

COP Project Report at Seketi-Jatidukuh Village of Mojokerto

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Abstract

Seketi has many children that are yet to be utilized to its fullest. In addition to that, many parents have yet to realize their potentials and treat them as they are a big burden. Thus, the primary objective of our Seketi's group is child-friendly sub-village. There are two types of programs, physical and non-physical, to fulfill the objective.

For the physical, there are 4 programs which were building trash bank, library renovation, building a public toilet, and mosque renovation. The problems occurred are unfinished trash bank that was built from the previous COP as well as bad trash bank's management, no library as a place for children to gather and study together, bad public toilets' condition, and widening the road to the mosque. The goal of this physical program is to provide the villagers with the infrastructure needed to solve the problems mentioned.

For the non-physical, there are 11 programs which were mentioned later on. The objectives of the non-physical are to give awareness to the children about the importance of learning English, help the elementary students to understand a mathematic subject, bond with the villagers, as well as give insight to the parents on how to treat their children well.

Introduction

Seketi sub-village is a part of Jatidukuh village, located in Mojokerto. The head of the sub-village is Mr. Sofii, or we can call him Mr. Polo. There are approximately 45 children with 30 of them are in elementary school.

Academically, Seketi does not have its school building. There is a kindergarten and elementary school, but those are outside of the sub-village. Besides, the teachers are lacking and they mistreated the students such as humiliating them, stamping them as stupid, throwing punches, and so on. Following that, it makes Seketi's children afraid to go to school as we saw/experienced when we lived there.

On the health side, Seketi has 1 health post and a midwife located in the village hall which is operating once per month. Approximately 30 houses have a toilet, but the water is still murky in some houses and people still defecate in the river. The people, specifically the children, have yet to realize the importance of throwing trashes in the right place (trash bin) as they throw it anywhere, especially in the river.

Majority of people have less concern about the development of their sub-village as they are too dependent on the contribution of COP or other KKNs (Kuliah, Kerja, Nyata). The parents often shout at their children even if any mistake is not made, which create trauma and delinquent behavior. The society did care of the COP's participants, but the little contribution was given to help us do our projects. There is a youth organization (Karang Taruna), which was quite cooperative to us, but they had to be ordered first. The children, because their parents have yet to give and show proper ethical education, are quite delinquent, as they fought and curses many times while we were there.

Even so, several potentials will be beneficial if those are managed well. First is there are so many children in the sub-village. This is an important aspect as they are the ones who will manage the sub-village in the future. If they are taught well academically and ethically, they can bring

much improvement to their family as well as the sub-village. The second is many commodities that are sold outside the village which brings more revenue.

According to the facts above, there are three core problems we tried to solve through our programs which are education, environment, and parents-children relationship. In accordance to those, through COP, we came up with the theme/focus “child-friendly sub-village” as we were trying to create a better environment/situation to help the children improve academically as well as ethically. In COP, with participants are coming from various countries, it helped us to not only learn cultures but also hand-in-hand solve problems in the respective sub-village through physical and non-physical projects. Our knowledge and skills that we gained through our respective major are used to make the projects possible, learn new knowledge and skills which we had not learned in class such as repairing and building skills, improve creativity and critical thinking, and plenty of experiences that can change our character to become better and more mature.

We are coming from different major for doing this program. Correlate it with our group’s goal, there are several correlations. Three of us are coming from Elementary Teaching, Communication Science, English Literature major which is helpful to handle, manage, and teach the children. Some come from Interior Design and Architecture which help us in designing the Trash Bank and Public Toilet. Lastly, some of our members are majoring in Finance, Business Accounting, and International Business Management, which is helpful to manage the budget, make the schedule, and manage the reports.

