impacts of Multiculturalism (Diversity)

Multiculturalism can influence/impact a person/society's life, both positively and negatively.

a) **Positive impact**

Multiculturalism will have a positive impact on people's lives, if they have an attitude of tolerance. An attitude of tolerance will emerge and persist in a person and society if:

☒ **Diversity as National Wealth**

Gathering ethnicity, religion, race/ethnicity, culture and customs in Indonesia must be appreciated and enjoyed by fellow citizens. For the younger generation, gratitude should be implemented in ways such as: studying diligently, practicing religion diligently, making friends with anyone who can provide positive values.

☒ **Diversity as Identity**

Identity comes from the word "identity" which means characteristics, characteristics that are inherent in the uniqueness of each culture, for example: in Yogyakarta with its Palace, in Bali with its Subak, in Papua with its Koteka. Diversity is a characteristic and wealth that must be maintained. This identity should be a source of pride for the nation Indonesia specifically the younger generation. Such as Angklung Music, Batik, Borobudur Temple as the identity of the Indonesian nation which received awards from UNESCO.

☒ **Difference as Uniqueness**

Differences should be seen as something positive, because since the beginning the Indonesian people were born in different positions and situations in terms of ethnicity, religion, race and class in their respective places, so that their respective local wisdom has been passed down from generation to generation. Therefore, differences are something unique/distinctive to the Indonesian nation, and only Indonesia has cultural diversity.

☒ **Difference as Beauty**

Different is beautiful, by analogy a flower garden with colourful colours is certainly more beautiful when compared to a flower garden of the same colour. Diversity becomes something beautiful if it is approached with appreciation. One's own culture is beautiful and other people's culture is also beautiful. Equality will create and improve good relations and can strengthen ties of brotherhood between ethnicities, religions, races and between groups, and will also strengthen the unity and integrity of the nation that we already share.

b) Negative impact

Diversity often triggers the emergence of attitudes and behaviour, including:

☒ **Marginalization**

Marginalization is an effort to marginalize a group. In the Big Indonesian Dictionary the definition of marginalization is role limitation. For example: considering women as a group that cannot play an active role in their environment, both in society and in government. According to Elly M. Setiadi and Usman Kolip (2010), the term gender was originally a social science analysis tool to understand various problems of discrimination against women in general.

The difference between gender and sex is that sex refers more to the physiological conditions given by God since humans were born as male or female. Meanwhile, the term gender is used to differentiate men and women based on social culture related to the roles, behaviour, duties, rights and functions assigned to women and men. Examples of the term gender marginalization also often occur in schools, for example women often have the role of secretary or treasurer, while male students are more likely to be positioned as chairman. Gender inequality is discrimination, and should not occur in the current era, because every human being has the same rights under the law.

☒ **Viewing "his tribe" as superior (Ethnocentrism)**

Ethnosentryism is a view that considers one's own group to be superior to others. This attitude is usually directed towards certain ethnic groups, races and groups. Taylor et al, (2012:213) in the Gramedia Blog, say that ethnocentrism is the belief that the group one follows is superior to other groups.

Very condescending attitude towards other groups opposite with the diversity of Indonesian culture. Ethnocentrism not the Pancasila attitude of the Indonesian people. There are many things you can do to reduce attitudes ethnocentrism in youths, namely by instilling a sense of love for the homeland. Love for Indonesia's homeland means loving fellow nation's children, including their various cultures, without distinction between ethnicity, customs, religion, race or class.

☒ **Labelling (Stereotype)**

Labelling or *stereotype* is an unbalanced assessment of a group of people. Dyah Gandasari et al., in Kompas.com, that stereotypes are a form of prejudice between ethnicities or races. It was also conveyed by Narwoko and Suyanto, in PPKN, that stereotypes are labels on certain parties or groups that result in losses and cause injustice.

Labelling is usually negative in nature, thus triggering arguments/conflicts in society. Examples of labelling youths include: today's children lazy And want to always instant, likes to fight, and always causes trouble. Labelling youths should be avoided, because these words can be absorbed by their brain memory and will most likely form negative behaviour as suspected. Give positive labels to youths, so that things are absorbed positive thus encouraging positive behaviour, such as: today's youths appear more intelligent, creative and critical, and so on.

☒ **Social jealousy**

Social jealousy arises due to excessive gaps striking, so that social classes emerge in society. Affluent youths often show an attitude of hedonism, namely a culture of showing off ownership goods branded such as: bags, shoes, clothes and so on. For youths who can accept the situation, their inequality with others is not a

problem for them. However, it is different from youths who feel that this is injustice, which gives rise to feelings of sadness and anger, and this anger is often expressed in negative behaviour such as: taking other people's belongings, being a thief, threatening and even daring to take other people's lives.

E. Preserving multiculturalism

Strengthening multiculturalism in Indonesia can be done through various means such as, among others:

- a) Moderation of diversity, namely believing in and practicing one's own religion as well as possible, and respecting the religion or beliefs held by people. Because embracing a religion is a matter for every individual and is guaranteed by law and implementing the 1st Principle of Pancasila, namely Belief in One Almighty God.
- b) Increase the sense of love and sense of belonging to the diversity that exists in Indonesia for this generation, because we are brothers because we are Pancasila, we are Indonesia. For example: please help, buy domestic products, wear regional clothing.
- c) Holding competitions using regional clothing as well as to promote local wisdom works.
- d) Improving the culture of politeness that characterizes the life of Indonesian society.
- e) Participate in activities in the home environment, such as: sporting events, Karang Taruna, interfaith meetings.
- f) Inviting the younger generation to promote cultural diversity through the information technology they master.

RELEVANCE AND CONTEXTUALIZATION

A. Relevance of the Context of Multiculturalism

Globalization make it easier for a person/community to obtain information from various media, especially electronic media such as television, whatsapp, Instagram and others. If you are unable to respond, you tend to be provoked which gives rise to attitudes and behaviour such as: marginalization, discrimination, stereotype, and social jealousy all of which lead to conflict.

Multiculturalism education is very relevant in the Indonesian context as a manifestation of awareness about cultural diversity, democracy, human rights and reducing the tendency to think, behave and act as mentioned above. Multicultural education directs society to be sensitive to the cyclical flow of globalization, the development of democracy, and to be critical of various doctrinal models of monoculturalism, radicalism and fundamentalism.

Multiculturalism is certainly very relevant to the foundation of our country, Pancasila, because each of these principles is a reflection of an attitude of respecting differences in religions and beliefs, an attitude of tolerance, maintaining unity and oneness, deliberation to reach a consensus and acting fairly towards other people. Multiculturalism is very relevant to the younger generation, especially the strawberry generation.

B. Introducing the Strawberry Generation

Today's young generation is often identified with the term *Strawberry Generation*. According to KBBI, "Strawberry Generation" is a Chinese neologism for people born after 1990, namely a generation that is seen as physically beautiful but easily wrinkles like Strawberries, a term identified with a generation that is less able to deal with social pressure or cannot work as hard as their parents' generation. Rhenald Kasali said the Strawberry Generation was born in the technological era, where everything is easily available in a matter of seconds. As a result, they cannot stand difficult situations, easily give up/give up, and tend not to be able to persist in things that require effort and patience. He also often ignores traditional values which he considers ancient and unattractive, such as customs and manners. However, the positive side of this generation is that they are superior in the use of technology, easy to adapt to significant changes, open, creative and innovative.

C. Introducing the relevance of Multiculturalism to GS

Various ways can be used to introduce the relevance of the context of multiculturalism to GS, which is known for being open, creative and innovative, including:

- Provide examples of relevance to the teachings of all religions.
Giving examples of the verses that exist in all religions about a life of tolerance is very relevant to GS, for example in Al-Qur'an Surat Al Hujuraat verse 13, which means that "Allah has created humans with various tribes so that humans know each other, and indeed the noblest among you is the pious". Furthermore, in the Gospel of Matthew (Romans 12:17), that "Do not repay evil; do what is good for everyone!". Then in Hinduism that: "Even though it is very difficult to practice goodness and virtue in thoughts, words, and actions, do not let all that make us stop doing it" (Sarasamuscaya Sloka: 78). Teachings of the Great Master Buddha in the Book of Samyutta Nikaya: "Travel, O Monks, for the welfare of many beings, for the happiness of many beings, for the sake of compassion for the world, for the goodness, well-being, and happiness of gods and men". In the Confucian religion, Prophet Kongzi said, "A person who is full of love wants to be upright, so he tries to make others upright; he wants to progress, so he strives for others to progress" (Lunyu VI, 30).

These six religions apparently teach to do good with anyone on this earth, therefore it is appropriate for all of us to believe in the teachings of our respective religions without giving a negative stigma to the religions believed by other people.

- Showing GS about world-recognized cultural diversity.
To encourage GS to love Indonesia's homeland more, it needs to show cultural examples that have received world recognition through UNESCO's designation as heritage, including: (1) The angklung musical instrument from West Java; (2) Shadow puppets from Central Java; (3) Borobudur Temple, (4) 3 (three) genres of Balinese Dance; (5) Saman Dance from Aceh, and others. It can also be exemplified that even developed

countries still hold on to their ancestral traditions, such as Japan still upholds customs, such as using "Kimono" and "Tradition of drinking tea" when welcoming guests from other countries. Furthermore, President Joko Widodo as Head of State also gave an example of multiculturalism through the use of "Traditional Clothing" from various regions in leading ceremonies, and the impact on the community in wearing these clothes.

➤ **Providing and responding to good digital literacy**

GS has speed in responding to information via digital. According to UNESCO, digital literacy is a skill that not only involves the ability to use technology, information and communication devices, but also involves the ability to learn to socialize, think critically, be creative and be inspired by digital competition.

Therefore, it is important for them to be equipped with the ability to respond and respond to this information so that they do not fall into misleading provocations, which encourage them to act irrationally.

The task of parents and/or teachers is to provide time for them to help digest this information through consultation, so that they are not caught in provocations that lead to arrogant actions and give rise to conflict.

D. Contextualizing multiculturalism in GS.

➤ **What is contextualization in multiculturalism?**

Cultural diversity in Indonesia is a historical reality that no one can deny. Cultural uniqueness has an impact on thought patterns, attitudes and behaviour that shape each individual's personal character as a tradition that lives in society as local wisdom that is different from one another and has its own characteristics. The meeting between cultures has the potential for conflict, so it is necessary to carry out strategies in approaches to strengthen unity and unity, so that life is safe and peaceful

➤ **Contextualizing multiculturalism to GS**

Multiculturalism in the contemporary context can be implemented through strategies, including:

- 1) Listen, pay attention and respect GS's opinion regarding the perceived problems of multiculturalism, then together look for solutions for the sake of national unity and unity.
- 2) Dialogue/discussion by giving them the opportunity to make breakthroughs, considering that GS is known to be smart, innovative, so it needs solutions according to its needs without losing the context of the integrity of the nation.

- 3) Challenge them to innovate ways to preserve this diversity, because they are known to be smart and creative, so they can channel their talents and desires through positive activities.
 - 4) Inviting the younger generation/youths to see museums of the nation's struggle.
- Flexibility and Personalization in multiculturalism
- 1) The concept of flexibility and personalization in the context of diversity

Accepting cultural diversity can be seen from the way a person acts and behaves towards other people. The ability to accept, adapt and adapt to one's environment is called flexibility, which is very important in a life of diversity. In the Big Indonesian Dictionary (KBBI), flexible means flexible or adapts easily and quickly. Next, adapt according to WA. Gerungan (1997), namely the process of achieving balance with the environment. Flexibility in diversity is an effort made by a person to be able to adapt to different environments, so that good relations are maintained and there is no mutual friction.

The diversity that exists in Indonesia causes a person/group or society to imitate/take/use and also develop it according to their needs (personalization). Personalization is a process in which a person / group adapts existing culture and changes it into something more personal or in accordance with their needs. Cultural personalization can occur or can be carried out by anyone, whether individuals, groups or larger communities.
- Flexible personality required amidst cultural diversity
- Living in cultural diversity requires a flexible attitude, namely self-sensitivity, adjustment and adaptation so that there are no misunderstandings that can give rise to conflict. To overcome this, social cognition is needed, according to Golema in Faliandra Faizal (2019), namely people's ability to adapt to the surrounding environment (environmental cognition), by understanding existing rules so as to find social solutions. Social cognition can be built through, among other things:
- a) Have honesty

Honesty is the main asset in building communication. Honesty will give rise to self-confidence in other people, and the impact is positive because people will not hesitate to express their feelings. Honestly, words are easy to say but not necessarily easy to implement. Honesty lies in conscience.
 - b) Understanding other people's feelings (empathy)

Children/youths can learn/hone their spirit of empathy, meaning understanding the feelings of other people they are talking to, including their cultural background, ethnicity, religion and class, experiences including personal preferences. The origin of the word empathy in English comes from E.B.

Titchener (1909) as a translation of the German word *Einfühlung*, which literally means 'entering into other people's feelings'.

c) Always use positive words

The environment tends to influence a person's behaviour. In order to create good relationships, use positive words towards fellow youths, so that it can create feelings of joy and comfort for those you are talking to. Avoid words that provide labelling (stereotypes).

d) Do not judge / criticize

Statements using sentences such as "Basic Javanese or Batak basics" are statements that are unpleasant to listen to because they contain elements of negative labelling, and this statement is how the judge is sentencing the defendant. Statements like these can cause hostility because they are hurt by what they say.

➤ Personalizing the context of multiculturalism

Personalization is the attitude of viewing culture as a person/society that is respected, appreciated and proud, thereby fostering love for the homeland. Personalizing diversity in the GS era can be done through:

- a) Proud of our own culture as a result of the creation, initiative and work of our respective ancestors as local wisdom.
- b) Maintaining one's own culture by reviving regional arts, including dances, regional songs and wearing regional clothes, as well as modifying them to suit the present without losing local wisdom.
- c) Celebrate Holy Days by inviting friends of other religions, without losing your identity as a devout believer.
- d) Realizing that multiculturalism is a blessing that must be grateful for and maintained as the identity of the Indonesian nation

**Learning :
Activities**

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader

2	Building a class atmosphere	Icebreaker 5'	The instructor leads the game: "Hands up – down – left – right" https://www.youtube.com/watch?v=rqe_DBSUEAQ
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglectation.
4	Delivery of purpose learning	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Group division	5'	Students are divided into small groups to ensure active student involvement
2	Learn through learning videos	Watch Videos 10'	Multikultural (is) (6'): https://www.youtube.com/watch?v=-xsC6soY584 Bhineka Tunggal Ika (2'): https://www.youtube.com/watch?v=dUGBT2n0YLA
3	Write opinions related to multiculturalism	Group discussion 25'	The aim of this activity is for students to 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
4	Presentation of the results	Presentation	Several groups are asked to explain the results of their group discussions regarding multiculturalism

	of discussions related to multiculturalism	15'	Instructors and students provided positive feedback Instructors can invite students to draw conclusions
5	Presentation of material	Interactive lecture 10'	The instructor adds to the conclusions drawn above by explaining the following (additional) material using PPT: • What is diversity • What is uniformity • Looking at the diversity around me • Types of diversity • Positive and negative impacts of diversity • Preserving diversity The instructor starts a question and answer session
	Break	15'	
6	Building a class atmosphere	Icebreaker 5'	The instructor leads the dance: "Reaching for the Stars" (Via Vallen) https://www.youtube.com/watch?v=jS8SgLcdrHU&t=70s
7	Presentation of material	Interactive lecture 10'	The instructor explains the following material using PPT: • What is relevance in the context of multiculturalism? • How to introduce the relevance of multiculturalism • What is contextualization in the context of multiculturalism? • How to contextualize multiculturalism The instructor also shows a video about 'Outfits of Indonesian athletes at the opening of the Olympics in Paris' (3') as a way to introduce Indonesian culture to the world: https://www.youtube.com/watch?v=O9UIL1V1MzY The instructor also starts a question and answer session for students who still do not understand
8	Create information media	Group assignment 30'	The aim of the following activity is for students to create information media in the form of an invitation to preserve diversity for other youths 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 participate in preserving 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
9	Share the results of group assignments	Sharing 15'	Several groups were asked to share the informative media they had created The instructor and other students provided positive feedback The instructor draws conclusions regarding the results of group assignments related to the topic being discussed
Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing prayer	5'	Led by the class leader

Attachment

Group Discussion Sheet Related to 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? (at least 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 (at least 5)
- Write down the results of the group discussion on the flipchart

Group Assignment Sheet for Creating Informative Media

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

47 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

PROMOTING THE VALUES OF TOLERANCE & ANTI-
VIOLENCE

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Living in Diversity
Sub Topic	: ● Promote the values of tolerance ● Anti-violence
Time	: 3 hours (15 minutes break)
Basic competencies	: ● Cultural awareness and global citizenship ● Ethical responsibility
Learning objectives	: Students able to: ● Analyse tolerant and intolerant attitudes ● Represent knowledge about the values of tolerance and non-violence in the form of educational videos ● Have a tolerant attitude
Indicator	: Students able to: ● Write at least 1 opinion regarding intolerant attitudes and their impacts, as well as attitudes to develop tolerance ● Make 1 educational video about the values of tolerance and non-violence
Learning methods	: Interactive lectures, case studies, presentations, group assignments
Instructional Media	: PPT, photocopy of articles related to intolerance, photocopy of article study question sheet, photocopy of instruction sheet for making informative videos, photocopy of personal reflection & evaluation sheet
Learning Materials	: Material promoting the values of tolerance & non-violence, article material, article study question material, instructional material for making informative videos, personal reflection & evaluation material
Learning Materials	: Flipchart, laptop, projector, HVS paper, stationery, speakers, notebooks, markers, student workbooks
Learning Resources	: Youth Life Skills Module
Learning materials	:

Promoting the Value of Tolerance

1. What is tolerance?

Etymologically, "tolerance" means patience, emotional resilience and open-mindedness. Furthermore, according to WJS Poerwadarminta in KBBSI, tolerance is the characteristic or

attitude of accepting (respecting, allowing, allowing) opinions, views, beliefs, habits, behaviour and so on that are different from those of other people.

Tolerance in the context of multiculturalism is an attitude of respect for ethnicity, religion, race, culture, customs adhered to by a person/group/society, in order to create a calm and peaceful atmosphere in the environment.

Cultivating an attitude of tolerance needs to be instilled in the younger generation/youths, in order to avoid discriminatory attitudes and behaviour. According to Law no. 39 of 1999 concerning Human Rights, in article 1 paragraph 3 it is stated that discrimination is any restriction, harassment or exception that is directly or indirectly based on human differentiation on the basis of religion, tribe, race, ethnicity, group, class, social status, economic status, gender, language, political beliefs which results in the reduction, deviation or elimination, recognition, implementation or use of human rights and basic freedoms in life, both individual and collective in the political, economic, legal, social, cultural and other aspects of life.

