

Sejenak Program (Sigidang Educational Exploration For Children) As An Effort to Minimize Gadget Use In Sigidang Village Children Based On Outdoor Learning

Saniayuen Kwee ¹, Iman Ahmad Ihsanuddin ², Muhammad Rafi Dzaki Afkar ³, Refa Nahdhatun Nisaa ⁴, Miranda Emilia ⁵, and Nurul Fajriyah ⁶

^{1,5} Management Study Program, Faculty of Economics and Business, Universitas Sains Al-Qur'an, Indonesia

² Informatics Engineering Study Program, Faculty of Engineering and Computer Science, Universitas Sains Al-Qur'an, Indonesia

³ Informatics Engineering Study Program, Faculty of Information and Communication Technology, Universitas Sains Al-Qur'an, Indonesia

^{4,6} English Literature Study Program, Faculty of Languages and Literature, Universitas Sains Al-Qur'an, Indonesia

Article Info

Article history:

Received September 04th, 2024

Accepted September 13th, 2024

Published November 30th, 2024

Keywords:

Education
Nature Games
Use of Gadgets
Children
Sigidang Village

ABSTRACT

Excessive use of gadgets in children has become a serious concern in modern society, including in Sigidang Village. To overcome this problem, the SEJENAK Program (Sigidang Edukasi Jelajah Anak) was initiated as an innovative solution that combines education and nature games. This program aims to reduce children's dependence on gadgets by inviting them to participate in various outdoor activities that are educational and fun. Through a nature-based approach, children are invited to learn and play in an environment that supports their physical and mental development. The results of this program showed a significant decrease in the use of gadgets as well as an increase in children's involvement in educational and recreational activities in nature. The SEJENAK program also plays a role in increasing public awareness about the importance of education and outdoor activities for children's development. In addition, the SEJENAK Program also involves the active role of parents and the community in supporting children's development. By holding various workshops and training sessions, parents are given an understanding of the negative impact of excessive use of gadgets and the importance of encouraging children to interact with nature. The local community is involved in this activity, creating a supportive and collaborative environment. Activities such as planting trees, raising animals, and traditional games not only enrich children's experiences but also strengthen social bonds within the community. The program has received positive responses from parents and teachers, who report improved quality of children's interactions, both with peers and with the surrounding environment. Thus, the SEJENAK Program not only focuses on reducing the use of gadgets, but also on building the character of children who are more concerned and sustainable towards nature.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Saniayuen Kwee

Management Study Program, Faculty of Economics and Business, Al-Qur'an Science University,
Wonosobo, Central Java, Indonesia,

saniayuen16@gmail.com

1. INTRODUCTION

Wonosobo Regency, located in the highlands, is known as a beautiful and cool city with stunning natural scenery, attracting many domestic and international tourists. Tourists often spend weekends and long holidays in Wonosobo to enjoy the calming mountain atmosphere. Therefore, innovation and creativity in developing tourism in Wonosobo are very much needed to attract interest, especially children, to love nature. Data shows an increase in the number of tourists every year. In the last year, the number of domestic tourists reached 1,389,657 and foreign tourists were 109, with a total of 1,389,766 tourists.

With the large number of tourists visiting, tourism potential must continue to be developed and expanded not only for adults but also for children. Currently, children use gadgets more often than playing outdoors and learning from nature. Excessive use of gadgets also affects the sustainability of traditional games in Sigedang Village, Kejajar District, Wonosobo Regency. Children tend to enjoy online games more, which causes them to rarely socialize and interact with nature. The SIGEDANG Village development program aims to manage the village as an educational tourism destination for children through learning and nature tourism programs. This program involves the introduction of DOMBOS (Wonosobo Sheep), making organic compost, traditional games, joint vegetable harvesting activities, and education about the importance of education for children and parents. This program is expected to teach children to use nature wisely without damaging the environment.