Methodology

1. SWOT Analysis

a. Strengths

- Have many children which can be a huge potential to develop the sub-village
- Have decent infrastructure (sanitation, toilets, volleyball field, etc.)
- Huge and fertile fields
- Have a strong bond among villagers
- Safe environment (no thievery action based on our experience in approximately 3 weeks living there)
- Open-minded villagers (no racism based on our experience in approximately 3 weeks living there)

b. Weaknesses

- Poor children management/treatment
- Less concern from the villagers to keep the environment clean
- Poor initiative from the people to develop their sub-village
- Far from the school
- Children’s misbehavior
- Parents being too busy doing their job
- Passive villagers

c. Opportunities

- Many commodities are sold outside the sub-village
- Many KKNs or COP are coming to the sub-village to give support (build infrastructure, etc.)

d. Threats

- Bad internet/television contents

	Strengths	Weaknesses
Opportunities	SO 1. Utilizing COP/KKN participant to	WO 1. Teaching how to treat children well to the parents

	bond and teach the right manners to the children 2. Teaching how to treat children well to the parents	2. Giving awareness for the villagers to develop their sub-village 3. Giving awareness for the villagers to keep the environment clean 4. Teaching children about the right manners
Threats	ST 1. Educating the villagers about good and bad internet contents 2. Encouraging parents to be a good role model	WT 1. Giving insight to the parents about the importance of guiding and protecting their children 2. Reminding teachers to keep their manners and give their best effort to teach as well as motivate the students

Considering the SWOT above, we came up with 4 physical programs (Building a trash Bank, building public toilet, Mosque renovation, and library renovation) as well as 4 non-physical programs (teaching kindergarten, teaching elementary students, parents' socialization, and sports) in order to give insight for the parents to be proactive to guide their children in the right manners, create and encourage people to keep the environment clean, build relationship with the villagers, and guide the children to behave well.

Physical Programs:

1. Trash Bank

Trash bank was created and implemented into our program as they did not have a proper place to collect trashes and manage it to, later on, be sold. With the previous trash bank was failed due to the unfinished work/process as well as bad trash bank' management, we tried to build the new one and later on gave insight on how to manage the trashes well to be one of their incomes with the help of the Head of Seketi sub-village, Mr. Sofii, as well as the youth organization (Karang Taruna).

The villagers are enthusiastic with the establishment of the trash bank. We used one of the villagers, Mr. Ali, to be our builder. The villagers are also supportive enough by lending us several tools such as shovels. However, they, specifically the youth organization, did not participate directly to build this trash bank. It can be derived from the fact that they were busy doing their job.

2. Public Toilet

There were some public toilets built but not in good condition (broken doors and tiles, etc.).

Furthermore, not all strategic places have a toilet on its surroundings such as the village hall which mostly be visited by KKNs/COP's participants as well as other guests.

Under that, we strongly believed that the establishment of a public toilet in strategic places, the village hall to be specific, would be beneficial for both host and guests.

Unfortunately, one villager did not agree to the plan, or the location to be specific, as it could block the view of his house. As a result, the villager closed one of the holes we had dug. In response to that, we decided to solve this problem by discussing it with Mr. Sofii (the head of the sub-village) as well as the villager. We came with a plan to build only one toilet.

3. Mosque Renovation

In a Moslem culture, they must be clean when they want to do their rituals. There is a place to wash their body, but the road connecting the Mosque and the place to wash the body is not completely paved which make their feet dirty again. In accordance to that, as well as the request of the villagers, we decided to do Mosque renovation which is to pave the road connecting those two places so the Moslems can do their rituals well (in a clean body).

The villagers perceived this program well as the majority of people are Moslems. However, they did not participate in paving the road as they are busy working on their field and/or in other places.

4. Library Renovation

When the first survey was held, two of our members saw that the children were playing in the street which blocks the transportation from moving. Besides, Seketi does not have a place where they can sit down and study together. Thus, we came up with an idea to build a library in the village hall in hope that the children can gather together and study there. The library specifically located in a small but cozy space at the back of the hall.