The opposite of tolerance is intolerance, according to the Big Indonesian Dictionary (KBBI), which means a lack of consideration for other people causing attitudes and behaviour, one of which is discriminatory.

2. Examples of attitudes and behaviour of tolerance in diversity

Some examples of tolerance that we all need to do are:

- a) Not feeling like you are the rightest or greatest.
- b) Don't worry about other people's religions.
- c) Do not insult or ridicule other people because of different backgrounds (race/ethnicity, ethnicity, language, religion, etc.).
- d) Maintain good relationships with different friends and be helpful.

3. Maintain an attitude of tolerance in the surrounding environment

Tolerance must be applied in everyday life, and some examples of what teenagers can do include:

- a) **Making friends doesn't look at background** whether ethnic, religious, racial and between groups, and not feeling that he is the greatest among others, meaning not degrading other people from different backgrounds.
- b) **Have good manners towards people**, and respect other people, especially towards older people.
- c) **Dare to apologize and forgive others** who do bad things to us.
- d) **Help people in need**, including providing access to people with disabilities.
- e) **Give equal portions to female and male friends**, because all humans have the same rights and roles in expressing themselves.

Non-violent attitudes and behaviour

1. What is non-violence

Living in diversity, including religion, race, ethnicity and between groups, is a gift from God Almighty. Therefore, we need to be grateful for diversity as something unique and something beautiful. Diversity in Indonesia is manifested from culture that was born from local wisdom so that it has characteristics that reveal its region of origin. On the other hand, diversity can give rise to conflicts between individuals and individuals, individuals and groups, or groups and groups, or what is even bigger is the emergence of conflicts between society and society. This conflict can give rise to hostility and acts of violence that disrupt social life.

According to Law of the Republic of Indonesia Number 35 of 2014 concerning Child Protection, violence is any act against a child that results in physical, psychological, sexual, and/or neglect or suffering, including threats to commit acts, coercion, or unlawful deprivation of liberty. Violence is an attitude, behaviour/action that causes pain, both physical and psychological, and results in misery or suffering.

It is important to socialize anti-violence to the community, through education/instilling the values of peace in the surrounding environment. Non-violence should be instilled at all levels so that together we can build a culture of non-violence.

2. Become a perpetrator of anti-violence and internalize anti-violent values

According to the Big Indonesian Dictionary (KBBI), anti-violence can be interpreted as how a person/group/society is able to internalize the teachings/doctrine/values of anti-violence in themselves, so that they can apply them in everyday life.

The values that must be built into a culture of anti-violence include:

a. Building an attitude of accepting differences

Multicultural Indonesia really needs an attitude of acceptance of other people's differences, both in terms of ethnic background, religion, race, and self-class between one another. The attitude of accepting other people's differences (*legowo*) will give birth to relationships with others. Always view other people with a positive attitude and behaviour, and each person is unique with their own character. An attitude of accepting differences will be able to create a more beautiful and pleasant atmosphere.

b. Cultivate mutual trust

"Believe" in the Big Indonesian Dictionary means "to acknowledge or believe that something is true or real". Mutual trust can occur if both parties believe that the relationship they are establishing is because they have a sense of giving each other goodness, so that they can strengthen each other to do positive things.

c. Able to build cooperation

In the Big Indonesian Dictionary, the definition of "cooperation" is an activity or effort carried out by several people (institutions, government, etc.) to achieve a common goal. Violence prevention can be done through collaboration with various parties such as: parents, schools, police agencies, and local communities, and things that can be done by the younger generation/youths include: helping each other with friends who have shortcomings/weaknesses, for example doing assignments together.

d. Develop an attitude of tolerance

According to the Big Indonesian Dictionary, "consideration" means considering other people's feelings. One way to develop a culture of anti-violence is to build an attitude of tolerance among the younger generation/youths, namely positioning what it would be like if they were treated badly by other people, and of course it would be uncomfortable/comfortable, and what if this happened to them. Can think again about how someone would feel if they received violence from other people.

**Learning :
Activities**

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building a class atmosphere	<i>Icebreaker</i> 5'	The instructor leads the game: "Impulsive Name" https://www.youtube.com/watch?v=w-HQDMHJLHg
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglectation.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Group division	5'	Students are divided into small groups to ensure active involvement of students in the group
2	Presentation of material	Interactive lecture 15'	The instructor explains the following material using PPT: • What is tolerance in diversity • Tolerant behaviour in diversity • Forms and attitudes of tolerance in diversity • Tolerance vs intolerance in the context of diversity The instructor starts a question and answer session
3	Analysing case studies	Case study 30'	The aim of the following activity is so that students can analyse and assess intolerant or tolerant attitudes that

	and group discussions		occur and students can build knowledge through examples and group discussions. The instructor prepares 4 case studies that are included in envelopes, and students will choose the envelopes they will work with Things that need to be discussed based on the articles obtained are: • List the intolerant attitudes contained in the articles you obtain • 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
4	Present the results of the group discussion	Presentation 15'	Several groups had the opportunity to present the results of their discussions regarding case studies regarding intolerance The instructor and other students provided positive feedback The instructor draws conclusions based on the results of the group discussion and relates them to the material being discussed
	Rest	15'	
5	Building a class atmosphere	Ice Breaker 5'	The instructor leads the dance: "Waka-Waka" https://www.youtube.com/watch?v=QyHp-N6-3DY

6	Presentation of material	Interactive lecture 10'	The instructor explains the following material with the help of PPT: • What is non-violence? • Become a perpetrator of anti-violence • Learn to internalize non-violence in everyday life The instructor also starts a question and answer session for students who still do not understand
7	Make educational videos	Role Play 35'	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. The instructor asks the group to make an educational video in the form of a drama, public service announcement, jingle, news, lecture, etc. about tolerance and non-violence values. Once the recording has been completed (maximum 2 minutes) it can be sent to the instructor
8	Share the results of group discussions	Sharing 10'	Each group presents the results of their group work The instructor and other students provided positive feedback The instructor draws conclusions from the educational videos that are made related to the material being discussed
Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding. Conclude that the 'difference' is not a 'mistake'
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people

			Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing prayer	5'	Led by the class leader

Attachment

Article Sheet Related to Intolerance

Expelled from the village because of religion, how to prevent intolerance at the community level?

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, according to the human rights organization, Setara Institute, are widespread because the government is not ready to deal with potential conflicts.

Communal agreements refusing to allow someone to live in a certain area on the basis of religion, such as what happened to a non-Muslim in Yogyakarta, are considered to be preventable if the government consistently implements the principle of diversity.

On the other hand, the government claims to have procedures for monitoring sectarian conflict, although there are no sanctions for officials who fail to maintain community unity.

"There are regulations to ensure that state life runs well. There is also a forum for religious harmony," said Syarmadani, Director of Economic, Social and Cultural Resilience at the Ministry of Home Affairs.

"There cannot be a unilateral ban like in Bantul," said Syarmadani.

"But for now we can only remind you. Our approach is not in concept *reward and punishment* (rewards and sanctions)," he said when contacted, Wednesday (03/04).

Catholics in Bantul

Earlier this week, an agreement was revealed between residents in Karet Hamlet, Pleret, Bantul, Yogyakarta, to refuse non-Muslim residents to live in their village.

The head of Karet Hamlet, Iswanto, admitted that he was aware that this regulation had been in effect since 2015.

Later he canceled the agreement because a resident named Slamet Jurniarto, who is Catholic, questioned it. Slamet was not allowed by Karet residents to settle in the hamlet because he did not embrace Islam.

"The regulations previously made, because of this problem, have been withdrawn and frozen starting today," said Iswanto as reported by journalist in Yogyakarta, Furqon Ulya Himawan.

"Because it violates the constitution, we agreed to revoke it. Previously, this regulation was made jointly by around 30 religious leaders and community representatives," said Iswanto.

Are there government officials who reject diversity?

Experts say diversity and unity are basic state values that must be translated by all government officials, including those at the village or neighborhood level.

According to Halili, a researcher at the Setara Institute, an institution active in 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 of the structure have a strong diversity perspective," said Halili.

"The agreement in Karet Hamlet emerged three years ago, meaning that the officials in the hamlet, including the Babinsa, do not care about the segregative agreement," he continued.

Halili said a meritocracy approach could be a solution to government officials' ignorance of the issue of intolerance.

"Structural sanctions are needed for officials who practice intolerance. It could be transfers or other punishments. It's possible that government officials never coordinate with each other regarding community harmony," he said.

'Religion-specific settlements mushroom'

According to the Setara Institute's records, the incident in Bantul is only one of various segregation phenomena at the grassroots. In various regions, especially in Java, exclusive housing has emerged for certain religious groups.

Halili said this phenomenon could only be stopped with the government's political will to fight societal divisions.

"The strengthening of religious conservatism has had lasting social impacts. Everyone is now labelled as completely religious.

"The government should be responsive because this clearly threatens community unity," said Halili. The Ministry of Home Affairs itself states that every Indonesian citizen has the right to choose their domicile in any area within the territory of the Republic of Indonesia.

These rights can only be limited by special rights which are also regulated in statutory regulations.

'Bantul has the most incidents of intolerance'

In Bantul Regency, cases of religious freedom intolerance occur more frequently than in other districts in DIY Province, said the DIY National Alliance for Bhinneka Tunggal Ika (ANBTI).

The institution noted that there had been seven incidents of intolerance in Bantul since 2016-2018 and this increased to eight incidents with the rejection of Slamet Jurniarto.

Here are some of them:

- **February 19, 2016**, the Islamic Jihad Front (FJI) mass organization visited the Al-Fatah Transgender Islamic Boarding School Kotagede, Jagalan, Banguntapan, Bantul. They asked that the Islamic boarding school be closed.
- **December 7, 2016**, the Ukhuwah Islamiyah Forum (FUI) visited the public relations and admissions office of Duta Wacana Christian University (UKDW) Yogyakarta. They protested against the posters UKDW new student admission advertisement featuring a photo of a woman wearing a headscarf.

- **January 2017**, A number of residents refused Pajangan Subdistrict Head Yulius Suharto in Bantul Regency because the person concerned is non-Muslim. In fact, the Regent of Bantul, Suharsono, has already appointed him.
- **12 October 2017**, Cancellation of the National Service for the 500 Years of Reformation of the Church of God by Stephen Thong Evangelistic International (STEMI) in Yogyakarta, because there rejection from Islamic mass organizations with accusations of Christianization.
- **January 28, 2018**, a number of Islamic organizations rejected the social service activities of the Parish of St. Paul's Church, Pringgolayan, Bantul, during an event commemorating the 32nd anniversary of the founding of the church. The reason for the rejection was an attempt at Christianization and they asked the church committee to move activities at the church.
- **February 11, 2018**, Attack on the congregation and priest of Santa Lidwina Church in Bedog, Sleman, Yogyakarta, by a man. The priest who led the mass, two parishioners who were attending the mass were injured by the perpetrator's sword.
- **December 17, 2018**, Residents of RT 53 RW 13, Purbayan, Kotagede, refused to install a cross headstone on the grave of a resident named Albertus Slamet Sugihardi. Residents cut off the top of the cross tombstone. Residents also refused to pray for the bodies at cemeteries and at family homes.

<https://www.bbc.com/indonesia/indonesia-47801818>

Seeds 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 Centre noted an increase in the practice of religious intolerance towards minority religious groups. Of the 198 countries surveyed, the Pew Research Centre 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 Centre, 2018).

In Indonesia, one of the worrying things is when intolerant practices start to emerge in educational institutions. Research results from the Centre 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 behaviour 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 rumours (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 multi-pluralist 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>.

The mob raged at Tanjung Balai, the monastery and temple were burned

30 July 2016



FACEBOOK ALAM ZHU LANTO

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 burned a little."

Starting from the volume of the mosque loudspeakers

He said the tension started before Isha prayers, after Meliana, a 41-year-old Chinese woman, asked the administrator of the Al Maksum mosque in her neighborhood to reduce the volume of the loudspeaker.

After Isha prayers, at around 20.00 a number of congregants and mosque administrators came to Meliana's house. Then, on the initiative of the Head of the Environment, Meliana and her husband were taken to the village head's office.

However, the situation heated up, Meliana and her husband were then 'taken into custody' at the Tanjung Balai Selatan Police.

"At the Sector Police office, discussions were held involving the sub-district head, environmental heads, community leaders, the MUI chairman and the local FPI chairman," said Rina Ginting.

He admitted that he did not know why FPI was involved.

"But outside, a large crowd started to gather, with many students, they also gave speeches. But we were able to appeal to them and they dispersed."

However, he said, two hours later the crowd 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 local residents. After that, the increasingly large and hotter crowd moved towards the Juanda Vihara

which was about 500 meters away and tried to burn it down but were blocked by Tanjung Balau Police officers. The angry mob then threw stones at the monastery.

"Then the crowd moved to another place, which turned out to be setting fire to several monasteries and temples, which were close together," explained Rina Ginting.

He said it was recorded that burning and destruction had 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_balau

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.

The National Police Headquarters Has Not Yet Investigated the Tolikara Fake News Spreaders

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 bullies fall ill, or one of their family members dies without being 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 the Land of 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, all this time. "Even a leaf of grass is never disturbed and picked from the church or mosque yard," 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 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 Fr 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 Papua to work together to maintain peace on the land of Cenderawasih.

https://nasional.tempo.co/read/765738/mabes-polri-belum-usut-penyebar-kabar-bohong-tolikara?tracking_page_direct

Group Discussion Sheet Related to Study Articles Regarding Intolerance
Things that need to be discussed based on the articles obtained are:

- List the intolerant attitudes contained in the articles you obtain
- 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 real actions to stop this?
- What attitude should be built to build tolerance around you?

Write down the results of the discussion on the flipchart

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

EMPATHY MODULE

48 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

BASIC CONCEPTS_FACTORS_ME & MY EMPATHIC
ABILITY

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Empathy
Sub Topic	: ● Basic concepts of empathy ● Empathy factors ● Me and My Empathic Abilities
Time	: 3 hours (15 minutes break)
Basic competencies	: ● Empathy & compassion ● Conflict resolution
Learning objectives	: Students able to: ● Measuring your own level of empathy ability ● Reconstruct knowledge based on personal experience ● Showing knowledge in the form of role playing ● Building an attitude of empathy in daily life practices
Indicator	: Students able to: ● Write down 1 experience of empathy that you have had ● Write 1 scenario regarding the practice of empathy ● Practicing empathy scenarios
Learning methods	: Interactive lectures, reflections, <i>sharing</i> , practice
Instructional Media	: PPT, photocopy of reflection sheet related to empathy experiences, photocopy of empathy practice sheet, photocopy of weekly mission sheet, photocopy of personal reflection & evaluation sheet
Learning Materials	: Material on basic concepts of empathy, factors of empathy, me and my ability to empathize, material on questions to reflect on empathy experiences, material on empathy practice instructions, material on weekly missions, material on reflection & personal evaluation
Learning Materials	: Laptop, projector, paper, stationery, speakers, notebooks, student workbooks, markers
Learning Resources	: Youth Life Skills Module
Learning materials	:

Basic Concepts of Empathy

1. Definition of Empathy

We can feel emotions both directly and indirectly. Emotions directly come from our experience of an event, while indirect emotions arise as a result of something happening to someone. This indirect emotion is what is called empathy, where we can feel the same emotions that other people feel (Wondra & Ellsworth, 2015).

2. Empathy Theory

In the beginning the term empathy was called as *empathy* which was researched in 1873 by Robert Vischer, which is defined as a spontaneous psychic projection that humans feel towards other people. As science develops, empathy in psychological theory describes a person's ability to understand other people's situations (Bosnjakovic & Radionov, 2018). Furthermore, Mead (in Bosnjakovic & Radionov, 2018) believes that empathy is an individual's willingness or tendency to put themselves in another person's situation and ultimately modify their behaviour. By definition, empathy is not limited to the ability to feel other people's emotions, but rather being able to think about what other people think and feel. Therefore, empathy can be divided into 2 types, namely (Goleman, 2008):

- 1) *Affective Empathy* is a sensation or feeling that we get as a response to other people's emotions. for example, we tend to feel stressed when we detect anxiety or fear from other people
- 2) *Cognitive Empathy* is our ability to identify and understand another person's perspective so that the person feels that emotion. For example, this process will appear when negotiating and when motivating other people.

3. Benefits of Empathy (Agustin, 2022)

Following are the benefits of empathy:

- 1) Helping individuals who have difficulty socializing to be able to socialize well.
- 2) Helps us regulate emotions.
- 3) Building a collective attitude and helping each other

Empathy Factors

Various things can encourage someone to develop empathy, such as genetics, education, and various social circumstances.

- a. Genetic factors: In genetics, several influencing factors are gender, age, personality, and social-emotional abilities. A study conducted by the Greater Good Science Centre (2017) shows that women and individuals over 40 years of age tend to have a higher level of empathy due to their personal experiences and roles. Then according to Silke, Brady, Boylan, and Dolan (2018), individuals who have the ability to regulate emotions and have good self-confidence will tend to be more empathetic.
- b. Education: Individuals who have a tertiary education background tend to have higher empathy, in line with the wider knowledge they gain from campus and the more diverse individuals they meet every day (Gutiérrez-Cobo, Cabello, Megías-Robles, Gómez-Leal, Baron-Cohen and Fernández Berrocal (2021).

- c. Social conditions: There are many social factors that require someone to be empathetic. One of them is the role and work they have, whether in the family, workplace or with each other. Roles and jobs that relate to other people will require higher empathy so that it will directly form an empathetic attitude in those involved. Apart from that, family conditions, environment friendship, and school/workplace conditions also come into play influence a person's level of empathy. An environment that emphasizes respect, togetherness, and helping each other will encourage individuals to have a higher level of empathy than an environment that tends to be individualistic (Silke, et. al., 2018).

Me and My Empathic Abilities

a. Empathy Indicator

The manifestation of empathy does not only take the form of feelings, but can also be in the form of observable behaviour, such as verbal statements or physical actions. The following are indicators of empathy (Budiningsih, 2004):

- 1) The first phase, listen actively to the story or expression of the person you are talking to.
- 2) The second phase, compose the right, appropriate and appropriate words to say to describe the emotions of the person you are talking to.
- 3) The third phase, uses words that have been prepared as a form of effort to understand the situation and feelings of the person you are talking to.

