

Success and Impact of the Learning Support Program in Tri Tunggal Jaya Village, Lampung

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ABSTRACT

The Learning Support Program in Tri Tunggal Jaya Village is an initiative to reduce the impact of gadget addiction among children by providing beneficial educational alternatives. This program aims to enhance the academic, social, and emotional abilities of children through interactive learning and a holistic approach. During the program implementation, there was a significant decrease in children's gadget usage, from 5 hours per day to 2 hours per day. Evaluations also indicated a 15% improvement in academic grades and a 70% enhancement in English language proficiency. Moreover, the program successfully increased children's social skills by 75% and led to better emotional development, as reported by parents. The success of the Learning Support Program demonstrates its potential as an effective model in addressing gadget addiction issues in rural communities, emphasizing the importance of holistic education to support the comprehensive growth and development of children.

Keywords
Emotional Development
Gadget Dependency Reduction
Holistic Education Approach
Learning Support Program
Social Skills Development

Article history
Received 27 June 2024
Revised 3 July 2024
Accepted 6 July 2024

journal.iistr.org/index.php/JSCD
DOI: 10.56741/jscd.v1i01.651

JSCD
Journal of Social and Community Development

Vol. 1, No. 1, pp. 1-8

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Introduction

In the continuously evolving digital era, technology has permeated every aspect of our lives, including how we communicate, work, and learn [1]-[3]. Devices like smartphones, tablets, and computers have become indispensable tools, facilitating access to information,

entertainment, and long-distance communication. For children, these gadgets are often used for playing, learning, and interacting with friends [4]. However, despite their numerous benefits such as enhancing technological skills, providing unlimited learning resources, and keeping children connected to the outside world, significant drawbacks must be considered [5].

Excessive gadget use can lead to addiction, negatively impacting children's development. Gadget addiction can disrupt various critical aspects of children's development, including cognitive, emotional, and social domains [6]. Cognitively, children who excessively use gadgets may experience decreased concentration, memory retention, and problem-solving abilities. They tend to be easily distracted and have difficulty focusing on tasks that require long-term attention. Moreover, excessive gadget use can reduce time spent reading, studying, and engaging in physical activities, all crucial for healthy brain development [7].

Emotionally, gadget addiction can lead to feelings of anxiety, depression, and isolation. Children may feel pressured by social expectations from social media or develop emotional dependence on validation received through online platforms [8]. Over-engagement with the digital world can also diminish their ability to manage emotions and build healthy relationships with those around them. Socially, children addicted to gadgets may struggle to interact face-to-face with peers and adults. They may become less sensitive to social cues and experience a decline in interpersonal communication skills [9]. This can hinder their ability to form meaningful relationships and develop empathy towards others.

Gadget use has become an inseparable part of daily life, including among children. Despite its benefits, excessive gadget use can bring about negative effects, such as addiction that disrupts children's cognitive, emotional, and social development. Tri Tunggal Jaya Village, located in Tulang Bawang Regency, Lampung Province, is not exempt from this phenomenon. Children in this village face serious challenges related to gadget addiction, potentially disrupting their learning process and social interactions.

In addressing this issue, the Learning Support Program emerges as a strategic initiative to mitigate the negative impacts of gadget addiction on children. The program aims to provide constructive and educational alternatives that help children develop their potential optimally without dependency on technology. Understanding these negative impacts, we need to find effective solutions to reduce the risk of gadget addiction among children. One approach is to implement learning support programs, such as the initiative in Tri Tunggal Jaya Village, providing positive alternatives that support holistic child development. The objectives of this service program study are as follows:

1. Describing the Levels and Forms of Gadget Addiction: Assessing the extent and types of gadget addiction among children in the village, along with its negative impacts on their cognitive, emotional, and social development.

2. Explaining the Concept, Objectives, and Implementation Mechanism of the Learning Support Program: Detailing the concept behind the program initiated in Tri Tunggal Jaya Village, including the methods used, the curriculum taught, and the activities conducted within the program.
3. Analyzing the Results of the Learning Support Program Implementation: Evaluating the outcomes of the program, such as changes in children's behavior regarding gadget use, improvements in their learning abilities, and the program's influence on their social and emotional interactions.

