CHAPTER 1. INTRODUCTION

1.1 Background

In social life, character is an important factor for humans to establish relationships with their surroundings. Character is a person's behavior that distinguishes one from another as a result of one's interaction with the environment formed and forged where humans are. Sutrisno (2019) stated that a school environment is a complete place for children's character formation, starting from general knowledge, science, and religious knowledge.

However, with the occurrence of the Covid-19 pandemic that hit the world in 2019, many aspects have been affected, including education. The Indonesian Ministry of Education and Culture stated in circular letter No. 4 Year 2022 that learning activities were conducted online during the Coronavirus Disease (Covid-19). However, face-to-face learning activities from home are considered less optimal than online learning activities in facilitating learning activities and achieving the expected competencies (Miqawati et al., 2021). The situation prevented students from developing skills, thinking creatively, working in teams, and solving problems. Meanwhile, in the 21st century, people are required to master various skills, including creativity, divergent thinking, critical thinking, working in teams, and much more (Chalkiadaki, 2018).

Various educational institutions have experienced the impact of online learning at various levels. One of them is SDN Kemuningsari Lor 2, a public school located at Jalan Rajawali No. 47 Kemuningsari Lor Village, Panti District, Jember, and East Java. For approximately two years, students at SDN Kemuningsari Lor 2 carried out distance learning, commonly known as online learning. Learning activities changed from face-to-face classes to online classes using smartphones or laptops. Online learning gave them opportunities to access their smartphones for a long time. Without proper supervision and control, this caused problems for the students of SDN Kemuningsari Lor 2.

The teachers mentioned a change in their students' behavior due to gadget addiction. The students were hard to focus and difficult to understand the

materials presented by their teachers. Additionally, they were impolite and unruly when their teachers scolded them. The culture of literacy and information understanding also drastically decreased. The students often missed important announcements or repeatedly asked questions mentioned in the announcement. Additionally, they used their phones all day long. As a result, they became individualists and ignored their academic lesson.

Another problem appeared when they were given an assignment. They complained and bargain not to be given any task. This problem happened because, at school, they were prohibited from bringing smartphones, while during online learning, they relied on Google as a media to find answers. Their grades increased statistically when learning online, but when learning offline with the same material, they could not understand what the teacher taught.

The phenomenon above was a serious problem. The students experienced a decrease in competence and character, and it could get worse if this problem was not addressed immediately. Thus, to overcome those problems, an action needed to be taken. The writer did something fun, and they could learn to improve their character because the students were children who like to play. The writer held *ludruk* (East Java's traditional theater) that was played by the students. They could improve their characters by increasing their creativity and teamwork while playing roles in *ludruk*. In order to preserve culture, SDN Kemuningsari Lor 2 taught their students how to play traditional musical instruments through extracurricular activities. As a result, some students could play traditional musical instruments such as *gamelan, gendang,* and *gongs.*

Based on those considerations, the writer held *ludruk* as a media to overcome gadget addiction for students from grade 4 to 6. Kasemin (1999) stated that apart from entertainment, *ludruk* has other social functions, including educational media. In addition, Yuliani (2022) stated that *ludruk* can provide knowledge in a different way to be better understood by students. Besides that, students can get to know, preserve, and explore the culture of their region.

The *ludruk* performed by the students contained jokes and information about several causes, impacts, and solutions to gadget addiction. This activity was

combined with multiverse technology. Multiverse is an idea that other universes may exist beyond the observable universe (Sutter, 2021). The writer used LCD to make an effect of multiverse that provided a video overview of the impact of gadget addiction on students. The use of the multiverse was intended to help the students and the audiences (students, teachers, and parents) understand more about the impact of gadget addiction. Furthermore, the performance was conducted in two languages, Javanese and English. Javanese language was used to instill a local wisdom, and English language was used to introduce English to them. By involving the students directly in the role of *ludruk* performance, hopefully, this activity gave a positive impression, impacted students' behavior, and helped them internalize every moral message in the storyline.

To realize the program, several practices were conducted to produce the best performance of *ludruk*. The practices were carried out in 10 meetings and the rehearsals were carried out twice before the performance day. The practice was divided into several steps: determining roles, practicing acting, practicing musical instruments for traditional songs, and practicing *remo* (East Java's welcoming dance). The writer found out changes in the students' behavior during the practice process. For example, they became aware of the effects of gadget addiction and reminded each other when one of them was playing on their phone. Additionally, after the *ludruk* performance was over, the teachers and the students' parents said they gained insight about gadget addiction. Furthermore, the *ludruk* performance improved the students' character.

For the continuation of this program, the teachers planned to make the Bilingual Multiverse Ludruk as a regular performance at SDN Kemuningsari Lor 2. In order to realize this, the writer made a manual book that contained a reference about gadget addiction, the effects of gadget addiction, and steps in holding Bilingual Multiverse Ludruk. Sudarnoto (2006) stated that manual book is a book that contains instructions, guidelines, or procedures for doing something step by step. The manual book was written in Bahasa Indonesia so there was no misinterpretation and the reader understood the content easily.

1.2 Objective

The objective of this final project is to make a manual book of Bilingual Multiverse Ludruk as a media to overcome gadget addiction for the students of SDN Kemuningsari Lor 2 from grade 4 to 6.

1.3 Significances

Based on the objective above, hopefully, the report and the product of this final project can give advantages to the following parties.

1.3.1 for the Writer

The writer can improve the ability to think critically and creatively in solving societal problems based on the knowledge and experience gained during lectures. She can also apply writing skill in writing the manual book of Bilingual Multiverse Ludruk.

1.3.2 for the Students at SDN Kemuningsari Lor 2

The students can get the knowledge about gadget addiction. Additionally, they can decrease the use of gadget after they know the effect of gadget addiction.

1.3.3 for Readers

Readers can get insights on how to overcome gadget addiction in children. Additionally, for the teachers, by reading the manual book, they are expected to be able to hold Bilingual Multiverse Ludruk. Furthermore, the parents are expected to be able to control their child in their home for using the gadget by doing several steps written in the manual book.

1.3.4 for Students of the English Study Program

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