These indicators show that empathy is a process that begins with active listening, then composing appropriate and appropriate words, then saying them as a form of expression and our understanding of the emotions felt by the person we are talking to. Sometimes accompanied by non-verbal movements or body language that shows our empathy or detects the emotions of the person we are talking to, such as (Canadian Home Care Association, 2021):

- 1) *Proximity* (closeness), movement in the form of moving away or approaching. Individuals tend to stay away from people who make the atmosphere uncomfortable, or approach people they like.
- 2) *Positioning* (positioning), is a gesture in the form of opening the arms or crossing the arms, leg position, sitting or standing.
- 3) *Facial Expression*, such as smiling, flat, or smiling, as well as eye contact.
- 4) *Touching*, a movement in the form of touching one's own hair when talking to show anxiety or restlessness, or patting the shoulder of a friend who is sad.
- 5) *Breathing*, the rhythm of breathing also shows emotional expression, such as taking short, rapid breaths tends to show anxiety or nervousness.

Some examples of activities that can be done to hone the understanding and application of empathy:

- An activity to get to know each other, the participants try to get to know each other by asking their names, origins and hobbies. This activity is to foster openness to each other without prejudice, before practicing empathy.

- Role playing (*role play*), participants are asked to play a role. One role is to be the person who is sad, and the other is to be the person who shows empathy.

b. Learn to Empathize

When trying to develop an empathetic attitude, there are 4 phases that individuals will go through, namely:

- 1) Phase 1 (*ignorance* / ignorance): individuals are usually not aware of the importance of the ability to empathize and do not yet have this ability. There are no indicators of empathy that individuals try to show.
- 2) Phase 2 (*recognition* / recognition): the individual is aware that the ability to empathize is important to have, but is not yet able to demonstrate this behaviour.
- 3) Phase 3 (*awareness* / awareness): at this stage the individual has begun to be able to show empathetic behaviour, but is not yet used to carrying it out, so sometimes he still misses out on being empathetic.
- 4) Phase 4 (*learned* / learning): in the end the individual is able to show empathetic behaviour and has habits that encourage him to continue to behave empathetically in various situations.

(Centre for Responsive Schools, n.d.)

c. Knowing Yourself

Having the ability to empathize is important to be able to build healthy and quality relationships with others. For this reason, after understanding the various ways to form an empathetic attitude within ourselves, it is time for us to find out how far we have the ability to empathize so that we can improve our abilities accordingly. The following is a questionnaire that can be used;

Please read each statement carefully and rate how often you do the behaviour on a scale of 1 (very never) – 5 (always).

When other people feel excited, I tend to get excited too	1 (never) – 5 (always)
Other people's accidents don't really bother me	1 (never) – 5 (always)
I get annoyed when I see someone treated disrespectfully	1 (never) – 5 (always)
I remain unfazed when someone close to me feels happy	1 (never) – 5 (always)
I enjoy making other people feel better	1 (never) – 5 (always)
I have tender and caring feelings for people less fortunate than me	1 (never) – 5 (always)
When a friend starts talking about his problems, I try to divert the conversation to something else	1 (never) – 5 (always)

I know when other people are sad even when they don't say anything	1 (never) – 5 (always)
I found myself able to be “in tune” with other people's moods	1 (never) – 5 (always)
I have no sympathy for people who cause their own serious illness	1 (never) – 5 (always)
I get upset when someone cries	1 (never) – 5 (always)
I'm not very interested in other people's feelings	1 (never) – 5 (always)
I get a strong urge to help when I see someone who is upset	1 (never) – 5 (always)
When I see someone being treated unfairly, I don't feel too sorry for them	1 (never) – 5 (always)
I find people crying because they are happy to be ridiculous	1 (never) – 5 (always)
When I see someone being taken advantage of, I feel somewhat protective of them	1 (never) – 5 (always)

Items 2, 4, 7, 10, 11, 12, 14, and 15 are items *reverse* (reverse). All scales chosen by participants are added up and the higher the participant's score, the higher their empathy score. (Spreng, McKinnon, Mar, Levine, 2009).

Learning : Activities

Opening			
N o	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building a class atmosphere	<i>Icebreaker</i> 5'	The instructor poses a logic puzzle 'Which is the most wasteful': https://www.youtube.com/watch?v=EHOzboTauus
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach

			appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Presentation of material	Interactive lecture 15'	The instructor explains the following material using PPT: • Definition of empathy • Empathy theory • 2 kinds of empathy • Benefits of empathy (just explain a little, because conclusions have been drawn in the activity above) • Things that can encourage someone to develop empathy (explain a little, because conclusions have been drawn in the activity above) The instructor starts a question and answer session
2	Watch videos related to empathy	Watch 5'	The instructor plays a video showing examples of empathy: https://www.youtube.com/watch?v=t685WM5R6aM https://www.youtube.com/watch?v=uJaZnHPQisQ
3	Exploring personal experiences of empathy	Reflection 25'	The purpose of this activity is so that students can remember experiences of empathy and can pass on that empathy to others The instructor asks students to reflect and recall the following: 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 your answers in the student workbook
4	Share reflection results	Sharing 20'	Ask several students to share the results of their reflections Instructors and other students can provide positive feedback
	Break	15'	
5	Building a class atmosphere	Icebreaker 5'	Instructor leads a game of 'PingPong Ball' Resources that can be studied: https://www.youtube.com/watch?v=sQUI04CIZ0M
6	Presentation of material	Interactive lecture 15'	The instructor explains the following material using PPT: • Empathy indicators • Non-verbal movements that show empathy or detect the emotions of the person we are talking to • Examples of activities that can be carried out to hone the understanding and application of empathy • Learn to empathize The instructor opens a question and answer room
7	Group division	5'	Students are divided into groups of two by two to practice empathy
8	Practicing non-verbal indicators and movements in empathy	Practice 20'	The purpose of this activity is so that students can learn to apply appropriate ways of empathizing both verbally and non-verbally Each group creates a scenario (can be taken from students' experiences) which is written in their respective workbooks, 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 After the scenario has been created, the group can immediately practice it
9	Share practice results	Sharing 10'	Several student representatives could be asked to share the empathy processes they have practiced The instructor and other students provided positive feedback
Closing			

1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Weekly Missions	Instructions 5'	Explanation of the title and description of the mission given as well as writing rules and assessment indicators
4	Closing prayer	5'	Led by the class leader

Assessment : Write a weekly journal

Mission Title : Building My Empathy

Mission Description :

- Reflect on your empathy skills, do you have good empathy skills and show them to others?
- Write down your strengths and weaknesses in terms of empathy abilities
- Do you have the desire to correct these deficiencies?
- If yes, write down what commitment you want to make to improve it.

Attachment

Reflection Sheet on Personal Experiences Related to Empathy

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 attitude of empathy and compassion have on that person?
11. Write the results of your reflection in the student workbook

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

49 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

WHAT IS ABUSIVE BEHAVIOUR_GETTING TO KNOW
EMOTIONALLY ABUSIVE BEHAVIOUR

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Identifying Abusive Behaviour Around Me
Sub Topic	: ● What is Abusive Behaviour? ● Recognizing Emotionally Abusive Behaviour ● Causal factors and impacts of emotionally abusive behaviour ● Overcoming Emotional Abuse
Time	: 3 hours (15 minutes break)
Basic competencies	: ● Empathy & compassion ● Conflict resolution
Learning objectives	: Students able to: ● Analyse the types of abuse that exist ● Build knowledge concepts through case studies ● Overcome emotional abuse that has been experienced ● Have an honest attitude and a desire to stop emotional abuse
Indicator	: Students able to: ● Write at least 1 opinion regarding the causes, types, impacts and how to overcome them ● Write down at least 1 action they would take if involved in an emotionally abusive situation
Learning methods	: Interactive lectures, watching learning videos, group discussions, presentation, article study
Instructional Media	: PPT, short video film, article on emotional abuse, photocopy of abuse tree identification sheet and solutions, photocopy of group discussion sheet related to emotional abuse, photocopy of personal reflection & evaluation sheet
Learning Materials	: Living with Empathy training material, short film material, article material, tree identification material and solutions, question material related to emotional abuse, personal reflection & evaluation material
Learning Materials	: Laptops, projectors, <i>flipchart</i> , <i>sticky notes</i> , HVS paper, stationery, markers, notebooks, student workbooks
Learning Resources	: Youth Life Skills Module
Learning materials	:

WHAT IS ABUSIVE BEHAVIOUR?

a. Definition of abusive behaviour

Abusive behaviour is any form of threat/ tactions that frighten, intimidate, manipulate, hurt and humiliate other people physically, sexually, emotionally, economically and psychologically (United Nations, 2023). Abusive behaviour can occur in various contexts, such as in personal relationships, at work, in certain communities, or through the media *online*.

b. Components of abusive behaviour

In an act of abuse, there are 3 components involved, namely *The Abuser* (perpetrator), *The Abused* (victim) and *A Crisis* (action triggering factor);

- 1) *The abuser* (perpetrator): *abuser* are all parties who commit acts of abuse against other individuals. One person *abuser* seek to exert control, power, and dominate their victims through various means, such as physical abuse, emotional manipulation, intimidation, or coercion.
- 2) *The abused* (victim): *abused* is an individual who receives abusive treatment from another individual. Individuals who experience abuse tend to feel helpless and will experience various negative effects such as physical injury, emotional trauma, anxiety, depression and low self-esteem.
- 3) *A crisis* (triggering factors): *crisis* are all factors that move an individual to commit an act of abuse. Several factors can influence an action at once and these factors may or may not be interconnected.

(Mental Health America of Northern Kentucky & Southwest Ohio, 2013)

c. Various forms of abusive behaviour

Abusive behaviour can be shown in several forms, including physical, emotional/psychological, financial/economic, sexual, and *stalking* (stalking);

- 1) Physical abuse: includes all actions that endanger and physically harm other people. This includes hitting, kicking, pinching, pushing, pulling, slapping, and various other physical activities.
- 2) Emotional/psychological abuse: all acts of manipulative, controlling, and lowering a person's self-esteem through various actions that target their emotional, self-esteem, and well-being
- 3) Financial abuse: all actions that control a person's financial resources and make that person financially dependent on us.
- 4) Sexual abuse: any act of degrading, insulting, attacking, or other acts against a person's body, sexual desires, or reproductive function, which is forcible and against a person's will, so that the person is unable to give consent in a free state.
- 5) *Stalking* (stalking): is the act of pursuing/giving excessive and continuous attention that is not desired, thus giving rise to certain fears and anxieties in a person.

(United Nations, 2023)

RECOGNIZING EMOTIONALLY ABUSIVE BEHAVIOUR

a. Definition of emotionally abusive behaviour

Emotional abuse is all manipulative, controlling and lowering a person's self-esteem through various actions that lead to a person's emotional, self-esteem and well-being (Gordon, 2022). The main goal of emotional abuse is to control other people until they are ignored, isolated and silenced. Emotional abuse can occur in friendships, with family, co-workers, or romantic partners.

b. Various Forms of Emotionally Abusive Behaviour

In everyday life there are various forms of emotionally abusive behaviour. Whether it is a conscious action or not. Almost all acts of emotional abuse are carried out verbally. These include belittling, insulting, ridiculing, isolating, manipulating, controlling actions, intimidating, and provide continuous criticism (Lancer, 2017). All of these actions can be applied in various relationship contexts, for example;

- 1) With friends: denigrating a friend's appearance, abilities, or choices.
- 2) With family: does not involve certain family members in decision making and family activities.
- 3) With co-workers: giving criticism that brings down and belittles the results of a co-worker's work.
- 4) With a partner: do *gaslighting*, which is a condition where the partner distorts the situation and turns to blame us.

Sometimes, emotionally abusive behaviour is difficult to identify because the form of action does not seem painful and the perpetrator often blames the victim (Lancer, 2017).

CAUSE FACTORS AND IMPACT OF EMOTIONALLY ABUSIVE BEHAVIOUR

1. Factors of Emotionally Abusive Behaviour

Emotionally abusive behaviour can occur due to several things, including the conditions and motivation of the perpetrators. The following are some of the things that encourage perpetrators to carry out abusive behaviour;

- There is a feeling of satisfaction that arises when you are able to control and have power over other people.
- There are things you want to get *abuser* from the victims, forcing the victim to give it or dropping the victim to get it.
- There is a similar experience of abuse experienced until an *abuser* perform similar actions
- There is a desire to get attention and sympathy from other people.

(Brogaard, 2022).

2. Impact of Emotionally Abusive Behaviour

Being emotionally abused does not always produce as visible an impact as when physically abused. However, simultaneously it can affect various aspects, such as mental, behavioural, bodily and cognitive development, and is both short and long term (Gordon, 2022; Fletcher & Sissons, 2023).

- Short term impact

In the short term, emotional abuse will have a greater mental and behavioural impact. Individuals will tend to feel anxious, afraid, guilty, confused, embarrassed, and have no strength/decision. From this mental condition, they will also cry more often, have an unstable mood, have difficulty concentrating, have muscle tension and body aches.

- Long term impact

When abusive behaviour continues for a long period of time and is severe, individuals will experience various long-term psychological, behavioural and physical effects. Individuals will start to lose *sense-of-self* (self-awareness), so they tend to doubt themselves and believe more in what is expressed *abuser*. Individuals will continue to feel like they are not good enough for other people, so they will start to withdraw from the community and always worry about other people's views of them. Apart from that, emotional abuse will also lead to depression, anxiety, eating disorders, chronic pain, and even a tendency to abuse illegal drugs. (Gordon, 2022; Fletcher & Sissons, 2023).

OVERCOMING EMOTIONAL ABUSE

Receiving abusive treatment is something that cannot be prevented. However, it can be done well to avoid the negative effects of this treatment. Overcoming abusive behaviour can be done when we are the recipient of the treatment or as a third person who sees the incident nearby. The following are steps that can be taken;

1. As a recipient of treatment

- Make yourself a priority.

When it comes to our mental and physical condition, make ourselves a priority, so that we don't have to always please the perpetrators of abuse and allow them to treat us as they please.

- Set boundaries with perpetrators of abusive behaviour.

Tell us firmly what things they can and cannot do to us. Also tell us what you will do when they are still abusive towards us, thereby showing that their abusive behaviour cannot be tolerated.

- Focus on things that can be controlled.

There are many things that may not meet expectations or may fail. However, that doesn't mean we deserve bad treatment from these things. Focus on things that can be controlled and allow us to perform better.

- Build a supportive community.

With this community, we have a place to convey what we experience and feel, even though it feels difficult to convey it. In this way, we will feel more confident because we are supported and have a different perspective when receiving certain treatment.

Trusted friends, family, or professionals can be choices to be *support system* our (supporters).

- Dare to get out of an unhealthy relationship.

When in the end all the treatment received is excessive, disrupts daily life, and cannot be overcome any longer, the best way to deal with it is to have the courage to get out of the relationship. Although there will be certain impacts from this decision, this can be discussed first with the parties *support system* our (supporters).

- Overcoming verbal sexual abuse behaviour.

Emotionally abusive behaviour can take on a sexual form. Almost the same as other emotional abuse, the recipient will receive comments, jokes, invitations or posts of a sexual nature. This certainly makes the recipient feel uncomfortable and afraid. This certainly makes the recipient feel uncomfortable and afraid. When faced with this, what we can do is talk and be open with other people we trust, ask for their help in dealing with this behaviour appropriately (including asking for help from professionals), if possible, keep evidence of the behaviour and if necessary, contact the legally authorized parties.

- Overcoming sexual abuse that is not coercive.

Sometimes sexual abuse can be unconscious/unforced. Usually occurs in the form of verbal abuse. When faced with this situation, trying to stay calm and be aware of your feelings during the situation is the best choice. Trying to identify whether we are comfortable in that position or not. If there are signs of discomfort, try to set boundaries and leave the situation.

(Gordon, 2022; Manly Stewart Finaldi Lawyers, 2021).

2. As a third party

- Listen.

Provide space for people who have experienced treatment to share their experiences before giving our opinion.

- Avoid shaming, judging, and criticizing.

Any abusive behaviour can be confusing or complex. However, avoid judgmental, embarrassing and critical reactions. This includes the tone of our speech and body gestures when listening to them.

- Believe in what they are experiencing.

Even though the background/characteristics of our colleagues may not be expected to be exposed to abuse, trying to believe in what they say is one form of our support for them.

- Avoid focusing on ourselves and forcing our opinions.

What our colleagues experience is not the same thing we go through. For this reason, we try to understand their condition without continuing to impose our perspective which may not be appropriate to their condition. Including not forcing their suggestions on them.

(SafeHorizon, 2023).

**Learning :
Activities**

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building a class atmosphere	Icebreaker 5'	'Slap the mosquito' game https://www.youtube.com/watch?v=wqIYnUFWUsQ&t=384s From this game, make students into small groups
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Presentation of material	Class discussion 15'	The instructor explains using PPT about • Definition of abusive behaviour • Components of abusive behaviour • Various forms of abusive behaviour The instructor leads the class discussion
2	Watch short films	Video 15'	The instructor shows short films about various forms of abusive behaviour as examples; 1. physical: https://www.youtube.com/watch?v=q6uB515A7Fk (2') 2. emotional/psychological: https://www.youtube.com/watch?v=g2r56c3FBk4 (2') 3. financial: https://www.youtube.com/watch?v=EWnx2YxmmrQ (1') 4. sexual: https://www.youtube.com/watch?v=hTxmA8vFITU (11') 5. stalking: https://www.youtube.com/watch?v=FZ3878rOcko (1')

3	Identify causes, types, impacts and solutions to prevent abuse	Group discussion 25'	The aim of the following activity is for students to be able to identify the causes of abuse, types of abuse, the impact of abuse, as well as solutions to prevent abuse by using abuse trees 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 abuse and write them at the roots of the tree 3. Identify the types of abuse and write them on the tree trunk 4. Identify the impacts of abuse and write them on the leaves of the tree 5. Identify what could be a solution to prevent abuse and write it on another leaf on the tree The instructor guides students in carrying out the identification task
4	Present the results of the discussion	Presentation 10'	Several groups were asked to explain the results of their group discussions The instructor and other students provided positive feedback
	Break	15'	
5	Building a class atmosphere	Icebreaker 5'	The instructor poses the logic puzzle 'Which is the most wasteful' (continued): https://www.youtube.com/watch?v=EHOzboTauus
6	Presentation of material	Interactive lecture 15'	The instructor explains the following material with the help of PPT: • Definition of emotionally abusive behaviour • Various forms of emotionally abusive behaviour The instructor starts a question and answer session
6	Doing group assignments	Article study 25'	The aim of the following activity is for students to be able to identify things related to emotional abuse Each group received a different article about the emotional abuse that many youths experience

			Instructions and case studies are put in an envelope, each group is invited to choose an envelope, Discuss about, 1. What are the factors that cause emotional abuse 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) The results of the discussion are written in each workbook
7	Presentation of group discussion results	Presentation 10'	Each group gets the opportunity to explain their findings Instructors and other groups can provide positive feedback The instructor draws conclusions
Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the aim of this activity to help students explore deeper 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing prayer	5'	Led by the class leader

Attachment

Abusive Tree Identification Sheet 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 abuse and write them at the roots of the tree
3. Identify the types of abuse and write them on the tree trunk
4. Identify the impacts of abuse and write them on the leaves of the tree
5. Identify what could be a solution to prevent abuse and write it on another leaf on the tree

Article Sheet

After a vacuum from the world of entertainment, Aliando Syarief finally reveals the cause of having OCD, admits he was forced to work and experienced emotional abuse

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 that there were other reasons 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 [abuse](#).