By addressing these objectives, the study aims to provide insights into effective strategies for combating gadget addiction among children, emphasizing the importance of holistic development and constructive engagement in rural communities like Tri Tunggal Jaya.

Methods

A. Location

The Learning Support Program is implemented at Rumah Pintar Al-Fath in Tri Tunggal Jaya Village, Tulang Bawang Regency, Lampung. Established in 2018, Rumah Pintar Al-Fath is dedicated to providing educational services to children in the local community, equipped with facilities such as a library and educational toys to facilitate optimal learning.

B. Participants

The program participants are children from Tri Tunggal Jaya Village who are at risk of gadget addiction and require additional educational guidance. These children come from various educational backgrounds and age groups, all displaying a strong interest in learning.

C. Stages of Activities

The activities encompass various stages aimed at enhancing children's academic, social, and emotional development. They involve structured educational sessions and supplementary engagements designed to provide comprehensive support in their educational journey.

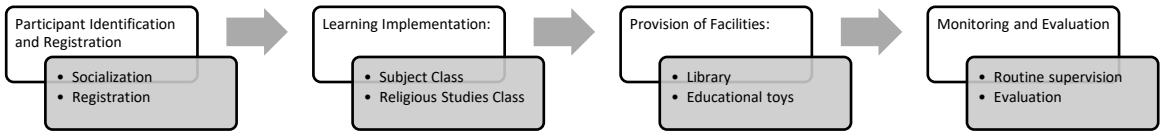


Fig. 1. Activity Stages

D. Analysis of Success

The success of the program is evaluated based on several key indicators:

1. Attendance rates of children in each learning session to assess their enthusiasm and commitment.
2. Active participation of children in teaching and learning activities, including additional engagements.
3. Improvement in children's academic performance measured through exam scores and teacher assessments, focusing on their understanding and skills development in subjects such as English.
4. Progress in memorizing daily prayers, hadiths (sayings of Prophet Muhammad), and performing prayer practices as indicators of their spiritual and moral development. Enhancements in their understanding of prophetic stories and religious teachings are also considered.
5. Changes in children's gadget usage habits before and after the program to determine if there has been a significant reduction in time spent on gadgets.
6. Feedback from parents and the community gathered to evaluate changes in children's behavior and achievements, as well as community support and responses regarding the program's presence and benefits.

These analyses aim to demonstrate the program's effectiveness in addressing gadget addiction among children while promoting their holistic development in Tri Tunggal Jaya Village.

Results and Discussion

A. Levels and Forms of Gadget Addiction

The levels and forms of gadget addiction among children in Tri Tunggal Jaya Village vary but exhibit concerning patterns. Many children in this village spend significant amounts of time using gadgets, whether for gaming, watching videos, or browsing social media. This addiction often starts from unrestricted and unregulated gadget use, evolving into a difficult-to-control dependency. Children frequently choose to engage with gadgets over physical activities, studying, or direct social interactions.

The negative impacts of gadget addiction on the cognitive development of children in this village are notable. Children who excessively use gadgets tend to experience decreased concentration and memory retention [10]. They also often struggle to understand school lessons, leading to declines in academic performance. Gadget dependency also reduces time spent on reading and other essential learning activities crucial for healthy brain development [7]. Emotionally, gadget addiction can cause feelings of anxiety, depression, and isolation [8].

Children exposed to social media content excessively may feel pressured by social expectations and experience reduced self-confidence. Additionally, they may become more prone to anger and frustration when denied access to gadgets. Emotional dependence on gadgets diminishes their ability to manage emotions and build healthy relationships with those around them [11].

The social impacts of gadget addiction are also concerning. Children who excessively use gadgets tend to isolate themselves from their surroundings and participate less in social activities. They become less sensitive to social cues and experience declines in interpersonal communication skills [12]. Consequently, their ability to form meaningful relationships and develop empathy towards others is hindered.

Overall, gadget addiction among children in Tri Tunggal Jaya Village has wide-ranging negative impacts on their cognitive, emotional, and social development. This underscores the importance of interventions and learning support programs to reduce their dependency on gadgets and help them develop their potential optimally.