Non-Physical Programs:

1. Kindergarten Teaching

Our surveyors, when they arrived at the kindergarten, saw that the teachers were lacking and very few of them taught their students about ethical learning such as how to say sorry, behave well to others (specifically to elderly), and many more.

To solve those problems, we came up with a program to teach kindergarten in hope that we can reduce the teachers' workload, teach ethics to the students, as well as give awareness about the importance of ethical teaching and how to teach efficiently in a fun way to the teachers.

2. Elementary Students Teaching

When our surveyors were coming to the elementary schools, there were some concerns regarding the learning process: the students were not creative, prefer to play than study, pay less attention to their future, lack of linguistic and ethical teaching. Due to those reasons, we had the initiative to help teachers by teaching the children about linguistic, ethical, and some subjects (Mathematics, geography, etc.) in hope that they are engaged to learn more about other languages, knowing how to behave well specifically to their parents, as well as helping them to understand their school's subjects better.

3. Teaching in The Hall

While some Seketi's children are attending school, some are not due to several reasons such as economic difficulty. We believed it is a good thing to teach those who do not attend school about manners, linguistic, and several school subjects (Mathematic) so they can keep up with those who attend school. The teaching took place in the village hall, held the same schedule as Elementary teaching at 1 p.m.

4. Parents' Socialization

It is not an uncommon thing to see and hear the parents shout at their children and let them go anywhere they like. While the parents are busy with their work, their children do not get the attention they need. In result, they will do anything they can to get that attention, most of the times by doing delinquent actions. They indeed got the attention but in a bad way. The parents perceive their children to be wasteful with no future lies in them. Thus, they will let their children do anything they want as long as it does not disturb their job, shout at them while no mistake or delinquent action was made, and humiliate them by saying bad words.

In regards to that, we strongly believed to change the perception and way the parents see their children as well as treat them. Thus, parents' socialization was made. We divided it into two themes in separated days: "Children as The Future of Sub-Village" and "Special Children". For villagers to come, we give an incentive by establishing Cooking Competition before the socialization in which villagers were divided into groups based on its respective neighbor. We were promoting those events by printing invitational letters and distributing it to houses. The problems were the parents being uncooperative in joining the Cooking Competition (had to be approached again house after house) and some were going to manage the trash bank in the middle of the socialization. The irony was 1 neighbor did not participate in both events which the reason was still unclear.

5. Visitation

Approaching the end of COP 2019, we realized that we had not bonded enough with the villagers, mostly because we were being too focused on our jobs and the villagers were quite passive. As our objective was "Child-friendly sub-village", it is mandatory to bond especially with the parents. Thus, we decided to establish this visitation program.

We were planned to make and distribute "Nasi Tumpeng" which consist of yellow rice, egg, chicken, and tempe to the villagers. While distributing it, we would had a conversation with them so they would recognize and get closer with us.

6. Sports

While arrived at the village, our surveyors saw that the children were playing in the street. Meanwhile, there is a volleyball field available to be used. Thus, we discussed the way to maximize the field, bring the children to play in the right place, as well as improve the relationship between COP's participants with the villagers. Following those, we came up with a Sports program. We decided to implement three kinds of sport: Volleyball, Badminton, and Soccer. This program was held every day at 4 p.m. in the volleyball field and it's surrounding.

The positive evaluations were it is strengthening the relationship between us and the villagers as we played it with them, bond the relationship between COP's participants, and the children were playing in the right place.

However, soccer was not used as the soccer field is too far from the sub-village and the children played it in the street.

7. Independence Day Competition

As we left Seketi sub-village on August 7th, 2019, we could not wait to celebrate Independence day on August 17th. Thus, to celebrate Indonesia's independence as well as to strengthening the bond between participants and the villagers, we designed Independence Day Competition. There were various games which suited from children until adults such as finding a treasure, sack race, and eating "krupuk".

The event started and ended well as the villagers actively participated. However, some games were not played as it would exceed the time limit which was 9 p.m.