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 [abuse](#) domestic. It's like I'm forced to work, to support them. "If not, I will be tortured," he added.

Even though he experienced abuse, 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 abuse, there the abuse affected my mental state," he said.

It turns out that it wasn't just physical and mental abuse 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'm wrong too, I'm happy to accept people 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/semptat-vakum-dari-dunia-entertainment-aliando-syarief-akhirnya-bongkar-penyebab-idap-ocd-akui-semptat-dipaksa-kerja-hingga-alami-kekerasan-emosional?page=3>

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 really hard 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."

"Now I'm here stepping into another chapter," he added.

On this occasion, the Rare singer also confirmed that the song *Lose You to Love Me* indeed tells about her love story with Justin Bieber.

During her relationship with Justin Bieber, Taylor Swift's friend considered that her ex often abused her emotionally.

"It's very dangerous to constantly be a mental victim."

"I felt disrespected, I felt like a victim of abuse or emotional abuse," said Selena.

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 not rushing into a romantic relationship right now. 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-alam-i-kekerasan-emosional-selena-gomez-ungkap-perasaannya-usai-putus-dan-ditinggal-menikah-justin-bieber?page=all>

Can I Police Verbal Abuse from Colleagues?

detikcom Team - detikNews

Friday, 22 Jul 2022 09:25 IWST

Jakarta - A team in one office should strengthen and support each other. But in some cases, there are people who even knock each other over and cut each other in the folds. Can this be policed? This was a question from readers of detik's Advocate who was sent to email: redaksi@detik.com and CCed to andi.saputra@detik.com Here is the complete question:

Dear. Editor of Legal Detik, Mr. Andi Saputra,

good morning

Let me introduce myself, L, 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 and oppressed 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 abuse 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 co-worker'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 abuse 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,

L

Jakarta

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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 abuse or threats of abuse, 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 honour 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 abuse or threats of abuse 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 abuse or threats of abuse, 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 orders.

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 employee/labourer has the right to obtain protection for:

- a. Occupational safety and health;
- b. Morals and ethics; and
- c. Behaviour 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 abuse committed 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.

The action of the Sister who has always been patient is a very commendable act.

Yudhi Ongkowijaya, advocate

In our opinion, your actions, which have always been patient in dealing with the behaviour 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 legal action in a criminal manner, 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 in terms of 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-kekerasan-verbal-teman-sekantor>

Study Sheet for Articles Related to Emotional Abuse

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 abuse 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)

50 LESSON PLANS

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

SIGNS OF EMOTIONALLY ABUSIVE BEHAVIOUR

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Identifying Abusive Behaviour around me
Sub Topic	: ● Signs of Emotionally Abusive Behaviour ● Knowing Yourself ● Differences between Healthy Behaviour & Emotional Abuse ● Building Healthy Behaviour
Time	: 3 hours (15 minutes break)
Pre-Condition	: Have received material about What is Abusive Behaviour?; Recognizing Emotionally Abusive Behaviour; Causes and Impact of Emotionally Abusive Behaviour and Overcoming Emotional Abuse
Basic competencies	: ● Empathy & compassion ● Conflict resolution
Learning objectives	: Students able to: ● Identify self-involvement in emotionally abusive behaviour ● Analyse things related to abusive behaviour ● Represent knowledge in the form of educational videos ● Reflect on healthy and abusive behaviour ● Have an honest attitude and desire to improve yourself
Indicator	: Students able to: ● Recognise and write a scale of 1 to 5 regarding involvement in a situation of emotionally abusive behaviour ● Create 1 media campaign related to calls to build healthy behaviour, stop abusive behaviour, and information about the impact of abusive behaviour ● Write down at least 1 solution to stop abusive behaviour in the area
Learning methods	: Interactive lectures, questionnaires, group discussions, <i>sharing</i> , create campaign media, presentations
Instructional Media	: PPT, photocopy of questionnaire sheet, short film video, photocopy of film analysis sheet related to emotional abuse behaviour, photocopy of instruction sheet for making campaign media, photocopy of weekly mission sheet, photocopy of personal reflection & evaluation sheet
Learning Materials	: Material on signs of emotionally abusive behaviour, getting to know yourself, the difference between healthy behaviour and emotional abuse, building healthy behaviour, 'Knowing Yourself' questionnaire material related to emotional abuse, short film material, group discussion material related to emotional abuse, instructor material for creating healthy behaviour

campaign media, weekly mission material, personal reflection & evaluation material

Learning Materials : Flipchart, metaplan, HVS paper, *sticky note*, ATK, markers, notebooks, student workbooks

Learning Resources : Youth Life Skills Module

Learning materials :

SIGNS OF EMOTIONALLY ABUSIVE BEHAVIOUR

A abusive behaviour has certain signs when it happens to someone. The following are signs of this behaviour happening around us;

1. There is humiliation that occurs continuously alone or in front of other people.
2. There is emotional blackmail, where the perpetrator will threaten and force someone else to do something they want.
3. There are feelings of discomfort, frustration, confusion, anxiety and helplessness when interacting with them.
4. There are unrealistic expectations that other people place on us.
5. Our existence is not considered and appreciated by that person.
6. There is a commotion that is trying to be caused, such as arguing on purpose, making contradictory statements, being emotional, etc.
7. There are superior actions that are trying to be shown that humble us, including controlling our every choice and work.

KNOW YOURSELF

Being in a abusive situation is sometimes not realized by the recipient of the behaviour. Especially for abusive behaviour whose impact is not as visible as physical abuse. In fact, identifying individual involvement in abuse will help abusive behaviour to overcome the negative effects caused and avoid the behaviour. Below are measuring tools that can be used to identify whether we are involved in a situation of emotionally abusive behaviour. Instrument attached.

THE DIFFERENCE BETWEEN HEALTHY BEHAVIOUR AND EMOTIONAL ABUSE

Definition of Healthy Behaviour

Healthy behaviour is the behaviour of individuals who are able to assertively inform feelings, experiences and empathize with other individuals. Healthy behaviour involves an attitude of respect, open communication, and support given to others.

(University of Colorado Boulder, 2023)

Characteristics of Healthy Behaviour

Based on this definition, the following are several characteristics of healthy behaviour;

- Demonstrates openness and trust in the abilities, characteristics and backgrounds of others. However, there are still limits to personal matters.
- There is an attitude of mutual respect towards each other, including being willing to listen, understand, appreciate, empathize and support each other.
- Communicate assertively and have good conflict resolution, including respecting differences in opinions from various parties.
- Act without coercion and try to give something to others in order to support each other.

(Cherry, 2022; New York State, 2023)

Differences between Healthy Behaviour and Abuse

There are several aspects that differentiate healthy behaviour from abuse. The following are the differences;

Abusive Behaviour	Healthy Behaviour
There is no empathy given when acting	Act out of empathy for others
Feeling superior and having no desire to resolve conflict and bad behaviour	There is a desire to continue learning and improve bad conditions and behaviour
Tries to take all control of behaviour and is not open to other people's conditions	Involving yourself and others to respect and support each other.

(Murphy, 2023)

BUILD HEALTHY BEHAVIOUR

How to Develop Healthy Behaviours

Developing healthy behaviour when interacting with others requires special steps and commitment to be carried out. The following are ways to develop healthy behaviour when interacting with others;

- Build commitment and a desire to understand others and act based on their conditions.
- Appreciate the limitations made by the people around us, so that we can still respect the privacy of others.
- Speak assertively and try to listen to each person we are talking to well. Conflicts may occur, but it is possible to make an effort to listen and resolve them cooperatively.
- Continue to try to reflect on what we have done to others and learn from mistakes or *feedback* given by others.

(Mental Health Foundation, 2022)

Learning :
Activities

Opening

N o	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building a class atmosphere	<i>Icebreaker</i> 5'	The instructor leads a game of 'Ah, So, Ko' https://www.youtube.com/watch?v=f4P1B58vEeM
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor informs the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Presentation of material	Interactive lecture 10'	The instructor explains using PPT about • Signs of emotionally abusive behaviour • Get to know yourself The instructor starts a question and answer session
2	Fill out the questionnaire	Individual Assignments 15'	The purpose of giving the questionnaire is to identify whether we are involved in a situation of emotionally abusive behaviour or not so that we can find the right solution for this The instructor reads how to do it and guides students in doing the questionnaire by number After completing the questionnaire, students are asked to add up the total The instructor asks the students for the results and provides explanations and conclusions and opens a question and answer room
3	Form groups	5'	Students are divided into small groups to ensure active student involvement
4	Watch short films	Watch movie 5'	The instructor showed a short film related to abusive behaviour among teenagers and healthy behaviour among teenagers

			https://www.youtube.com/watch?v=V6ui161NyTg
5	Short film analysis	Group discussion 20'	The aim of the following activity is for students to build individual knowledge about healthy behaviour and abusive behaviour around us and how to build healthy behaviour and try to eliminate abusive behaviour. Analyse the film then discuss the following questions and write your answers in each student's workbook: • What do you think the meaning of abusive behaviour is? • What do you think are signs of abusive behaviour? • What do you think is the impact of abusive behaviour • How do you think you can eliminate abusive behaviour?
6	Present the results of the group discussion	Sharing 10'	Several groups were asked to share the results of their group discussions The instructor and other students provided positive feedback
	Break	15'	
7	Building a class atmosphere	Ice Breaker 5'	The instructor leads the game 'Jump in jump out': https://www.youtube.com/watch?v=k6bHltjIYzE
8	Presentation of material	Interactive lecture 10'	The instructor explains the following material with the help of PPT: • Definition of healthy behaviour • Characteristics of healthy behaviour • The difference between healthy behaviour and abuse • How to develop healthy behaviour The instructor starts a question and answer session
9	Creating informative media for healthy behaviour campaigns	Group assignment 30'	The aim of the following activity is for students to campaign for healthy behaviour among teenagers through creating information media The group assignments are as follows: 1. Create information media to campaign for healthy behaviour 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 behaviour and an invitation to maintain this healthy behaviour

			4. Students can use examples that often occur around them 5. Students can also add slogans to stop abusive behaviour and so on (use your creativity)
10	Informative media exposure	Presentation 10'	Several groups displayed campaign media created by the group and explained the materials created The instructor and other students provide feedback
Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informed the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Weekly Missions	Instructions 5'	Explanation of the title and description of the mission given as well as writing rules and assessment indicators
4	Closing prayer	5'	Led by the class leader

Assessment : Write a weekly journal

Mission Title : Stop Emotional Abuse

Mission Description :

- Observe abusive behaviour that often occurs around me and write it down (at least 1)
- In your opinion, how can we stop abusive behaviour and foster a culture of healthy behaviour? Explain
- What can I do to implement healthy behaviour this week

Attachment

'Knowing Yourself' Questionnaire Sheet Regarding Emotional Abuse

Please read each statement carefully and rate how often you experience this behaviour 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	

Short Film Analysis Sheet Related to Emotional Abuse

Analyse the film then discuss the following questions and write your answers in each student's workbook:

- What do you think the meaning of abusive behaviour is?
- What do you think are signs of abusive behaviour?
- What do you think is the impact of abusive behaviour
- How do you think you can eliminate abusive behaviour?

Instruction Sheet for Creating Information Media Related to Healthy Behaviour Campaigns

The group assignments are as follows:

1. Create information media to campaign for healthy behaviour 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 behaviour and an invitation to maintain this healthy behaviour
4. Students can use examples that often occur around them
5. Students can also add slogans to stop abusive behaviour and so on (use your creativity)

51 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

BASIC CONCEPTS; EQUALITY&INEQUALITY; CAUSES
& CONSEQUENCES OF INEQUALITY GENDER

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Gender
Sub Topic	: ● Basic Concepts of Gender ● Gender Equality and Inequality ● Causes and Consequences of Gender Inequality
Time	: 3 hours (15 minutes break)
Basic competencies	: ● Empathy & compassion ● Conflict resolution
Learning objectives	: Students able to: ● Analyse matters related to gender inequality ● Identify other forms of gender inequality that exist around you ● Understand gender concepts better ● Have an honest and open attitude
Indicator	: Students able to: ● Write at least 1 opinion related to gender inequality, its causes, consequences, and the importance of gender equality ● Answer questions related to gender concepts correctly ● Write down at least 1 gender equality/inequality experience that you have experienced either as a victim or perpetrator in a weekly journal
Learning methods	: Interactive lectures, quizzes, class discussions, watching videos, analysis of short films related to gender inequality, group discussions, presentations.
Instructional Media	: PPT, learning videos related to gender concepts, photocopies of quiz questions sheets, short film videos related to gender inequality, photocopies of short film analysis sheets, photocopies of weekly mission sheets, photocopies of personal reflection & evaluation sheets
Learning Materials	: Basic gender concept material, gender equality and inequality, causes and consequences of gender inequality, gender concept learning video material, quiz material, short film material, film analysis question material, weekly mission material, personal reflection & evaluation material
Learning Materials	: Laptop, projector, stationery, <i>flipchart</i> , speakers, markers, notebooks, student workbooks
Learning Resources	: Youth Skills and Life Skills Module

Learning :
materials

BASIC CONCEPTS GENDER KNOWLEDGE (GENDER KNOWLEDGE)

To be able to understand Gender, there are several materials that students must master, including:

➤ **Definition gender knowledge**

Gender knowledge are concepts, analysis and goals related to gender. This includes talking about the complexity of gender, various types of gender identities, the challenges faced by individuals with these various gender identities, and the importance of creating an inclusive and respectful environment (UNWOMEN, 2023).

➤ **Definition of gender**

Gender is defined as the socially constructed characteristics of women and men. This includes the norms, behaviours and roles inherent in that gender (World Health Organization, 2023).

➤ **Importance of gender knowledge**

Having knowledge related to gender will create awareness of the importance of gender equality between men and women (European Institute for Gender Equality, 2019). This awareness will help us to better appreciate each characteristic and role of each gender and how to behave fairly towards others (Floriasti, *n.d.*)

Gender Equality and Inequality

- **Definition of *gender equality* and *gender inequality***

Gender equality is a state or condition that gives women and girls, men and boys, equal opportunities for human rights, socially valuable goods, opportunities and resources. This includes expanding freedom and voice, improving power dynamics and relationships, changing gender roles and improving the overall quality of life so that men and women reach their full potential. Whereas *gender inequality* (gender inequality) is a form of injustice for women, men or others based on systems and structures within a social group. (Wahana Visi Indonesia, 2023).

- **Forms of gender equality**

Gender equality has various forms from various aspects, such as in terms of education, work, health and roles at home.

- **Education:** Each gender has the same opportunity to access education, including achieving a certain level of competency. There is no field of learning that is more suitable/better studied by men or women, so that each gender has the same freedom to choose the field they want to pursue based on personal interests.

- **Work:** Each gender has the same opportunity to pursue certain fields of work and achieve certain positions. This includes obtaining support, appreciation, freedom of opinion and equal development opportunities for each gender.

- **Health:** Every gender has the same access and health facilities, including receiving respectful treatment regardless of gender.

- **Role at home:** Each gender has the right to determine their role at home, without there being a better role for one gender. Including having an equal proportion of roles (no one has more than the other).
- **Forms of gender inequality**
Gender inequality behaviour can manifest in various forms including limited access to education, low position in society, minimal freedom to make decisions, low income, and violence against certain genders (Fahy, 2022). Behaviour *gender inequality* can be separated into several forms, including;
 - **Double Load**
Double load or *double burden* is the workload received by one gender more than the other gender. For example, women have the task of doing all the housework and meeting the needs of children at the same time, or men who work and have to fulfil household needs at the same time.
 - **Marginalized**
Marginalization is a form of exclusion of a group of people because of gender differences, resulting in poverty. Marginalization Social is the behaviour of limiting interactions or relationships to certain individuals or groups in society, which causes loss of opportunities and rights to socialize or carry out social activities in general.
 - **Labelling/Stereotyping**
Labelling or stereotyping comes from the word stereotype, which is a depiction of an individual or group that is based on prejudice. Gender stereotypes are assigning special attributes, characteristics, or roles to individuals, because they have a certain gender identity (United Nations Human Rights, 2014). An explanation of stereotypes will be explained further in the next section.
 - **Discrimination**
Discrimination is unequal treatment between one individual and another individual, because there are differences in gender, ethnicity, religion, race, etc. Discrimination can be divided into 2 types, namely direct and indirect discrimination;
 - Direct discrimination
Direct discrimination occurs when we are treated differently in a situation because of our gender identity.
 - Indirect discrimination
Indirect discrimination usually occurs in the workplace, where the organization has certain policies that are the same for all employees, but only benefit one. parties due to gender differences.
 - **Violence**
Violence is an act that hurts another individual and sometimes even endangers a person's life because of inequality. Violence is divided into 3 types, namely when other people insult, offend and corner us, second when we are treated sexually harshly, and third in the form of unfair treatment because we refuse to accept sexual harassment.

(Wahana Visi Indonesia, 2023; Equality & Human Rights Commission, 2020).

Cause and Effect Gender Inequality

- Causes of gender inequality

The main causal factor of gender inequality is the education and parenting style taught by parents to children. For example, since childhood, children's toys are often differentiated by gender, such as boys being given toy cars and girls being given toy dolls. This concept is referred to as *gender binary* and often limits what men and women can do. On the other hand, cultural factors, especially in countries with low socio-economic status, also have a crucial perspective. For example, there is a view that boys are more valuable than girls, because they are thought to be a source of income.