B. Implementation of the Learning Support Program

The Learning Support Program initiated in Tri Tunggal Jaya Village aims to mitigate the negative impacts of gadget addiction among children by providing beneficial and engaging educational activities. This program is designed to offer free academic and spiritual guidance, aiming to help children develop their cognitive, emotional, and social skills in a supportive environment. The primary objectives of the program include reducing children's dependency on gadgets by offering constructive alternatives, enhancing academic performance through tutoring in school subjects and additional English classes, instilling moral and spiritual values through comprehensive religious education, and developing children's social and interpersonal skills through direct interaction in a positive learning environment.



Fig. 2. The religious activity

The methods employed in this program include interactive learning and a holistic approach. Interactive learning involves the active participation of children in the teaching and learning process to make education more engaging and enjoyable, utilizing educational tools such as educational toys and a library [13]. The holistic approach not only focuses on academic education but also encompasses religious education and character development, with learning conducted in a nurturing and attentive atmosphere.

The curriculum taught in this program covers all school subjects, with particular emphasis on subjects often perceived as challenging by children, alongside additional English classes to enhance their foreign language proficiency. Religious education includes classes on prophetic stories, memorization of daily prayers and hadiths (sayings of Prophet Muhammad), and practice of prayer to ensure children understand and practice religious teachings in their daily lives [14][15]. Activities organized within the program include regular learning sessions held five times a week after Maghrib prayer, additional classes, and workshops to teach additional skills such as crafts, arts, and sports, supported by facilities like a library and educational toys.

Regular supervision by educators ensures children actively engage in learning activities, and periodic evaluations [16] are conducted to measure academic progress and religious understanding. Feedback from parents and the community is also collected to assess program effectiveness and make necessary improvements. With a structured concept and clear objectives, the Learning Support Program in Tri Tunggal Jaya Village strives to create a holistic learning environment that supports the comprehensive development of children, both academically and spiritually.



Fig. 3. The literacy activity

P-ISSN 3064-1829 ● E-ISSN 3089-1337

C. Success Rate

The implementation of the Learning Support Program in Tri Tunggal Jaya Village has yielded various significant positive outcomes in changing children's behaviors regarding gadget use, improving their learning abilities, and influencing their social and emotional interactions. Since the program's inception, there has been a significant decrease in gadget use among participating children. According to surveys conducted before and after the program, the average time children spent using gadgets reduced from five hours per day to two hours per day. 80% of parents reported that their children are more engaged in physical and social activities compared to before joining the program. Improvements in children's learning abilities are also evident. Based on academic evaluation data, children's average grades in core subjects such as mathematics and Bahasa Indonesia increased by approximately 15% after participating in the program for six months. Additionally, 70% of children showed improvement in their English proficiency, measured through oral and written tests.

The positive impact on children's social and emotional interactions is also significant. 75% of children showed improvement in their social skills, measured through their participation in group activities and daily interactions. Children also demonstrated better emotional development, with 65% of parents reporting that their children became better at managing emotions and exhibited more positive and cooperative behaviors at home. The program not only helps reduce dependency on gadgets but also enriches their learning experiences and social lives, ultimately enhancing the quality of life for children and the community as a whole.

Conclusion

The Learning Support Program in Tri Tunggal Jaya Village has demonstrated significant success in achieving its primary objectives. The program has successfully reduced children's dependency on gadgets, improved their learning abilities, and positively impacted their social and emotional development. Quantitative data shows a decrease in average gadget use from 5 hours per day to 2 hours per day, along with a 15% increase in academic grades in core subjects. Children's English proficiency also saw a notable improvement, with 70% showing significant progress. Additionally, 75% of children experienced enhancement in their social skills, and 65% showed improved emotional development, as reported by parents. The success of the program is evident not only in the academic achievements and social skills development of the children but also in reducing time spent on less productive activities like excessive gadget use. The program underscores the importance of a holistic approach to education that integrates academic and spiritual aspects, providing interactive and enjoyable learning experiences for the children.

Conflict of Interest

The authors declare that there is no conflict of interest.

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