# CHAPTER 1. INTRODUCTION

## 1.1 Background

People must be adaptable to many changes using their skills because time moves quickly. The skills that must be mastered in the 21$^{st}$ century are very different from those in previous centuries. As stated by Chalkiadaki (2018), the 21$^{st}$ Century Skills that must be mastered by people include creativity, cognitive flexibility, critical analysis, contribution in groups (especially in heterogeneous groups), independence, intellectual and interpersonal skills, social and community qualifications, responsibility, tolerance for diversity, math, science, technology, and leadership. These skills help people to be adaptable well to the environment and the changes that occur. For example, big changes happened because COVID-19 attacked the world.

The world has experienced big changes when COVID-19 was discovered in 2019. The virus hit the whole world and caused many changes, including in educational aspects. According to the Ministry of Education and Culture (2020), it was stated in circular letter No. 4 Year 2020 that learning activities were carried out from home during the COVID-19 pandemic. Therefore, the learning activities changed from offline at schools to online from home.

Changes in learning activities during a pandemic had advantage and disadvantage. The advantage of online learning activities could reduce the number of COVID-19 cases because learning with an online system could minimize the direct physical contacts. The crowds' absence had a major impact on reducing the transmission of the Coronavirus. Meanwhile, disadvantage of online learning activities from home were considered not optimal in facilitating learning activities and achieving the expected competencies (Miqawati et al, 2021). For example, there were students who did not have internet facilities.

One of the schools that implemented online learing during the Covid-19 pandmic was State Elementary School Kemuningsari Lor 2. This school is located at Rajawali Street No. 47, Kemuningsari Lor Village, Panti District, Jember

Regency, East Java, Indonesia. Students of Kemuningsari Lor 2 studied from home and used WhatsApp groups on their gadgets to receive and submit assignments from their teachers. This method was an alternative learning activity that was easy and safe when the number of COVID-19 cases increased. However, online learning that lasted for two years caused the students to spend more time with their gadgets and they became addicted. As explained by Puspitasari (2020), online learning is the cause of gadget addiction for students. This phenomenon was a serious problem and had an impact on the students.

This excessive use of gadgets had impacts on the students' behavior, health, and social life. The teachers stated that their students' behavior changed because of the excessive use of gadgets. They became unfocused, complained a lot about assignments, and searched for quick answers on the internet. Other impacts of gadget addiction were the students' health problems, starting with sore eyes, neck pain, and a lack of sleep. Furthermore, the students' social life changed, such as becoming indifferent to their environment, struggling to socialize, and being lazy to take part in activities. As stated by Marifah and Suryantini (2019), students chose to play games on gadgets rather than play group games with their friends outside the house.

Based on the negative impacts that occurred, it was necessary to create a solution and take action to overcome the impacts of gadget addiction in SDN Kemuningsari Lor 2. The solution made by the writer must be fun for the students because they were children who liked to play. The writer made a *ludruk* art performance (one of the traditional theaters of East Java) and the actors were the students. The reason for choosing *ludruk* art performance as a solution was to preserve East Java's local culture for the younger generation and entertainment that contained education about the impacts, causes, and solutions of gadget addiction problems. The students got lessons about gadget addiction from the *ludruk* stories that they played. They became aware and reduced their use of gadgets. Furthermore, SDN Kemuningsari Lor 2 is a cultural school that provides opportunities for students to love local culture and wisdom (Yolanda, 2020). This

school also had a *gamelan* extracurricular activity that could support *ludruk* art performance.

The *ludruk* art performance had a uniqueness that made it different from *ludruk* in general. This *ludruk* used multiverse technology to inform about the impacts, causes, and solutions of gadget addiction. The multiverse was described as another group of universes with different physical constants and even different laws (Carr & Ellis, 2008). The multiverse technology was created to visualize a future timeline in the performance. It showed animation videos that the audience could watch from the stage. In addition, the actors presented the *ludruk* art performance in two languages, namely Javanese to increase interest in local wisdom, and English to increase the students' knowledge and skill at communicating in foreign languages.

One of the steps taken before performing *ludruk* was practicing. The students did *ludruk* practices in the school yard every Friday, Saturday, and Sunday. The *ludruk* practices began with reading scripts, casting, and blocking on stage. As a result of intensive practice for two months, they memorized the script and were able to improvise their dialogs on stage. They did the *ludruk* performance very well. In addition, their behavior changed after doing this activity. They became more sociable and their awareness of the effects of gadget addiction increased. Apart from that, the audiences (teachers and parents) were also entertained by the *ludruk* art performance and got useful information. For example, the audience knew how to control their children's use of gadgets.

In order that the *ludruk* art performance became an educational media that could be accessed by everyone, the writer made a documentation video. Wahyuni (2018), stated that a documentation video is a way to capture an activity or event in video form to share information content, and documentation video is very important for an activity or event that you want to publish. Besides that, the writer made the video for reports and archives as proofs that the activity had been completed. The documentation video was uploaded on the writer's YouTube account. The video contained documentation of *ludruk* art performance, the audience's response, and all programs that had been carried out before (socializing

gadget addiction to the students and their parents, as well as holding a one day without phone program for the students).

**1.2 Objective**

The objective of this final project was to make a documentation video as an educational media about gadget addiction.

**1.3 Significances**

Based on the objective explained above, hopefully that the report and product of this final project would benefit the respective parties.

1.3.1 for the Writer

The writer could apply her abilities to operate lighting, set up a camera, and use editing software in the process of making the documentation video. This project could help the writer optimize her creative abilities according to the knowledge and experience gained during college.

1.3.2 for State Elementary School Kemuningsari Lor 2

State Elementary School Kemuningsari Lor 2 got a solution to solve their students' gadget addiction.

1.3.3 for Viewers

The product of this final project could provide education to viewers about controlling the use of gadgets, especially for parents. In addition, the viewers also got entertainment from the *ludruk* art performance.

1.3.4 for Students of the English Study Program

This project can be a reference for students of the English Study Program Politeknik Negeri Jember who will conduct a similar final project.