- Impacts of gender inequality

For young people, gender inequality has its own impacts, including:

- Influences how young people behave, choose career choices, changes in ambitions, and how they view relationships which become negative.
- There is hesitation among certain gender groups to take roles and participate in activities and communities that have been labelled with a particular gender.
- Reduced self-confidence of certain genders when having to do work related to other genders. (The Victorian Government, 2023).

- Importance of gender equality

Consider the various consequences that may arise from the practice *gender inequality* (gender inequality), it is important to be able to promote *gender equality* (gender equality). According to *United Nation Women* (n.d.) the existence of gender equality can support the realization of human rights and reduce violence against certain genders (The Victorian Government, 2023). According to PPN/Bappenas (n.d.), Gender equality will also strengthen countries' ability to develop, reduce poverty, and run government effectively. With equal development of abilities for each gender, business, economy and health will be better (Soken-Huberty, n.d.).

Learning : Activities

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building a class atmosphere	Icebreaker 5'	Instructor leads a game of 'Numbers and Actions' https://www.youtube.com/watch?v=ncWIV9onwZs
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach

			appreciation stars for each rule that is enforced and remove stars for each neglect.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor informs the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Group division	5'	Students are divided into small groups to ensure active involvement of students in the group
2	Learn while competing through games	Quiz 30'	The purpose of this game is to measure students' understanding of gender concepts The game can be played in groups or individually depending on the number of students in the class Round 1 is a turn round where each group gets a turn to answer for 1 minute, if it is correct give a mark, if it is wrong throw the question to the next group and get only ½ the mark Round 2 is a scramble round, and if you make a mistake the score will be deducted Record each score obtained and winners can be given appreciation according to instructor policy In the game, the instructor not only gives the correct answers but also provides explanations regarding basic gender concepts
3	Presentation of material	Class discussion 30'	The instructor opens the discussion space by playing the learning video 'Range of Gender Identities': https://www.youtube.com/watch?v=i83VQIaDIQw The instructor explains the following material using PPT: * Definition of gender knowledge (gender knowledge) * Definition of gender * The importance of gender knowledge (gender knowledge) The instructor leads the class discussion
	Break	15'	
4	Building a class atmosphere	Icebreaker 5'	The instructor invites students to play 'elephant-ant, snake-worm' Resources that can be studied: https://www.youtube.com/watch?v=ToovLjTMIWE

5	Watch videos about gender inequality	Watch Videos 15'	https://www.youtube.com/watch?v=58O-wqH5o5s&t=63s ('This Isn't Funny') and https://www.youtube.com/watch?v=75EvRejc05g&t=427s ('Girl')
6	Analysis of short films related to gender inequality	Group Discussion 25'	The aim of the following activity is for students to be able to recognize forms of gender inequality, causes and consequences from the results of film analysis Groups will analyse different films, cut out instructions and put them in envelopes and ask groups to choose which envelope to work on 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 <i>flipchart</i>
7	Presentation of group discussion results	Class presentations and discussions 10'	Several groups are asked to explain the results of their group analysis The institute also provides additional explanations found in the PPT: • Definition of gender equality and gender inequality • Forms of gender equality (gender equality) • Forms of gender inequality (gender inequality) • Causes of gender inequality (gender inequality) • As a result of gender inequality (gender inequality) • The importance of gender equality (gender equality) The instructor and other students provide feedback to each other so that the discussion runs well
Closing			

1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Weekly Missions	Instructions 5'	Explanation of the title and description of the mission given as well as writing rules and assessment indicators
4	Closing prayer	5'	Led by the class leader

Assessment : Write a Weekly Journal

Mission Title : Pro Gender Equality

Mission :

Description

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

Attachment

Quiz Smart Question Sheet

Round 1

No	Question	Answer
1	According to WHO (2023). Gender is defined as the socially constructed characteristics of women	According to WHO (2023). Gender is defined as the socially constructed characteristics of

	and men. This includes norms, behaviour and gender inherent to that gender. True or False ?	women and men. This includes norms, behaviour and role inherent to that gender.
2	Having knowledge related to gender will shape its existence satisfaction separately regarding the importance of gender equality between men and women. This awareness will help us to better appreciate each characteristic and role of each gender and how to behave fairly towards others. True or False ?	Having knowledge related to gender will shape its existence awareness separately regarding the importance of gender equality between men and women. This awareness will help us to better appreciate each characteristic and role of each gender and how to behave fairly towards others.
3	Gender equality is a state or condition that gives women and girls, men and boys, equal opportunities for human rights, socially valuable goods, opportunities and resources. This includes expanding freedom and voice, improving power dynamics and relationships, changing gender roles and improving the overall quality of life so that men and women reach their full potential. True or False?	
4	Gender inequality is a form of injustice for women, men or others based on systems and structures within a group custom public. True or False ?	Gender inequality is a form of injustice for women, men or others based on systems and structures within a social group.
5	Gender equality has various forms from various aspects, such as in terms of education, work,... and roles at home.	health
6	Gender equality in terms of education: Each gender has ... the same access to education, including achieving a certain level of competency. There is no field of learning that is more suitable/better studied by men or women, so that each gender has the same freedom to choose the field they want to pursue based on personal interests.	chance
7	Gender equality in terms of work: Each gender has the same opportunity to pursue certain fields of work and achieve certain positions. Including	Appreciation/reward

	obtaining support, ... freedom of opinion, and equal development opportunities for each gender.	
8	Gender equality in terms of health: Every gender has the same access and... health, including receiving respectful treatment regardless of gender.	facility
9	Gender equality in terms of roles at home: Each gender has the right to determine their role at home, with no role being better for one gender. Including having an equal proportion of roles (no one has more than the other). True or False?	
10	Gender unequal behaviour can manifest itself in various forms, including limited access housing , low position in society, minimal freedom to make decisions, low income, and violence against certain genders. True or False ?	Gender unequal behaviour can manifest in various forms, including limited access to education, low position in society, minimal freedom to make decisions, low income, and violence against certain genders.
11	Behaviour equality Gender can be separated into several forms, including: double burden, marginalization, labelling, discrimination, violence True or False ?	Gender inequality behaviour can be separated into several forms, including: double burden, marginalization, labelling, discrimination, violence
12	A double load is a workload that is received by one gender more than the other gender. For example, women have the task of doing all the housework and meeting the needs of children at the same time, or men who work and have to fulfil household needs at the same time. True or False?	
13	Marginalization is a form of exclusion of a group of people because of gender differences, resulting in...	poverty
14	Marginalization Social is behaviour that limits interaction or... to a particular individual or group in society, which causes loss of opportunities and rights to socialize or carry out social activities in general.	connection

15	Labelling or stereotypes are depictions of an individual or group based on...	prejudice
16	According to the United Nations Human Rights (2014), gender stereotypes are assigning special attributes, ... or roles to individuals, because they have a certain gender identity.	Characteristics / characteristics / signs

Round 2

No	Question	Answer
1	Discrimination is unequal treatment between one individual and another individual, because there are differences in gender, ethnicity, religion, race, etc. True or False?	
2	Discrimination can be divided into 2 types, namely direct and indirect discrimination Correct or Wrong?	
3	Direct discrimination occurs in the workplace, where the organization has certain policies that are the same for all employees. True or False ?	Direct discrimination occurs when we are treated differently in a situation because of our gender identity.
4	Indirect discrimination usually occurs in the workplace, where the organization has certain policies that are the same for all employees, but only benefit one. parties due to gender differences. True or False?	
5	Violence is an act that hurts another individual and sometimes even... a person's life because of inequality.	endanger
6	Violence is divided into 3 types, namely when other people insult, ... and corner us, second when we are treated sexually harshly, and third in the form of unfair treatment because we refuse to accept sexual harassment.	touch on
7	The main factor causing gender inequality is education and... what parents teach their children. For example, since childhood, children's toys are often differentiated	parenting

	by gender, such as boys being given toy cars and girls being given toy dolls. This concept is referred to as <i>gender binary</i> and often limits what men and women can do.	
8	On the other hand, factors ... especially in countries with low socio-economic status also have a crucial perspective. For example, there is a view that boys are more valuable than girls, because they are thought to be a source of income.	culture
9	Gender inequality for young people can influence how young people behave, make career choices, change ambitions, and how they view relationships as something positive . True or False ?	Gender inequality for young people can influence how young people behave, make career choices, change ambitions, and how they view relationships which can become negative.
10	Gender inequality for young people also causes this confidence certain gender groups to take roles and participate in activities and communities that have been labelled with a certain gender. True or False ?	Gender inequality for young people also causes hesitation in certain gender groups to take roles and participate in activities and communities that have been labelled with a certain gender.
11	Gender inequality for young people can also lead to reduced self-confidence in certain genders when having to do work related to other genders. True or False?	
12	The existence of gender equality can...realize human rights and reduce violence against certain genders.	support
13	Gender equality will also strengthen the country's ability to... , reduce poverty, and run government effectively.	develop
14	With gender equality, developing the abilities of each gender will make business, the economy and... better.	Health

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*

52 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

GETTING TO KNOW STEREOTYPES; INCLUSIVITY &
PROMOTING IT

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Gender
Sub Topic	: ● Recognizing Stereotypes ● Gender Inclusivity ● Promoting Gender Equality and Inclusivity
Time	: 3 hours (15 minutes break)
Pre-Condition	: Have received material on basic gender concepts, gender equality and inequality, causes and consequences of gender inequality.
Basic competencies	: ● Empathy & compassion ● Conflict resolution
Learning objectives	: Students able to: ● Analyse things related to stereotypes ● Promote gender equality and inclusion in the form of short videos ● Have a commitment not to stereotype yourself or others ● Have an honest attitude and a desire to change
Indicator	: Students able to: ● Write down 1 practical solution to promote gender equality and create inclusivity from the given case ● Write down at least 1 stereotype that you have experienced yourself or given a certain stereotype to others in a weekly journal ● Write down at least 1 commitment to change the habit of stereotyping yourself or others in a weekly journal
Learning methods	: Interactive lectures, watching videos, group discussions, presentations, class discussions, case studies
Instructional Media	: PPT, short film videos related to stereotypes, photocopy of short film analysis sheet, photocopy of case study sheet, photocopy of weekly mission sheet, photocopy of personal reflection & evaluation sheet
Learning Materials	: Material <i>Getting to know stereotypes</i> , gender inclusivity, promoting gender equality and inclusivity, stereotype short film material, video analysis question material related to stereotypes, case study material, weekly mission material, personal reflection & evaluation material
Learning Materials	: Laptop, projector, markers, paper <i>flipchart</i> , stationery, speakers, notebooks, student workbooks

Learning : Youth Life Skills Module
Resources

Learning :
materials

GETTING TO KNOW STEREOTYPES

1. Definition of Stereotypes

Gender stereotypes are the behaviour of assigning special attributes, characteristics or roles to individuals because they have a certain gender identity (United Nations Human Rights, 2014). The stereotypes given are usually related to certain cultural norms and history, as well as expectations in society. These stereotypes can influence how individuals perceive and interact, which in turn leads to unfair treatment and limited opportunities for individuals of a certain gender.

2. Forms of gender stereotypes

There are several simple forms of gender stereotypes, like;

- In relation to personality, for example: There is an opinion that men have more assertive and logical thinking, while women tend to be more emotional and capable of nurturing.
- In relation to household work, for example: There is an expectation that women must be able to cook and take care of children at home, while men do repair work.
- Regarding work, for example: women are more suitable for jobs related to other people such as nurses, while men are more suitable for doing work related to machines such as IT.

3. The result of stereotypes

The existence of gender stereotypes can have a negative impact on self-perception, relationships with other people, and individual participation in the world of work. In the school environment, this can have a negative impact on students' academic performance and well-being. This is because the assumptions we make consciously or unconsciously about men and women can create different treatment and opportunities based on their gender.

The Negative Impact of Gender Stereotypes:

1. Potential Limitations
Stereotypes can limit individuals from achieving their dreams and aspirations.
2. Stigma and Discrimination
Gender stereotypes can trigger stigma and discrimination against individuals who do not conform to gender norms.

GENDER INCLUSIVITY

1. Definition of Gender Inclusivity

Gender inclusivity is an effort to achieve gender equality by respecting and involving every individual with various gender identities.

2. Why Gender Inclusivity Matters

With gender inclusivity, a culture of mutual respect between individuals will be formed. Every individual will also be encouraged to maximize their potential because of equal opportunities and participation.

3. Forms of Gender Inclusivity

Gender inclusivity has various forms from various aspects, including;

- **Access:** provides the opportunity to access, use, control and own certain assets, resources, opportunities and services
- **Participation:** have the opportunity to be actively involved in society
- **Decision making:** having the opportunity to make decisions without coercion at the individual, family, community and societal levels
- **System:** the creation of an equal and inclusive system, which promotes equality, takes into account the various needs of vulnerable groups and creates an enabling environment for their involvement
- **Welfare:** having a sense of security and physical, emotional, psychological and spiritual well-being

PROMOTING GENDER EQUALITY AND INCLUSIVITY

Advancing gender equality and inclusivity does not have to take large actions and involve many aspects. Just through small daily actions, you can encourage a culture of equality and inclusivity between various genders. Here are things that can be done;

- Divide homework assignments and involve all family members. Considering the proportion of homework according to the abilities and capacities of each member is also important to help reduce the burden on certain individuals and encourage involvement and equality of roles.
- Be sensitive to signs of violence. Dare to ask for support and assistance from certain parties when experiencing violence or seeing other colleagues experiencing this. Be it physical, verbal or emotional violence.
- Avoid making comments or jokes that condemn certain parties and are racist. This includes not remaining silent when you see other individuals receiving negative comments.
- Listen and reflect. To support equality and inclusiveness, it is important for us to first understand the conditions and characteristics of other individuals who are different from us. To be able to understand, the first step that can be taken is to listen to each of their conditions, avoid prejudice, and try to reflect on the differences that exist. In this way, certain biases will not arise and allow us to better appreciate every difference that exists

(Sanchez, 2018)

Learning :
Activities

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building a class atmosphere	Icebreaker 5'	Instructor leads a game of 'Apple-Banana-Orange' https://www.youtube.com/watch?v=yJY19gO9JOo
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions

			The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Group division	5'	Students are divided into small groups to ensure active involvement of students in the group
2	Watch a short film about stereotypes	Video 10'	The instructor shows short films related to stereotypes 'Aphrodite' https://www.youtube.com/watch?v=nxnRAp0OsCo
3	Analysing films	Group Discussion 20'	The aim of the following activity is for students to build initial knowledge related to stereotypes through analysis and group discussion Things that need to be analysed 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
4	Present the results of the group discussion	Class presentations and discussions 30'	Several groups are asked to share the results of their group discussions as Facilitators and other groups provide positive feedback The facilitator draws conclusions from the results of the student discussion regarding the appropriate theoretical concepts
	Break	15'	Participants take a break
5	Building a class atmosphere	Ice breaking 5'	Concentration training game: https://www.youtube.com/shorts/MrOSIGlfUwc
6	Group division	5'	Students are divided into small groups to ensure active involvement of students in the group
7	Presentation of material	Interactive lecture 15'	The instructor explains the following material using PPT: • Definition of gender inclusivity • Why gender inclusivity matters

			Forms of gender inclusivity - things that can be done to encourage a culture of equality and inclusivity between various genders The instructor starts a question and answer session
8	Students look for solutions from the case studies given regarding inclusivity	Case study 20'	The aim of this activity is for students to provide practical solutions to promote gender equality and create inclusivity from the cases given Each group is given a different case (attached) and asked to answer several questions for discussion Instructors can guide students while working on the case study
9	Presentation of group discussion results	Presentation 10'	Several group representatives were asked to explain the results of the discussion The instructor and other students provided positive feedback
Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor conveyed the aim of this activity to help students explore deeper 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Weekly Missions	Instructions 5'	Explanation of the title and description of the mission given as well as writing rules and assessment indicators
4	Closing prayer	5'	Led by the class leader

Assessment : Write a Weekly Journal

Mission Title : Stop the Stereotype

Mission Description :

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)

Attachment

Short Film Analysis Sheet Related to Stereotypes

Things that need to be analysed 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

Case Study Sheet

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?

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 counsellors 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?

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?

General Troubleshooting Steps:

1. **Gender Awareness Education:**
 - Hold seminars or discussions about gender equality and inclusivity.
 - Engage teens in activities that educate them about the impact of gender stereotypes.
2. **Inclusive Policies in Schools:**
 - Ensure school activities and facilities are open to all genders.
 - Monitor to prevent gender-based discrimination.
3. **Peer Approach:**
 - Encourage students to support each other without gender bias.
 - Hold a mentoring program to help students facing gender pressures.
4. **Role of Teachers and Parents:**
 - Teachers and parents need to provide full support to students in exploring their interests.
 - Avoid words or actions that reinforce gender stereotypes.

PARTICIPATION MODULE

53 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

PARTICIPATION AND ENGAGEMENT

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Active Role as a Citizen
Sub Topic	: ● Participation ● Engagement and Participation ● Youth Involvement in Various Life Circumstances (Module: Independence, Topic: Becoming a Person Involved in Life Circumstances)
Time	: 3 hours (15 minutes break)
Basic competencies	: ● Empathy & compassion ● Conflict resolution
Learning objectives	: Students able to: ● Reconstruct knowledge related to the concept of participation ● Give opinion about social participation and involvement ● Develop an attitude of self-confidence
Indicator	: Students able to: ● Express an opinion regarding participation is a right or choice in the debate ● Create tips for participating at home / neighborhood / school / country in creative informative media
Learning methods	: Interactive lectures, group discussions, debates, group assignments, presentations
Instructional Media	: PPT, learning videos related to participation, photocopy of debate preparation sheet, photocopy of instruction sheet for making informative media, photocopy of personal reflection & evaluation sheet
Learning Materials	: Participation, involvement and participation material, youth involvement in various environments of life, learning video material, debate preparation question material, informative media creation instruction material, personal reflection & evaluation material
Learning Materials	: Laptop, projector, stationery, flipchart, markers, speakers, notebooks, student workbooks, metaplan
Learning Resources	: Youth Life Skills Module
Learning materials	:

PARTICIPATION

What is meant by participation? According to the Big Indonesian Dictionary (KBBI), participation is defined as participation in an activity or participation. UNICEF defines participation as a form and expression from children and youths that can influence matters of concern/concern to them either directly or indirectly. Children's or young people's participation can also be defined as the desire to involve and inform children or young people about everything that concerns them, both directly and indirectly, and they can express their views, influence decision making on various occasions, both at home and government, locally or at the international level.