2. METHOD

Community-based research is research that applies a collaborative approach. This research involves researchers and all other stakeholders (from the community) in a balanced manner throughout the research process. The variables used in research with a collaborative approach are community participation with indicators of contribution, support, commitment, cooperation and expertise of each member of the research team. Community Based Research (CBR) also called Community Based Participatory Research (CBPR) is research with a collaborative model between communities in the world of higher education that aims to act with service learning to support social movements that realize social justice. CBR requires students and lecturers to work together with community organizations in research activities to achieve common goals. The purpose of CBR is to answer research questions and practical problems faced by the community today. Ultimately, the results of CBR are trying to provide solutions or contribute to solving real social problems. The PKM-PM team conducted field surveys and community discussions to collect data on village and community conditions. This activity begins with collecting data and field facts regarding the conditions of the partner village community, geographical conditions, and activities around the village. Data was obtained through discussions with the partner community and direct field surveys.

a. Job Techniques

The techniques or stages of work in children's activities through SEJENAK tourism are:

1. Surveying the SEJENAK tourist location and determining the necessary facilities, the activities include: direct observation of geographical conditions, natural beauty tourism, types of plants, and other potentials that can be utilized in educational activities in Sigedang village. Then, assessing the infrastructure in Sigedang village, such as road access, parking

lots, sanitation facilities, and rest areas that can support educational tourism activities. Then, determining the need for facilities and infrastructure that need to be prepared, such as educational posts, play areas, information boards, and other supporting tools according to the activities to be carried out. The facilities needed, the first is the design of the facilities, after the survey is conducted, a design of the facilities is needed which includes determining the design and location of educational posts, gathering places, tourist routes, and play areas. The second is the procurement of facilities such as educational boards, props and traditional games that will be used in SEJENAK tourism activities.

2. Implementing character education through the introduction of the history and culture of Sigidang Village to children to introduce cultural values and local history to children, so that they learn the importance of cultural heritage and enjoy tourism. The first activity is socialization or telling stories about the History of Sigidang Village, such as origins, traditions, and folk tales that contain morals. The second is teaching children about traditional values such as mutual cooperation, hard work, and respect for the surrounding environment. The third is a cultural workshop so that children can learn traditional skills, such as making local handicrafts, playing traditional musical instruments, or cooking and preparing typical village food.
3. Inviting children to explore SEJENAK tourism through posts that have been provided to invite children to interact directly with nature and the environment around them, and learn the importance of nature conservation. First, children will be invited to explore educational posts that have been prepared with each post having a certain theme, such as flora and fauna posts, organic farming posts, waste management posts, and traditional game posts. Second, at each post children will participate in interactive activities to provide a fun learning experience. Third, children will be taught to utilize local nature without damaging it, such as collecting dry leaves to make crafts. Fourth, after exploration, children are invited to discuss and reflect on their experiences, teaching them about the importance of preserving nature and how they can play a role in environmental conservation.

b. Implementation of Activities

This program is implemented through several stages, namely:

1. Preparation: First, Record all the necessary needs, such as equipment, educational materials, and the workforce involved. Then identify strategic locations in Sigidang Village that will be used as places for activities to be carried out, such as educational post areas, tourist routes, and play areas. Second, Prepare an activity plan, such as an implementation schedule, activity flow, team task division, and budget allocation. Then, hold a coordination meeting with local stakeholders, such as village officials, the community, and other partners to provide support and be involved in the program. And take care of the necessary permits, including land use permits and public facilities in the village, and ensure that all activities are in accordance with applicable regulations.
2. Implementation: First, the creation of tourism facilities, such as establishing educational posts at predetermined locations. Each post is equipped with appropriate educational materials, such as information boards, props and other supporting facilities. Then, provide traditional play equipment, gathering areas, and sanitation facilities to support the comfort

and safety of children during the activity. Second, the implementation of interactive activities at educational posts, for example at the agricultural post, they can learn to plant or harvest vegetables. Then, character development and environmental education, such as group discussions, reflections on the importance of protecting the environment, and so on. Third, ongoing maintenance, namely by maintaining and caring for the tourism facilities that have been built so that they remain well-maintained and suitable for use, both during the implementation of the program and after. By maintaining, repairing, and ensuring the cleanliness of the tourist area.