8. Culture Night

The day before we went back to Surabaya, it was a must to leave good impression and memories to the villagers by establishing culture night when we could had fun together. The concept was like a carnival which we rented a Dangdut band as the entertainment, doorprizes, and food stalls where the villagers could take a taste on other nations' traditional foods.

The event went well as the villagers were enjoying the food. However, it seemed like the food stalls took away some of their attention to the doorprizes as well as the Dangdut band.

Nevertheless, many villagers participated and happy by the events according to their saying.

Additional Programs from Participants except Petra

1. Korean Project

Based on our observation, the children’s creativity was not yet utilized to its full potentials. Thus, we, specifically the Korean members, had an initiative to establish activities which could improve children’s creativity such as creating soap clay, balloons, and goodie bags.

2. Taiwan Project

In this project, we were trying to enhance children’s creativity and linguistic skills through a game called “Guess that animal” in which the children would guess what kind of animal was shown and the English term of it. After that, they would re-create the animals shown previously using a Play Doh.

3. Consultation (PedagoGi)

This project was held by Christian Raja Kaltu Manik from Ukrida Wacana Christian University. This project was intended to give an insight for the children on how they should study in order to compete and adapt in this Industrial Revolution 4.0. Furthermore, there was a counseling to dig deeper on the children’s needs and problems faced in their live.

4. Japanese Project (Origami)

In this activity, our members from Japan introduced Seketi’s children to Origami. They made creations such as watches from the Origami. The benefits to do this for their children are to stimulate children’s creativity and creation skills.

5. Field Trip

This field trip was initiated by two of our members, Nathalie (the Netherlands) and Yeung Kwan Nok Justin (Hong Kong) after looking the fact that some of the children in Seketi are not yet understanding proper manners such as saying thank you and sorry. We were planning to invite students from Madrasah Ibtidaiyah to play and learn together as some of the Seketi’s “special” children were there.

The place was taken in the football field near Seketi. There, we were giving the definition of ethics, showing some role plays about when and how to say thank you as well as sorry, and playing a game which the children can practice how to say thank you as well as sorry.

Result and Discussion

For these past three weeks, we had completed all of our projects that we planned before COP began as well as those during the COP started. In this section, we would like to discuss about the progress: the success, difficulties, and challenges that we faced from each program.

1. Physical Programs:

a. Trash Bank

Successes	Difficulties	Challenges
1. The trash bank was built into perfection and way better than what we had thought even though many sudden changes were made 2. Had initiative to create sign boards which help the villagers to recognize the trash bank easily.	1. Contacting the builder, Mr. Ali, as he was working outside the village from 08.00-16.00. In result, we had little time discussing the progress as well as the tasks for the next day. 2. Lack of knowledge and inexperience of using the tools.	1. There were sudden major changes with the design as well as the resources by Mr. Tono and the builder, Mr. Ali. 2. The builder was also working outside of Seketi from 08:00-16:00 which slowing down our progress.

b. Public Toilet

Successes	Difficulty	Challenge
<ol style="list-style-type: none"> 1. Successfully found another builder so we could continue the progress and the result was satisfactory. 2. We did mural on its wall to ask whoever use the toilet to maintain the condition of the toilet. 	<ol style="list-style-type: none"> 1. Had little time discussing about the progress and materials used. 	<ol style="list-style-type: none"> 1. Had to cancel our plan on building two public toilets as one of the villagers was complaining that the building location would cover up his house.

c. Mosque Renovation

Success	Difficulty	Challenges
<ol style="list-style-type: none"> 1. We could finish the project without full help from the builder and the result was satisfactory. 	<ol style="list-style-type: none"> 1. No major difficulties 	<ol style="list-style-type: none"> 1. A leak near the pave area which shrunk the ground level and made the pave not neat.