The participation of children and youths is a right contained in the Convention on the Rights of the Child (CRC). Article 12 paragraph 1 of the CRC states that "participating countries must guarantee the rights of children who are able to form their own views, the right to express these views freely in all matters affecting the child. The child's views are given appropriate weight according to the child's age and maturity.

Children and young people have the right to be heard and recognized according to the Convention on the Rights of the Child (CRC), which establishes various children's rights in line with universal human rights. This convention defines a child as "everyone under eighteen years of age", and sets out various rights that every child has, including the right to express views, the right to freedom of expression to seek information, the right to have their best interests taken as the primary consideration in all actions affecting them, the right to free education, and the right to the highest standard of health and living. Article 12 of this Convention also mentions children's participation specifically, namely that "every child has the right to say what they think in all matters affecting them, and that their views deserve serious consideration".

Why is the participation of children and youths necessary?

Giving children and young people the right to participate will have a positive impact on many things, including making them believe in themselves, building strength through collaboration and being actively involved in realizing their rights. If children's views are recognized and taken seriously, this will increase their sense of self-esteem and their ability to make a difference. Several benefits from the participation of children and youths, namely:

- 1. Children's participation is part of human rights and participation is a way to protect other rights.** Participation is one of the main principles of Children's Human Rights and is integrated with the rights-based approach
- 2. Participation supports children's growth and development.**

Participation opportunities vary depending on the child's capacity to develop. However, children who have started participating will have a good impact on their development because they have begun to determine their welfare and desires starting from an early age.

- 3. Participation supports the protection, psychosocial well-being and resilience of children.**

Participation will automatically increase competence and networks that can protect children so that children's welfare and resilience will be maintained.

4. **Children have different views and priorities, participation will make it easier to understand children's different needs.**

By involving children in design, implementation and monitoring, adults can determine the needs that children most desire.

Types of participation of children and youths

1. **Children initiate, equally share decisions with adults (*Child-initiated, Share Decisions with adults*)**

This type is the highest type where children will start projects themselves, while decisions are made in consultation with adults. Children try to make positive changes based on their own views and ideas, while utilizing the expertise and help of adults. Adults do not impose their views or try to direct the project; rather they listen, observe and act.

2. **The child or youth initiates and directs (*Child-initiated and Directed*)**

Children and young people initiate and direct their own projects. Adults only play a supporting role. Adults provide children and youths with the tools, resources and information they need to put their views and ideas into action and decision-making occurs only among children.

3. **The adult initiates and jointly decides with the child or youth (*Adult-initiated, Shared Decisions with Children*)**

The level of participation where adults carry out projects/actions and make decisions together with the child. The initial idea for the activity came from the adults but the children were involved in the planning and implementation of the project.

4. **Consult and inform (*Consulted and Informed*)**

A situation where a child or youth gives advice about a project or job carried out by an adult. Children are not involved in decision making, but are asked to share ideas that will inform adult decisions. Children need to be informed about how their opinions will be used and inform the decisions that adults will make.

5. **Assigned but informed (*Assigned but Informed*)**

At this stage, children and youths will be asked to do specific tasks in a project or activity carried out by adults. Children and youths understand the purpose of the project and who will make decisions that involve them. Children and youths will be asked to play a very important role and they will be asked for their willingness to follow the activity or with the child's consent.

6. **Tokenism (*Tokenism*)**

Children are asked to speak or participate in projects run by adults without the children fully understanding the issues of the projects being run.

7. **Decoration (*Decoration*)**

A form of participation in which children support goals led by adults. However, the children did not contribute to the planning. Participation by children is used to motivate stakeholders.

8. Manipulation (*Manipulation*)

Using children to promote a cause and pretending that the cause is inspired or supported by children even though they do not understand what the children really want.

PARTICIPATION AND INVOLVEMENT OF CHILDREN AND YOUTHS

Youth involvement is one of the main principles in human development in Indonesia. Young people are more than passive recipients, instead they are actively involved in shaping their development by interacting with the people and opportunities available in their environment. With youth involvement, communities can do a better job of creating services, opportunities and supports.

Principles of Involving youths

1. *Develop*
Build trusting and positive relationships.
2. *Teach*
Teaches youths to use strategies and methods to seek information and knowledge to make decisions.
3. *Empower*
Empowering youth and helping them to recognize their experiences and skills.
4. *Respect*
Respect their leadership activities.
5. *Build*
Build relationships of mutual respect and appreciation with both adults and other youth.
6. *Involve*
Involving youths in every process starting from looking at the problem and looking at data to make decisions.
7. *Involve*
Involving youths in the evaluation process.

Child Participation Indicators

Children's participation indicators are measures or signs used to measure the extent to which children are involved in various aspects of social, political and cultural life. This indicator helps to understand the level of children's participation in society and provides an idea of the extent to which their rights are recognized and respected. Children's participation indicators can be categorized into 4 categories, namely:

- a. **Collaboration**
Activities or projects that involve children and adults together
- b. **Non-participation**
Activities that fall into the category of tokenism and manipulative where there is no participation of children or youths
- c. **Child-led**

Children are given the authority to lead or initiate their own projects and adults act as facilitators who provide advice to children and youths

d. Consultative

Activities where adults ask for advice or views from children so that children know and understand the consequences that will happen to them. Adults consider suggestions from children but the activity or project is still led by the adult.

Of the four indicators, only the non-participation indicator is not in line with children's participation, while the other three indicators can be categorized as children's participation.

YOUTH INVOLVEMENT IN VARIOUS ENVIRONMENTS OF THEIR LIFE

Youth development occurs in a dynamically changing environment. During adolescence, individuals become increasingly involved with various life environments and social institutions that have a direct or indirect impact on their development. The youth's life environment includes the close environment (*proximal social environments*) and remote environment (*distal social environments*). In a close environment, youths are directly involved with other people such as family, friends and partners. Meanwhile, youths' distant environment includes, among other things, community, society and social norms. All of these life environments influence the process of youth development towards independence.

Youths need to be encouraged to be involved and take responsibility in various environments of their lives, such as at home, school and community. This will teach them to take care of themselves. In addition, they can learn various attributes of responsible members of society and practice how to contribute to society. Developing responsibility can be demonstrated at three different levels, namely personal, interpersonal, and social.

- Youths show personal responsibility, for example by looking after their belongings, completing homework, and meeting deadlines.
- Youths show interpersonal responsibility, for example by helping with household tasks at home, contributing to group assignments, teaching friends, fulfilling promises.
- Youths show social responsibility, for example by protecting public property, giving funds to charities, helping people in trouble, and fighting for social justice.

Some of the responsibilities mentioned above are part of the eight anchors that stabilize young people during the turbulent youth years according to Pickhardt (2014), namely cleaning their own room, doing household tasks (*household chores*), completing homework, and volunteering for community service.

By contributing to household maintenance, youths become active contributors in the household and know that they have a role and value in the family. Carrying out household tasks is a form of domestic independence. Mastering skills such as cooking, cleaning the house, washing clothes, and doing other household tasks is important to be able to live on your own in the future. It also teaches them about responsibility and helps them to become good citizens of society.

Apart from the two things mentioned, doing household tasks has at least five benefits for youths:

- Learn to take responsibility for your own actions and the consequences that follow.
- Learn to fulfill personal obligations to protect the shared living environment.
- Learn to plan, manage time, and prioritize so you can do other important things.
- Learn to be sensitive to the needs and feelings of others.
- Learn that every task, no matter how small, is an opportunity to give your best effort.

Basically, youths are able to do any household task that adults do. However, they need direction and guidance to do it right. remember that they often do not have any skills at the start to complete a single household task. Start by showing how to do one household task. Then, monitor the work. If they are having difficulty, determine together what skills they need to master and teach them. After that, let them do it themselves and add other tasks. Provide a schedule of daily, weekly and holiday tasks. Make sure they have enough time to do homework and have fun.

The following are some household tasks that can be given to youths related to taking care of their rooms and belongings:

- make the bed
- tidy up the wardrobe
- put clothes in the laundry or wardrobe
- dusting, sweeping and mopping rooms

The following are some household tasks related to caring for the family's shared space:

- clean dust, wipe surfaces, and tidy up household furniture
- sweeping and mopping the rooms in the house
- tidy up things, drawers and cupboards
- clean the bathroom
- take out the trash
- washing and ironing clothes
- cook breakfast, lunch or dinner

Like household tasks, homework also teaches youths time management. Additionally, beyond its academic value, homework provides practice for developing work ethics. By doing what is good for themselves even though they don't want to, youths develop determination (*willpower*). This is normal for adults, but it is something that youths need to learn to develop self-discipline (*self-discipline*). Parents need to support this practice by monitoring its completion until the teen is ready and able to take on this responsibility on their own. Homework is one of the links between school and home which are two *microsystem* which is important for youths.

Doing homework or school assignments is a form of academic involvement (*academic engagement*). In simple terms, academic engagement refers to the extent to which students are involved in educational learning tasks in the formal education process. During adolescence, important changes occur in motivation which are reflected in their involvement in learning. This is caused by changes in the social environment and their brain's response to these changes. Some students become less motivated to learn, consider schoolwork less important, and care less about their academic development (planning, monitoring, evaluation).

Academic engagement or learning is the most reliable factor for predicting academic achievement. Engagement is associated with positive academic outcomes, including persistence and achievement in school. Engagement itself consists of three dimensions, namely:

- Behavioural, where engagement is defined in terms of participation, effort, attention, persistence, positive behaviour, and the absence of disruptive behaviour
- Emotional, which refers to the extent of positive and negative reactions towards teachers and classmates, academics, and the school, as well as a sense of belonging to and identification with the school and subject domain.
- Cognitive, demonstrating a level of investment in learning, thoughtful, strategic, and willing to exert effort to understand complex ideas and master difficult tasks.

The three dimensions above are unique but not completely independent of each other. Engagement also correlates positively with self-efficacy (*self-efficacy*), namely an individual's belief that they can succeed in a particular situation and will make efforts to achieve the desired results.

Adolescence can be a very selfish time, where youths only think about themselves and pay little attention to other people. Their social awareness is often limited to the world of interactions with their friends. One of the markers of maturity is a reduced self-orientation and an increased awareness of helping others.

The behaviour of helping others is a form of pro-social behaviour, namely the intention to do good for others, which creates "costs" and no benefits for the perpetrator. This behaviour must be voluntary without pressure or conditions from outside parties. Behaviour motivated by compliance is not pro-social, but often precedes it. There are three types of pro-social behaviour, namely: (1) helping others (e.g., picking up dropped items, carrying other people's things); (2) giving something to others (e.g., sharing food); and (3) comforting others (e.g., accompanying a sick friend). In general, youths show 50% higher pro-social behaviour than school-aged children.

Youths involved in volunteer activities (*volunteering*) see themselves as worthy and valuable, so they tend to make more positive life choices. Providing support to others also increases openness to receiving support, which increases resilience when facing challenges in life. Additionally, by contributing to a good cause they feel in control, that they can influence other people's lives and make the world a better place. In general, volunteering (*volunteering*) is beneficial for reducing stress and depression, improving well-being, building resilience, and strengthening a sense of meaning and purpose.

Youths are more motivated to engage in volunteer activities that reflect their interests and demonstrate direct benefits (e.g., reading storybooks to children in orphanages). Additionally, teens can participate with family members and friends.

In a culture centred on sustainability, members of society recognize their interdependence with each other and with nature and live according to a moral code in which they thrive without destroying the ability of others to meet their needs. They have a mindset that leads them to make individual and societal choices that cause minimal harm to the environment or restore the Earth's ecological systems to health. This mindset is supported by socio-economic structures that support

and maintain sustainability and are socially just. Changes towards such a society require community members to be actively involved.

Actively involved community members are those who are aware of their rights and responsibilities in society and actively participate in shaping the system norms, resources, regulations and operations that form the foundation of society. Involved members of society are fully aware of how the various parts of the system (e.g., the environment and the economy) interact with each other and influence the lives of individuals and the communities of which they are a part. They realize that they can individually and collectively influence the components of the system. They also have the knowledge and skills to take effective action to create change either from within the current government structure (e.g., by taking leadership positions in local or national government) or from outside (e.g., through active voting, advocacy, awareness-raising or protest). It is important to note that types of civic engagement differ in each country depending on the cultural context and political conditions in each country.

Youths can help maintain the environment by changing individual behaviour, for example saving resources (water, electricity), reducing purchases of unnecessary goods, recycling and buying sustainable products. To make changes at the cultural level, community members not only change individual behaviour but also need to be actively involved in environmental action.

Healthy communities require young people involved in community and political movements. The threat of environmental damage and climate change to the younger generation makes them key stakeholders in efforts to overcome environmental problems through social change. Adolescence and young adulthood are an important transition period towards adult roles and responsibilities, including community involvement, including involvement in society (*civic engagement*). During this period, people usually form their identities that can last throughout their lives. Therefore, it is important for young people to see themselves as active participants in the community and society.

Young people today are exposed to various information and educational programs through the classes they take as well as modern technology such as the internet and social media. Additionally, students also often engage with environmental issues as part of their schoolwork and therefore require less training to create awareness in their communities. Young people are more likely to take risks because often their jobs and livelihoods are not directly threatened, and they have more free time than older adults who often have work and family commitments. Young people can be good messengers for various groups. For example, young people as activity organizers are usually very effective in reaching other young people, family members and community members.

Youth involvement includes a variety of activities such as youth conferences, volunteering for environmental organizations, extracurricular activities, organizing community and political activities. These activities can be carried out formally, non-formally, informally and virtually. In environmental action, young people can be involved in defining environmental problems, analysing the remaining causes of problems, and discussing and implementing solutions.

Learning :
Activities

Opening

No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building a class atmosphere	<i>Icebreaker</i> 5'	The instructor gives a logic puzzle 'Who is cheating' https://www.youtube.com/watch?v=PO5fAlyBn58
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglectation.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Group division	5'	Students were divided into 2 groups, namely the pro and con groups, If there are too many students in one group, the instructor can form many groups and the pro material is done by several groups and the con material is done by several groups.
2	Presentation of material	Interactive lecture 20'	The instructor explains the following material using PPT: * Definition of participation * The importance of children and youth participation * Benefits from the participation of children and young people * type of participation of children and youths The instructor opens a question and answer room Closed with the video 'Why Indonesia needs young people': https://www.youtube.com/watch?v=WZm_TJ7WXAI
3	Collect data and facts	Group discussion 20'	The aim of the following activity is for students to increase their critical understanding of the role of participation as a basic right of children and youths and understand the relationship between participation rights and individual responsibility. The instructor determines which group is pro and which is con group

			The pro group collects data and facts related to participation as a right that needs to be supported and writes them in their respective workbooks The counter 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
4	Group debate 'Participation is a Haka or a Choice?'	Debate 20'	The instructor acts as a moderator, students are reminded to express opinions by respecting each other's differences of opinion The instructor sets up a comfortable and suitable place to hold the debate The instructor provides conclusions after all groups have finished the debate
	Rest	15'	
5	Building a class atmosphere	Icebreaker 5'	The instructor instructs students to clap and snap their fingers to practice concentration and focus: Resources that can be studied: https://www.youtube.com/watch?v=UCZQpIVzZRw
6	Presentation of material	Interactive lecture 15'	The instructor explains the following material with the help of PPT: * The principle of involving youths * Indicators of child participation * Three levels of responsibility * Benefits of doing household tasks * Engagement dimensions The instructor opens a question and answer room
7	Create informative media	Group assignment 25'	The aim of the following activity is for students to provide creative ideas about how youths can be involved at home/neighbourhood/school/country and provide inspiration to increase youth participation. The instructor asks students to create informative media which can be in the form of a drama video/jingles/songs/comics/short stories/posters to provide tips on how to participate at home/neighbourhood/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

8	Informative media exposure	Presentati on 15'	Several groups are asked to explain the informative media they have created The instructor and other students provided positive feedback
Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor conveyed the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing prayer	5'	Led by the class leader

Attachment

Debate Preparation Sheet 'Participation is a Right or Choice'

The pro group collects data and facts related to participation as a right that needs to be supported and writes them in their respective workbooks

The counter 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

Instruction Sheet for Creating Informative Media How to Participate

The instructor asks students to create informative media which can be in the form of a drama video/jingles/songs/comics/short stories/posters to provide tips on how to participate at home/neighbourhood/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

54 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

THE ACTIVE PARTICIPATION OF YOUTHS AS CITIZENS

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Active Role as a Citizen
Sub Topic	: The Active Role of Youths as Citizens
Time	: 3 hours (15 minutes break)
Pre-Condition	: Have received Participation, Involvement and Participation materials Youth involvement in various environments of life
Basic competencies	: ● Empathy & compassion ● Conflict resolution
Learning Objectives	: Students able to: ● Practice playing an active role as a citizen using the CVA (Citizen Voice Action) method ● Develop an active attitude
Indicator	: Students able to: ● Study 1 SOP, compare existing services with standards determined by the government/regulations, provide value to existing services, and make at least 1 follow-up plan so that services can meet standards
Learning methods	: Interactive lectures, practice, <i>sharing</i>
Instructional Media	: PPT, photocopy of Minimum Service Standards (SPM) policy sheet (attached), photocopy of SPM assessment sheet, photocopy of personal reflection & evaluation sheet
Learning Materials	: Material on the active role of youths as citizens, SPM policy material, SPM assessment material, personal reflection & evaluation material
Learning Materials	: Laptop, projector, HVS paper, ATK, speaker, notebook, student workbook
Learning Resources	: Youth Life Skills Module
Learning materials	:

Every citizen has rights protected by law. Every right inherent in humans will be accompanied by obligations as citizens, including children and youths. As citizens, children and youths have an obligation to take an active role in development and actively participate in making changes.

Several things that can be done so that children and youths are able to participate actively are:

1. Ask teens to get involved active on social projects, especially on policy-making activities
2. Make youths more involved in activities aimed at peace or anti-violence
3. Encourage youths who are able to play a role and have a voice in political and state life so that they are able to voice their rights
4. Encouraging youths to be able to become Architects of their own lives, encouraging personal development, building Resilience and equipping them with skills that can be used to make changes
5. Encourage youths to participate actively active in forming society
6. Encourage youths to pay attention to issues that attract public attention and encourage them to influence policies or regulations that affect them
7. Gathering all children and youths from various backgrounds and holding discussions together until they are able to appreciate the ideas and experiences of other people

Active participation of youths as citizens through the CVA approach (*Citizen Voice and Action*)

As citizens, youths can play an active role in various policy formulation or anything in order to improve community services. One approach that can The Citizen, Voice, Action approach used is the Citizen, Opinion and Action approach. Through this approach, youths will can participate in the development process or policy making that occurs in the surrounding environment nor nationally. Children's participation, not only will they be able to express their own voices, but they will also be able to mobilize their own voices, but they will also be able to mobilize community members to be involved in the development process.