3. Evaluation: First, assessment by survey and interview with children and village community to measure changes before and after the activity, especially in reducing gadget usage and increasing interaction with nature. Then, direct observation of children's behavior in interacting with nature and fellow friends after participating in SEJENAK activities is carried out. Second, data analysis, obtained from surveys and interviews to assess the impact of the program. This is used to evaluate the effectiveness of the program and determine the success of the program. Then, prepare an evaluation report that includes an assessment of the impact of the program, recommendations for improvement, and a follow-up plan for future program development. Third, reflection and follow-up, by conducting a reflection with the community to obtain input and feedback on the implementation of the program. Then, based on the evaluation, the team formulates a further program development plan to improve and enhance the program to be more effective and sustainable.

3. RESULTS AND DISCUSSION

a. Public Education

Public education on the importance of early childhood education is carried out through counseling and group discussions. The community is invited to actively participate in activities that support child development.

b. Educational Activities in Nature

Educational outdoor activities are designed to attract children. Educational posts are set up at strategic points in the village, where children can learn about local flora and fauna, agriculture, and the local ecosystem.

c. Reducing Gadget Usage

The program also includes activities aimed at reducing children's dependence on gadgets. Children are invited to participate in traditional games and other creative activities that involve direct interaction with nature.

d. Substance of the Problematic Issue

People, including children, are increasingly dependent on gadgets for communication and access to information. Excessive use of gadgets can reduce direct social interaction and have a negative impact on children's cognitive and physical development. Excessive use of gadgets can cause health problems such as sleep disorders, decreased physical activity, and attention disorders. In addition, dependence on gadgets can also reduce opportunities for learning through direct experience. SEJENAK Tourism is designed as an educational tour that involves children in outdoor activities, such as exploring villages, studying natural potential, and direct

practice in agriculture. It aims to reduce dependence on gadgets by providing interesting and useful alternatives. Through these activities, children can learn about agriculture, the environment, and local culture directly. For example, they can learn to cultivate the land, plant, care for plants, and harvest agricultural products. This not only provides an immersive learning experience but also introduces them to a more natural and healthy lifestyle.

e. Target Conditions Before Service (Pretest on Targeted Problems)

Overview and problems regarding the condition of SEJENAK tourism before the service, namely Children use gadgets much more often than playing outdoors and being creative and learning in nature. The use of gadgets from time to time affects the sustainability of traditional games in Sigidang Village, Kejajar District, Wonosobo Regency. Children tend to enjoy online games more, this causes children to tend to be more active indoors and rarely socialize with friends and lack of interaction with the surrounding nature. Therefore, we propose the development of the SEJENAK Tourism Village (Sigidang Education and Exploration for Children) to utilize the existing tourism potential without having to damage the surrounding environment. That way, this activity is expected to reduce the use of mobile phones by children to teenagers in Sigidang Village.

f. Implementation of Community Service (Practice)

The following is a description of the implementation of the SEJENAK (Sigidang Education and Children's Exploration) tourism program:

1) Site Survey and Infrastructure Assessment

The PKM-PM team conducted a site survey to assess the facilities and infrastructure needed to achieve the program's objectives. This involved identifying tourism areas to be developed, as well as assessing existing infrastructure, such as exploration routes, educational posts, and other facilities.

2) Character Education and Socialization

Implementing character education through the introduction of the history and culture of Sigidang Village. This activity includes socialization to children and parents, as well as storytelling activities that connect them with local values and the importance of preserving culture.

3) Exploration of Tourism for a SEJENAK

Inviting children to explore SEJENAK tourism through various posts that have been prepared. Each post offers educational activities related to the natural and cultural potential of the village, such as the introduction of DOMBOS (Wonosobo sheep), composting, traditional games, and vegetable harvesting activities. To provide an interactive and fun learning experience in the open air, which can help reduce dependence on gadgets and improve children's social skills and knowledge of their environment.

4) Management and Development of Tourism Villages

The development of a tourism village involves the creation and management of environmentally friendly and educational tourism facilities. This includes the creation of a partner guidebook, social media accounts for promotion, and progress and end-of-activity reports. This is done in order to develop Sigidang Village as a tourism village that is not only attractive to children but also economically and environmentally sustainable.