Several stages in the CVA approach so that children and youths can be involved as citizens

1. Enablinh Citizen Engagement

The aim at this stage is to prepare youths to be involved with the services provided by the Government, such as the services around the Taruna Jaya 1 social institution.

Preparation for youth involvement can be done with various activities;

- Understand political policies and documents
Youths can be invited to collect documents, processes or systems that become service standards, such as standard documents / SOPs that apply as the basis for orphanage services
- Prepare resources and materials
After collecting all the documents, invite youths to create information media that is simple, easy to access, and interesting for the children of the inmates to see.
- Mobilize and educate community members or other youth
By using the media that has been created, ask youths to collaborate with community leaders to conduct outreach to local residents/youths about government policies, the rights and obligations of citizens and appropriate service standards from the government.
- Building networks and coalitions
If possible, this activity is led by youths or local residents
- Build relationships and connections with youth and services

In order for this activity to be successful, a good relationship needs to be built between the service provider and the youth who will vote on the service.

2. Engagement Via Community Gathering

Group/community meetings are an important stage where this group will analyse the services provided by the institution and what can be done so that the services provided by the institution can improve. Activities carried out by social workers or youths are;

- Initial session
This meeting is an initial meeting and brings together youths and institutions
- Monitoring sessions
Sessions where the community/youth together with service providers will compare existing services with standards determined by the government/regulations. In this session, children/youths will give a score on existing services and create a “*action plan*” so that services can meet standards.

3. Improving services and influencing policy (*Improving services and influencing policy*)

This stage is the action stage where children/youths/and service providers implement the action plan that has been made together.

**Learning :
Activities**

Opening			
N o	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building class atmosphere	<i>Icebreaker</i> 5'	The instructor leads the game: 'Guess What I Said' https://www.youtube.com/watch?v=k2rTk6cxc0
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglectation.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			

1	Presentation of material	Interactive lecture 25'	The purpose of the following activity is so that students can understand the steps they need to take when they feel uncomfortable and want to change the rules in a society as active and critical citizens. The instructor explains the following material with the help of PPT: • Things that can be done so that children and youths are able to participate actively • Active participation of youths as citizens through the CVA (Citizen Voice and Action) approach • Several stages in the CVA approach so that children and youths can be involved as citizens The instructor opens a question and answer room After the instructor explains the complete CVA steps, the instructor can also emphasize that the class will practice shorter steps due to limited time.
2	Group division	5'	Students are divided into small groups to ensure active involvement of students in the group
3	Simulate CVA steps with instructor guidance	Practise 35'	The aim of the following activity is so that 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. Instructor prepares 1 SPM / SOP government policy document related to PSBR TJ1 (pp. 79-81, p. 85-19) (attached to student workbook) The instructor emphasizes that the practice carried out in this class is not to bring down certain parties but to build each other up, reminding students not to ridicule the Institution or related parties in connection with the SPM they are studying The results of practice in the classroom can be used to provide input to the Institution in the ways listed in the CVA steps, one of which is through dialogue. The instructor's role is to guide each step and ensure students are not misguided and draw unwise conclusions The CVA steps that will be practiced are: (the instructor conditions each group to simulate each stage) Level 1: Activate child involvement <i>Enabling Citizen Engagement</i>)

			The aim at this stage is to prepare youths to be involved with the services provided by the Government. Activity: - Understand political policies and documents Youths can be invited to collect documents, processes or systems that become service standards, such as standard documents / SOPs that apply as the basis for orphanage services Bahan Simulasi CVA-SPM PSBR TJ1.ppt Group activities: - Students are invited to look at the SOPs contained in their respective workbooks - The instructor teaches how to read the document - Once students understand, groups are asked to choose the service standard they want to assess Level 2: Involvement through group meetings (<i>Engagement Via Community Gathering</i>) Group/community meetings are an important stage where this group will analyse the services provided by the institution and what can be done so that the services provided by the institution can improve. Activities carried out by social workers or youths are; - Initial session This meeting is an initial meeting and brings together youths and institutions - Monitoring session Sessions where the community/youth together with service providers will compare existing services with standards determined by the government/regulations. In this session, children/youths will provide <i>score</i> to existing services and create a "<i>action plan</i>" so that services can meet standards. Group activities: - Understand the standards that have been chosen by the group - Analysis of services provided by the Institution - Compare existing services with standards set by government/regulations. - Give a score to the services provided using the scoring table in the student workbook

			5. Create an action plan so that services can meet standards (look for actions that can be implemented for youths or young people, for example creating communication media such as videos / posters / jingles etc., which can educate and encourage service improvements)
	Break	15'	
4	Building a class atmosphere	Icebreaker 5'	The instructor gives a logic puzzle 'Who is cheating' https://www.youtube.com/watch?v=PO5fAlyBn58
5	Simulating CVA steps with instructor guidance (continued)	Practise 30'	Each group is directed to implement the action plan chosen by the group Level 1: <i>Enabling Citizen Engagement</i> Activity 2: ● Prepare sources and materials After collecting all the documents, invite youths to create information media that is simple, easy to access, and interesting for the children of the inmates to see. Group activities: 1. The group creates information media that is simple, easy to access, and interesting for other youths/youth to see in order to educate and encourage service improvements.
6	Share feelings after experiencing practical learning	Sharing 25'	Level 1: <i>Enabling Citizen Engagement</i> Activity 3: ● Mobilize and educate community members or other youth By using the media that has been created, ask youths to collaborate with community leaders to conduct outreach to local residents/youths about government policies, the rights and obligations of citizens and appropriate service standards from the government. Group activities: 1. Simulation mobilizes and educates citizens using media that has been created 2. Disseminate information regarding appropriate government policies, the rights and obligations of inmates, and appropriate government service standards 3. Assume that other students are citizens who have been mobilized and become targets for socialization

			The instructor guides and provides feedback and draws conclusions and also states that 'In order for this activity to be successful, a good relationship needs to be built between the service provider and the youth who will have a say in the service'
Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing prayer	5'	Led by the class leader

Attachment
Minimum Service Standards Sheet

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:

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:			

55 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

INDIVIDUAL & SOCIAL INCLUSION;
EMOTIONAL & FUNCTIONAL

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Inclusivity
Sub Topic	: ● Individual and Social Inclusion ● Emotional and Functional Inclusion
Time	: 3 hours (15 minutes break)
Pre-Condition	: Have received material simulating the active role of youths as citizens
Basic competencies	: ● Empathy & compassion ● Conflict resolution
Learning objectives	: Students able to: ● Find good practices that occur among youths regarding inclusiveness ● Analyse inclusion that occurs in various areas of life ● Develop a critical and analytical attitude
Indicator	: Students able to: ● Write at least 1 opinion regarding inclusion, goals, benefits, obstacles, principles and stages ● Write at least 1 opinion related to inclusion in several areas of life, as well as list simple actions that have been taken to pay attention to each person's needs and emotional involvement
Learning methods	: Lectures, article studies, presentations, group discussions, <i>sharing</i>
Instructional Media	: PPT, photocopy of article sheet regarding community and inclusion movements, photocopy of article study sheet, photocopy of group discussion sheet related to emotional inclusion, photocopy of personal reflection & evaluation sheet
Learning Materials	: Individual & social inclusion material, emotional & functional inclusion, article material, article study material, group discussion material related to emotional inclusion, personal reflection & evaluation material
Learning Materials	: <i>Flipchart</i> , laptop, projector, HVS paper, stationery, speakers, notebooks, student workbooks, markers
Learning Resources	: Youth Skills and Life Skills Module

**Learning :
materials**

INCLUSION PROCESS (INDIVIDUAL AND SOCIAL BALANCE)

Inclusion – Balance between the individual and the social

Inclusion is to build an environment that is open to anyone with different backgrounds and conditions, such as: characteristics, physical condition, personality, status, ethnicity, culture and so on [Kemendikbudristek, 2022]. Inclusion means respecting all unique differences such as race, ethnicity, culture, gender, socioeconomic level, range of abilities and physical and/or health care needs.

Although a sense of pride or ownership, one's own identity is important. But acceptance of diversity in the surrounding environment is also no less important. Inclusivity means that someone is able to accept the diversity that other people have so that people do not feel afraid to be different or speak up which will ultimately threaten the diversity of innovation and creativity of other people.

Inclusion aims to embrace everyone regardless of race, gender, disability, medical or other needs and provide equal access and opportunities and eliminate discrimination which can affect all aspects of social life. With inclusion, everyone will be able to participate equally, confidently and independently in daily activities.

Benefits of Inclusivity

- a. Develop an attitude of tolerance;
- b. Facilitate social interaction between people;
- c. Generating a sense of self-confidence through an attitude of acceptance and involvement in various joint activities;
- d. Train and get used to respecting and embracing differences by eliminating the culture of "labelling" or giving negative labels;
- e. provide the widest opportunities for everyone who participates in various fields;
- f. Optimizing everyone's potential regardless of background.

Barriers to inclusivity

To implement inclusion in everyday life, there are several obstacles that make it difficult to implement inclusion, including:

- a. Uneven understanding and attitudes among the community regarding inclusion;
- b. Limited Knowledge and skills to implement inclusion strategies;
- c. Facilities and environments that are not yet fully accessible for people with special needs;
- d. Institutional policies have not promoted inclusion;

e. Lack of cooperation between elements of society to implement inclusion.

Inclusive Principles in formulating policies/programs;

In the development process, in practice there are many problems that must be faced by several community groups, especially groups such as people with disabilities, women or other vulnerable groups. The problems faced start from gender issues. Motor limitations in being able to participate or discriminate. The current view is that vulnerable groups have lower capabilities and are therefore often marginalized and not taken into account in the development process and that there is no equal access for minority and marginalized groups. Some minority and marginalized groups include; people with disabilities, women, people with HIV / AIDS.

Therefore, there are several principles for applying social inclusion in every development process, namely;

- Every citizen must have equal access to participate in the development process
- Every citizen should be given the ability to learn to speak out, give choices and give control over whatever experience they want to get
- Every citizen has the right to gain access to exercise their rights and participate in every activity
- Every citizen has the right to feel safe physically, emotionally, culturally and socially and to be treated equally with other citizens.

Implementation of Inclusion in the development process;

The application of inclusion in all fields, especially in the development process, follows the cycle of existing programs by including inclusion principles in the process. The program/policy development cycle is described in the stages below;

1. Inclusion at the design and planning stage

Inclusion at the design and planning stage is one of the most important aspects so that all youth/groups or citizens in the environment are included in the planning and the activities/programs carried out are on target. Things to prepare:

- Prepare data on children, youths or all residents in the target environment, including people with disabilities and women.
- Analyse data by considering the specific conditions and needs of gender, people with disabilities, vulnerable groups, or other marginalized groups
- Design and plan activity programs to facilitate access for women, people with disabilities and other groups.

2. Inclusion at the implementation and implementation stages

This stage is important to maximize the implementation of designs and plans that have been prepared based on disaggregated data that has been carried out previously.

- Ensure the inclusion and participation of women, people with disabilities, marginalized groups, people living with HIV/AIDS and other vulnerable groups.

3. Inclusion in monitoring and evaluation

Monitoring and evaluation must be carried out to help ensure that all programs and policies are in accordance with planning. Apart from that, adjustments and improvements can also be made to implementation and implementation. In the monitoring and evaluation process, it is important to measure how much the program provides benefits to women, men, people with disabilities and other vulnerable groups. Examples of opportunities for people with disabilities to participate in sports activities, etc.

4. Inclusion at the reporting stage

Reports are needed to show significant changes in the inclusion practices carried out.

INCLUSION PROCESS (EMOTIONAL AND FUNCTIONAL BALANCE)

Inclusion is the ability to participate in society, and to be free from discrimination and disadvantage as a human right enshrined in the Universal Declaration of Human Rights, as well as several other treaties that form the body of international law. 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) Being heard and influencing decisions that affect them.

What is meant by the inclusion process?

The inclusion process is a process to overcome obstacles that limit a person's presence, participation and achievement (UNESCO, 2017: 7). According to Stuart Schleien, Fredrick Green and Charlsena Stone (1999), the inclusion process consists of 3 stages;

- 1) Physical inclusion, namely the right of other people to be able to access everything that is truly recognized. For example: Buildings that are designed to be accessible for people with disabilities
- 2) Functional inclusion, that is, people are able to carry out their functions in accordance with the accessible facilities that have been provided. In order for functional inclusion to occur, everyone must have the knowledge to meet their needs.

3) Social inclusion, namely conditions where everyone is able to be accepted by their social environment.

Emotional Inclusion

Emotional inclusion is an attempt to put emotional intelligence into action. Someone who has emotional inclusion means that person is able to take action and manage their emotions appropriately. In another definition, 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. People who are capable of emotional inclusion will be able to create an environment full of empathy and assertiveness.

What are the benefits of emotional inclusion?

Emotional inclusion is closely related to mental health. People who have emotional inclusion means they have better mental health than other people. Research has shown that there is a real connection between mental health and physical health. Therefore, clinical or subclinical depression or other forms of mental suffering can affect cognitive abilities and physical functioning. If this mental health problem is not treated seriously, it can cause greater harm in the future. Everyone has a role to play in creating a safe and comfortable social environment and eliminating the stigma of mental health. Apart from being beneficial for mental and physical health, emotional inclusion is also useful for creating a safe and comfortable environment so that it can encourage a person's participation and functioning better. Emotional inclusion also enables a person to be himself, express himself, and establish better relationships with other people.

How to implement emotional inclusion in everyday life?

Emotional inclusion talks about how to build a better and more loving social environment. 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 the emotional honesty expressed by someone so that the person does not feel pressured and can be themselves
- 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 high-stakes decision systems.
- Creating physical space to process emotions and the availability of meaningful and appropriate help

Hate speech in the youth environment

Some case studies of bad practices among youths 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. According to data from the Ministry of Communication and Information, throughout 2017 there was 13,829 negative content in the form of hate speech (Kominfo, 2017). This behaviour and actions will result in youths becoming intolerant and discriminating against people with different backgrounds.

Good Practices of Inclusion Activities by youths

One case study of good practices carried out by youths in Indonesia by practicing inclusiveness is the HKSR [Sexual and Reproductive Health Rights] youth community or a community whose members are youths with disabilities. This community, which is located in Jember, has carried out many activities involving youths from various elements. Activities that have been carried out include mainstreaming social media, providing education about the importance of reproductive health education for youths and education on the values of inclusivity for youths. Currently, this community, which consists of youths with and without disabilities, is designing social analysis activities to be carried out in five sub-districts in Jember district. The plan is that this activity will involve resource persons from youth, the community or parents and policy stakeholders in each sub-district.

Learning :
Activities

Opening			
No	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building class atmosphere ^a	Icebreaker 5'	The instructor leads the game: 'Who is the real ghost' https://www.youtube.com/watch?v=wmoC6p-uKgM

3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglection.
4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Group division	5'	Students are divided into small groups to ensure active involvement of students in the group
2	Delivery of material	Interactive lecture 20'	The instructor explains the following material with the help of PPT: • What is inclusion? • Inclusion goals In explaining the next material (benefits and obstacles) questions and answers can be used because students have learned about living in diversity as well as to remind them of the material • Benefits of inclusion • Barriers to inclusivity • Inclusive principles in policy/program preparation • Implementation of inclusion in the development process The instructor opens a question and answer room
3	Discuss articles related to inclusion	Case study 30'	The aim of the following activity is for students to discover good practices that occur among youths regarding inclusion and how it relates to everyday life in various fields. The instructor prepares 3 envelopes containing instructions for different cases in each envelope, the group will choose for themselves which envelope they will work on Things that need to be discussed based on the case given are: • The purpose of inclusion carried out by the community?

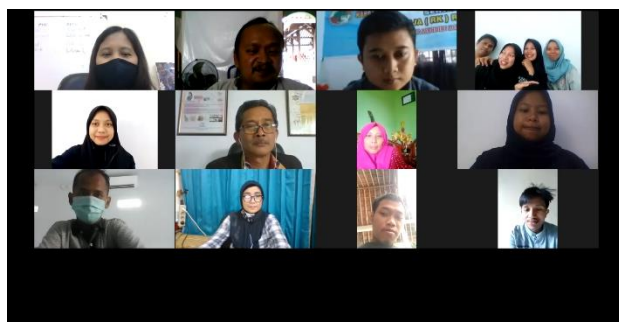
			• Benefits of inclusion gained by the community and by society? • The barriers to inclusivity that communities are working to overcome? • Inclusive principles applied in community programming? • Stages carried out in implementing inclusion carried out by the community (what is done at the planning, implementation, evaluation and reporting stages) Write down the results of the discussion on the flipchart
4	Present the results of the group discussion	Presentation 10'	Several groups had the opportunity to explain the results of their discussions The instructor and other participants provided positive feedback The instructor draws conclusions according to the concept of the material being studied
	Break	15'	
5	Building a class atmosphere	Icebreaker 5'	The instructor leads / asks one of the students to lead the dance: 'Reaching for the Stars' (Via Vallen) https://www.youtube.com/watch?v=jS8SgLcdrHU
6	Presentation of material	Interactive lecture 15'	The instructor explains material regarding: * What is meant by the inclusion process? * Emotional inclusion? * What are the benefits of emotional inclusion? * How to implement emotional inclusion in everyday life? The instructor starts a question and answer session Watch the video 'Inclusion Makes the World More Vibrant' (5') (the instructor can explain the video content) https://www.youtube.com/watch?v=QXY5TyCUTlo
7	Carrying out group assignments given	Group Discussion 30'	The aim of the following activity is to see to what extent students and their environment have implemented inclusion and which areas need improvement Matters that need to be discussed: (attached) Write down the results of the discussion in each student's workbook

8	Share the results of group discussions	Sharing 10'	Each student shares the results of the group discussion (try to have all students share their thoughts) The instructor and other students provided positive feedback The instructor draws conclusions and connects them to the learning material being discussed today
Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.
2	Personal reflection and evaluation	5'	The instructor informs the purpose of this activity to help students 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing prayer	5'	Led by the class leader

Attachment

Article Sheet Related to Social Inclusion

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 youths, 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 reproductive health issues. "The majority of youths know about reproductive health, but still see it as something taboo to discuss," said Salman.