5) Professional Management Assistance

Providing training and mentoring to villagers to manage tourist villages in a professional manner. This includes training in tourism management, utilization of local potential, and development of necessary documentation. With the aim of ensuring efficient and sustainable management of SEJENAK tourist villages, as well as ensuring that management is carried out in accordance with the principles of transparency, deliberation, and mutual cooperation.

g. Target Condition After Service

The description of conditions after service has undergone many changes, including:

- 1) SEJENAK tourism facilities and infrastructure that have developed substantially, provide facilities that support children's educational and recreational activities. This adequate infrastructure has increased the tourist attraction and enriched the visitor experience. Where information boards are installed that provide explanations about flora, fauna, and local culture as well as ways to protect the environment. This makes it easier for children and visitors to understand and appreciate the surrounding environment, as well as interactive facilities (dombos learning zone, fertilizer making, and traditional games).
- 2) Increased educational awareness and community involvement where the program has increased community awareness of the importance of early childhood education. The community is now more actively involved in the management and maintenance of tourism facilities, and shows greater support for children's education and social activities.
- 3) With the presence of interesting and educational outdoor activities, children in Sigedang Village have shown a significant decrease in gadget use. This activity not only improves social engagement but also children's health and physical fitness.
- 4) The SEJENAK program has successfully promoted environmentally friendly practices, such as the use of sheep waste for compost, and raised awareness of environmental conservation among communities and children.

4. CONCLUSION

The PKM-PM program in Sigedang Village, namely the SEJENAK (Sigedang Edukasi Jelajah Anak) Program, has succeeded in creating a community that cares more about early childhood education and improving the quality of children's interactions with nature. This program also shows that a nature-based approach can be effective in reducing children's dependence on gadgets. In addition, this program also has a positive impact on social and environmental aspects. Through the active involvement of parents and community members in various activities, there is an increase in collective awareness of the importance of maintaining a balance between technology and interaction with nature. Activities such as making organic compost, introducing local livestock, and playing traditional games not only provide direct education to children but also strengthen social relationships among community members. This program has encouraged similar initiatives in neighboring villages, showing that this approach has the potential to be applied more widely. Overall, the SEJENAK program in Sigedang Village has not only succeeded in reducing children's dependence on gadgets but also improving the quality of life and overall community well-being through nature-based education and healthier social interactions.

ACKNOWLEDGEMENTS

My deepest gratitude to all parties who have provided support and contributions to this research. Thank you to Iman Ahmad Ihsanuddin S, Pd. Kom, M.Pd. for guidance, advice, and support during the process of writing this journal. Thank you to the Al-Qur'an Science University, Wonosobo for providing facilities and support for the smooth running of this research. I also express my gratitude to my family and friends who always provide motivation and encouragement during this research. Finally, to all parties that I cannot mention one by one, thank you for all your help and support.

REFERENCES

- Kusuma, A. P., & Abdullah, M. (2021). Meningkatkan Keterampilan Sosial Anak Melalui Permainan Tradisional. *Jurnal CARE (Children Advisory Research and Education)*, 8(2), 58-67.
- Rindi, T. A. (2019). Pemberdayaan Masyarakat Melalui Pengembangan Desa Wisata (Studi Kasus Desa Wonokarto, Kec. Sekampung Kab. Lampung Timur). IAIN Metro.
- Rini, N. M., Pratiwi, I. A., & Ahsin, M. N. (2021). Dampak Penggunaan Gadget Terhadap Perilaku Sosial Anak Usia Sekolah Dasar. *Jurnal Educatio*, VII(3).
- Susilawaty, Andi, Ramsiah Tasruddin, Djuwairiah Ahmad, dan Kasjim Salenda. 2016. "PANDUAN RISET BERBASIS KOMUNITAS (COMMUNITY BASED RESEARCH)", <https://acced.uin-alauddin.ac.id/wp-content/uploads/2021/01/Panduan-CBR.pdf>, diakses pada 6 Agustus 2024 pukul 15.20.