This condition is caused by the fact that most youths, 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, youths 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 youths 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). "Perhaps friends after this can track down and join youth information and counseling centers to disseminate materials about sexual and reproductive health for youths 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 we can actually do without having to drastically change the existing services. For example, related to providing information. The 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 approach model has to be different," said Sholih.

<https://sapdajogja.org/2021/01/upaya-bersama-tingkatkan-pemahaman-kespro-masyarakat-jember/>

Article 2

Children and Youths' Participation in Inclusive Villages: An Important Role in Community Development

by [village admin](#) | August 25, 2023 | [ARTICLE](#)



1. Introduction

Participation of children and youths in [inclusion village](#) is important to ensure sustainable development in society. In an inclusive village, all residents, including children and youths, 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 Youths' Participation in Inclusion 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 youths. This village has involved children and youths in various aspects of village development, including decision making, village elections, social activities, and development of child-friendly infrastructure.

The participation of children and youths in Bhuana Jaya Jaya Village is a good example for other villages in building inclusive communities. Through active participation, children and youths 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 youths 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 youths' 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 youths 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-dalam-pembangunan-masyarakat/>

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. Gender-responsive policies, strategies, programs and activities 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 is not considered important or we don't know anything about it. In reality, we really don't know anything like what Musrenbang, APBDes, RPJMDes, RKPDes, etc. are because we weren't told about them. We feel that development is only our parents' business. Youth are only involved for sports, holiday celebrations such as Christmas, New Year and August 17 celebrations. "Especially about GEDSI, we only heard about it now," said Dian, a young woman representing the GKPM Youth Movement (Mentawai Protestant Christian Church) organization.

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 Sibeutocun 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, SIPAUMAT YCMM Program Manager, and co-facilitator Bambang Sagurung, YCMM facilitator in 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 disabled groups 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-di-desa/>

Study Sheet for Articles Related to Social Inclusion

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

Group Discussion Instruction Sheet Regarding Emotional Inclusion

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) Being heard and influencing 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? What happens in practice? And what suggestions for improvement can you provide?

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.

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 the emotional honesty expressed by someone so that the person does not feel pressured and can be themselves
- 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 high-stakes decision systems.
- Creating physical space to process emotions and the availability of meaningful and appropriate help

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!

Number 4

Statement:

Some case studies of bad practices among youths 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 behaviour and actions will result in youths 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.

56 LESSON PLAN

Life skills program for youth
at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

SOCIETY AND POLITICS IN INDONESIA

Lesson plan

Life skills program for youth

at Panti Sosial Bina Remaja Taruna Jaya 1 (PSBR TJ1)

Topic	: Politics And I
Sub Topic	: ● Society and Politics in Indonesia ● Political Process in Indonesia
Time	: 3 hours (15 minutes break)
Pre-Condition	: Have received material on individual and social inclusion and emotional and functional inclusion.
Basic competencies	: ● Empathy & compassion ● Conflict resolution
Learning objectives	: Students able to: ● Practise political participation on social media ● Create a flow of important stages of the political process in Indonesia ● Have a critical and creative attitude
Indicator	: Students able to: ● Make 1 video as a medium of information related to political issues that are important for them to raise awareness about certain issues such as women's and children's rights ● Make a flow diagram by arranging pieces of paper containing the stages of the political process in Indonesia
Learning methods	: Interactive lectures, watching learning videos, practice, <i>sharing</i> , group assignments, presentations
Instructional Media	: PPT, learning video, photocopy of political education practice instruction sheet, photocopy of instruction sheet for making a diagram of the stages of democracy in Indonesia, photocopy of personal reflection & evaluation sheet
Learning Materials	: Material on society and politics in Indonesia, political processes in Indonesia, practical political education instruction material, instruction material on making a diagram of the stages of democracy in Indonesia, personal reflection & evaluation material
Learning Materials	: <i>Flichart</i> , metaplan, laptop, projector, HVS paper, stationery, speakers, notebooks, markers, coloured pencils, student workbooks
Learning Resources	: Youth Skills Module

Learning :
materials

SOCIETY AND POLITICS IN INDONESIA

- **Political definition**

Politics comes from Greek which means city. Polis means a city that has the status of a city state (*city state*). This term later developed into *Politika*, which means city affairs. Then, what about the political system in Indonesia? The Indonesian political system itself can be interpreted as a collection or totality of various activities within the Indonesian State which are related to the public interest, including the process of determining goals, efforts to realize goals, decision making, selection and preparation of priority scales. The Indonesian political system is of course influenced by Indonesian cultural values which have been passed down from generation to generation and also adopts foreign customary and cultural values which are positive for the political ecosystem in Indonesia.

When we talk about politics, maybe all we think about are political parties. However, politics is not just a matter of political parties. The government system implemented by governments throughout the world is also part of politics. Politics carried out by the government is the main determinant of whether we will live comfortably or vice versa.

- **Youth political participation**

Teenage political participation is the activity of a person or group of youths to actively participate in political life, namely by directly electing state leaders or not influencing government policy. By participating in politics, it becomes a way for us to make a change for something that we consider unjust and detrimental to us as citizens. Because all of our lives are regulated by political policies. If we don't want to participate in politics, then our lives can be controlled by the wrong people and our wishes will not be informs.

In Indonesia, ages 12-18 years are included in the youth category. As members of society, there are several obligations of children and youths as members of the nation:

1. Voting in general elections – Youths aged 17 years already have the responsibility to elect heads of state, regions or other people's representatives. One concrete manifestation of youths participating in democratic life is being actively involved in political activities, namely the election of president, regional heads, or when choosing people's representatives who will sit in parliament. Youths who are politically literate can play an active role in choosing candidates who are considered good and qualified as future leaders. By choosing the right candidate, youths can contribute to creating good government in the future.
2. Obligation to respect elders - Every child and youth has an obligation to respect and respect other citizens who are older and avoid destructive behaviour that can cause damage.
3. Using the opportunities provided by the government - The Indonesian government has provided many programs aimed at the welfare of children and youths in Indonesia such as free education, free training or other programs so that they can develop.
4. Awareness of the latest legal regulations.

5. Attend public meetings – Teens can attend public meetings, candidate debates, or political forums to hear views from different sides and gain a better understanding of political issues
6. Participate in youth organizations – There are many youth organizations that focus on political and social issues. Teens can become members or volunteers in these types of organizations to learn more and contribute to advocacy
7. Social activism and advocacy campaigns – Teens can get involved in social movements and advocacy campaigns that they believe in, such as environmental campaigns, human rights or mental health issues
8. Online participation – Teens can use social media and *platform online* others to disseminate information, mobilize support and voice their views on political issues
9. Organizing events and discussions - Teens can organize events or discussion sessions in the neighbourhood to discuss political issues and encourage greater participation
10. Writing and speaking - Teens can write readers' letters, blog articles or speak in public forums to express their views on political issues
11. Political education – Teens can educate themselves and others about political issues through reading, watching and participating in discussions
12. Monitor and evaluate policies – Teens can monitor the actions of the government and candidates for elected office to ensure they adhere to campaign promises and take appropriate steps
13. Take leadership education – Taking a leadership education program or political seminar can help teens understand more about the political process and how they can participate

Youth political participation on social media can take many forms, here are concrete examples of how teens can get involved in politics through *platform* social media:

1. Sharing information; Youths can share articles, news and the latest information about political issues that are important to them so that they can help spread understanding and awareness about these issues to their friends.
2. Awareness campaign: youths can start a campaign *online* to raise awareness about certain issues such as women's, children's rights.
3. Following political accounts: following political social media accounts, be they news accounts, potential candidates which allows youths to stay informed about political developments
4. Participate in debates *online*: youths can participate in debates *online* which focuses on political issues. This allows youths to voice their views and interact with other people who have different views
5. Using visual arts: Teens can create visual arts such as memes, illustrations or pictures that depict political issues in a creative way. This can help attract attention and spark discussion

6. Writing *blog* or *post* opinion: Youths can write to make *blog* or post opinions on social media to outline their views on political issues and motivate discussion
7. Hold online discussions: Teens can hold question and answer sessions or live discussions on social media platforms to discuss political issues with their friends or followers
8. Using Instagram *stories* or tiktok: teens can use Instagram-like features *stories* or TikTok to create short videos that convey political messages in a creative and interesting way
9. Participation in petitions *online*: youths can take part in the petition *online* that relate to political issues they care about. They can invite their friends to join in too
10. Commenting on news or posts: Teens can comment on news or social media posts related to political issues, give their views or ask questions
11. Participate in advocacy campaigns *online*: Teens can join advocacy campaigns *online* coordinated by youth organizations

- **Why should young people participate?**

By participating in the democratic process, young people can learn and understand the importance of basic rights such as the right to vote, the right to education, and the right to health, as well as their responsibilities in maintaining the sustainability of democracy. Apart from that, the younger generation, as the front guard of national development, should have high values of defending the country in order to ward off various dimensions of threats. The values in question are love of the homeland, having national and state awareness, believing in Pancasila as the state ideology, being willing to make sacrifices for the nation and state and having the initial ability to defend the country.

- **Building awareness of ideology, nation and state**

The political participation of youths in Indonesia can be realized in awareness of the ideology of Pancasila, nation and state. Awareness of nation and state can be demonstrated by youths to associate themselves with the ideals and goals of the Indonesian nation and the values of Pancasila. Awareness of these values needs to be instilled amidst the current influence of globalization and modernization, where information spreads without borders. If young people in Indonesia do not have national and state awareness, it will be a big danger for Indonesia for the life of the nation and nation. Several ways to instil in youths the Pancasila ideology and national and state awareness, namely by instilling Pancasila principles:

1. Belief in the one and only God, such as:
 - Motivating youths to understand religions in Indonesia
 - Providing opportunities for youths to take part in the religious activities they adhere to
2. Just and civilized humanity, such as:
 - Inviting youths to discuss social or justice issues with youths
 - Teaching the values of empathy, respect for differences
3. The unity of Indonesia, such as:

- Teaching the history of the Indonesian people's struggle to achieve independence
 - Hold inter-ethnic discussions and create activities that strengthen unity in the community
 - Building mutual respect for differences through discussion activities
 - Study various arts from other regions
4. Democracy guided by the inner wisdom in the unanimity arising out of deliberations among representatives, such as:
 - Create a simulation of general election activities
 - Teaches about the principles of democracy
 5. Social justice for all the people of Indonesia, such as:
 - Hold discussions on issues of social inequality and ways to overcome social inequality
 - Holding social service activities to build awareness for less fortunate people

Instilling awareness among youths about national and state life also needs to be done by building youths' trust in the government and sustainable development, including by:

- Inviting discussions regarding government accountability
 In order to build youth trust, youths must be aware of the government's efforts which have committed to being more transparent in decision making and managing public funds. This effort can be made by inviting young people to access information about government efforts on official government websites. One example of the efforts that have been made regarding this activity is the Socialization of Public Information Openness carried out by the Cilegon City Communications and Information Service to create transparency and build trust in the government. Social workers can invite youths to take part in socialization events held by the government like this.
 Another activity that can be carried out is discussing by looking at the information provided by the government via social media. Several government Ministries/Institutions have also started to publish information related to budget allocations to create transparency.
- Involve youths in the decision-making process
 Building trust can be done by giving youths the opportunity to participate in decision making that affects the child's future, either through youth forums, consultations, etc.
- Carrying out campaigns/counselling about public education
 Campaigns or outreach can be carried out to explain the importance of sustainable development and the role of government in achieving it. Activities carried out can utilize social media or digital platforms so that they can involve youths in discussions. One example is a campaign action initiated by the Banda Aceh City Youth Circle in collaboration with the Banda Aceh City Children's Forum (FOKBA) which aims to voice the importance of the role of youths in development and encourage all parties to support and provide space for youths to achieve their best potential. This action consisted of several series of activities, including sharing messages of kindness, discussing with the Banda Aceh City government and activities in the painting and colouring corner (serambinews.com).

- **Inviting youths to get involved in sustainable projects**
This effort can be carried out by involving collaboration between youths and the community, such as environmental projects, social projects. Invite youths to see and feel their contribution to sustainable development. One example of sustainable project activities is a project carried out by youth in Purworejo, Banyuurip Village. The project themes are entrepreneurship, youth health and parental health. The youth group organizes a series of activities starting from identifying problems to providing ideas that are implemented in the village. This activity also involves *stakeholder* existing in the village so that the project carried out can be sustainable.

Another social project activity initiated by youths who named themselves Gekko Indonesia. This group of youths carried out a social project by carrying out economic empowerment activities because it was triggered by the economic situation of lower middle class communities during the pandemic. They also build learning studios for elementary school children who cannot continue their education or cannot access the internet to study.

- **Use *role model* / *figure* sustainable development**
Involve community figures who are respected by youths in sustainable development outreach activities or use role models in sustainable development. Participation *role model* This will make youths want to follow this example.
- **Listening to youths' opinions about development**
Providing access for youths to express opinions regarding development in Indonesia. One example of involving children's participation in development is what happened in Bhuana Jaya dea, Kutai Kartanegara. In Bhuana Jaya Village, children are involved in various aspects of densa development, including decision making, village elections, social activities and development of child-friendly infrastructure. As a result of involving children in the decision-making process, the Bhuna Jaya Village Park has now been built which is very child-friendly with various facilities such as a playground, sports field, jogging track and beautiful green areas.

- **Challenges for children and young people to participate in politics**

In Indonesia, many youths are less willing to participate in politics or participate in general elections. Some of the challenges faced by youths are:

1. Youths do not have sufficient understanding of the political system that exists in Indonesia
2. Many youths get wrong information from social media about the political system and government in Indonesia
3. There is a lack of Indonesian youth who understand or are experts in the fields of politics and government or a lack of socialization to youths

POLITICAL PROCESSES IN INDONESIA

- **Democracy in Indonesia**

Democracy comes from the Greek word *demos* which means people and *kratos* which means power. The definition of democracy is a form of government in which all the people participate in governing through their representatives. Democracy has been proven to be the best form of government system, namely more sustainable than all other forms of government throughout the world. Some Characteristics of democracy:

1. Protect human rights
2. Free to express opinions
3. Equality and protection for everyone before the law
4. The role of government is to serve the people.

The main points of the government system in Indonesia are:

1. The form of a unitary state with the principle of broad autonomy, the country's territory is divided into several provinces.
2. The form of government is a republic
3. The government system is presidential
4. The president is both head of state and head of government
5. The cabinet or ministers are appointed by the president and are responsible to the president.

The government system in this period still adhered to a presidential system with the president as head of state and head of government. However, the president and his deputy are elected in one package directly by the people for a term of five years and after that they can be re-elected for one more term.

Youths in Indonesia can understand several important stages in the political process in this country. This will help them understand how the political system works and how they can get involved in the process. The following are several important stages in the political process in Indonesia that youths 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. Youths 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:** Youths 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 youths feel more connected to the political process in Indonesia and feel more confident in engaging in more active political participation.

Learning :
Activities

Opening			
N o	Activity	Method (time)	Information
1	Opening prayer	5'	Led by the Class leader
2	Building a class atmosphere	<i>Icebreaker</i> 5'	The instructor leads the game: 'Who is the real ghost' https://www.youtube.com/watch?v=wmoC6p-uKgM
3	Review	10'	The instructor continues with a review of the previous day's material regarding my habits The instructor prepares a game and a number of questions The class leader reads back the class rules that have been mutually agreed upon and allows students to attach appreciation stars for each rule that is enforced and remove stars for each neglectation.

4	Delivery of learning objectives	Interactive lecture 5'	The instructor conveys the material to be studied, the process that will be passed together and the learning objectives in a PPT presentation
Core			
1	Watch learning videos	Watch Videos 7'	Learn political science from the following video: https://www.youtube.com/watch?v=z9F5CHm6KqA
2	Group division	3'	Students are divided into small groups to ensure active involvement of students in the group
3	Presentation of material	Interactive lecture 15'	The instructor explains the following material with the help of PPT: ● Political definition ● Youth political participation ● Obligations of children and youths as members of the citizenry ● Teenage political participation on social media ● Why should young people participate? ● Cultivating awareness of ideology, nation and state ● Challenges faced by youths in terms of participation The instructor starts a question and answer session
3	Concrete practices of youth political participation on social media	Practice 30'	The aim of this practical activity is to train youths in concrete actions in carrying out 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 <i>online</i> 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
4	Share the results of group discussions	<i>Sharing</i> 10'	Several groups shared the results of their discussions (memes/images/videos/others) related to political information in creative ways The instructor and other students provided positive feedback
	Break	15'	
5	Building a class atmosphere	<i>Icebreaker</i> 5'	The instructor leads / asks one of the students to lead the dance: 'School Children' (Chrisye) https://www.youtube.com/watch?v=KAUDBAiIBAo
6	Presentation of material	Interactive lecture 15'	The instructor explains the material following with the help of PPT: (instructors can ask how they feel about their experiences when involved in elections?) • Democracy in Indonesia • Characteristics of democracy • The main points of the government system in Indonesia • Important stages in the political process in Indonesia The instructor also starts a question and answer session
7	Creating a flow of important stages in the political process in Indonesia	Group assignment 30'	The aim of this activity is 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 Stages and instructions (attached)
8	Presentation of group assignment results	Presentation 10'	Several groups had the opportunity to present the flow diagrams they created The instructor and other students provided positive feedback The instructor draws conclusions from the diagrams created related to the material being studied
Closing			
1	Strengthening students' knowledge	Interactive lecture 5'	The instructor draws contextual conclusions from all the activities that have been carried out and the material that has been studied today to provide students with a better understanding.

2	Personal reflection and evaluation	5'	The instructor informs the aim of this activity to help students explore deeper 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 Students write the results of personal reflection and evaluation regarding themselves, the learning process, results achieved, learning, and interactions with other people Write the results of this personal reflection and evaluation in the student workbook that has been provided under the guidance of the instructor
3	Closing prayer	5'	Led by the class leader

Attachment

Political Education Practice Material Sheet

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

Sheet for Making a Diagram of the Stages of Democracy in Indonesia

The following are several important stages in the political process in Indonesia that youths 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. Youths 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:** Youths 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 youths 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, coloured 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

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's 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 in the learning process throughout the day, 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?



Wahana Visi
INDONESIA

Wahana Visi Indonesia bermitra dengan World Vision Korea yang mendukung KOICA-PMC Project yang bertujuan untuk meningkatkan Rehabilitasi Sosial bagi Remaja Rentan di Indonesia yang diinisiasi oleh Korea Institute for Development Strategy (KDS), ReBach International, dan World Vision Korea dan didanai oleh Korea International Cooperation Agency (KOICA).

KOICA
Korea International
Cooperation Agency

KDS Korea Institute for
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