d. Library Renovation

Successes	Difficulties	Challenges
<ol style="list-style-type: none"> 1. Successfully creating murals with cartoon theme so the children are engaged and eager to come and study inside 2. The colors of the paint suited well with the design and the quantity was sufficient. 	<ol style="list-style-type: none"> 1. The paint colors were not the same as the order 2. Lack of field details in the beginning of the project. 	<ol style="list-style-type: none"> 1. Needed to mix two or more colors 2. The first design was not used because it did not fit the new field's condition

2. Non-Physical Programs:

a. Kindergarten Teaching

Successes	Difficulties	Challenges
<ol style="list-style-type: none"> 1. The students understood and applied good manners that had been taught by COP's participants 	<ol style="list-style-type: none"> 1. Some first or A grader students were newly went to school which made them 	<ol style="list-style-type: none"> 1. The dynamic students character made it more complicated and tricky on how to

such as saying thank you and sorry.	quite difficult to manage.	teach and manage them.
2. The number of squabbling between students was decreasing due to the ethical and manners teaching.	2. Some students were less able to control their emotions. 3. Lack of facilities provided by the school. 4. Far distance between the school and Seketi and the members needed to walk.	

b. Elementary Students Teaching

Successes	Difficulties	Challenges
1. Successfully taught important Mathematics topics which was not included in the curriculum. 2. Successfully taught manners from class interactions.	1. Far distance between the school and Seketi and the members needed to walk.	1. Required a formal letter from Petra. 2. Complicated curriculum for those whose background are not a teacher.

c. Teaching in The Hall

Successes	Difficulty	Challenges
1. Successfully taught the children about basic English and sharing as they could keep up and remember some terms as well as share the goods or materials given by us. 2. Successfully taught basic conversation manners such as saying thank you and sorry.	1. Difficult on teaching English in a fast pace, considering the time limitation (2 hours), as they were not ready to study many terms just quite yet	1. Handle the children to keep focus on the subjects given. 2. Teach English terms in a fun way so they can get engaged to study as well as remember it easily

d. Parents' Socialization

Successes	Difficulties	Challenge
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<ol style="list-style-type: none"> 1. Successfully engaged the villagers' motivation and atmosphere to attend the socialization through cooking competition. 2. The speaker understood the condition and core problems well as well as easy to communicate with the parents 	<ol style="list-style-type: none"> 1. Difficult to ask the villagers to come on time during the cooking competition as majority of them were just having their rituals in the Mosque. 2. Find a good table as a place to conduct the competition 	<ol style="list-style-type: none"> 1. Some parents were going to manage the trash bank in the middle of the socialization which reduced the number of participants
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e. Sports

Successes	Difficulty	Challenge
<ol style="list-style-type: none"> 1. The relationship between members and the villagers was getting stronger as we played volleyball almost everyday with them. 2. We can relieve our stress from working on projects. 	<ol style="list-style-type: none"> 1. Difficult to ask the villagers to come play with us in the early days as some of them were still busy working and quite shy to join. 	<ol style="list-style-type: none"> 1. Ask the villagers to come play with us in the early days of COP as we were not familiar with them.

f. Korean Projects

Successes	Difficulties	Challenges
<ol style="list-style-type: none"> 1. Successfully made the children to think creatively. 2. Encourage them to experimenting or create something new and unique. 	<ol style="list-style-type: none"> 1. Less Indonesians to participate which created a confusion between members from other countries on handling and giving instructions to the children. 2. Difficult to engage the children to focus on doing the project. 	<ol style="list-style-type: none"> 1. Language barrier. 2. Project being too complicated.

g. Consultation (PedagoGi)

Success	Difficulties	Challenges
<ol style="list-style-type: none"> 1. The participants can know better about the problems that the 	<ol style="list-style-type: none"> 1. Quite difficult to have an interaction with 	<ol style="list-style-type: none"> 1. Re-engage the children to pay attention to the

children face in their live during the counseling session.	<p>them as some got bored easily.</p> <p>2. Limited members that were available to help Christian preparing his materials.</p>	<p>materials and change their perception about education.</p> <p>2. Christian is the only member who is majoring in Psychology</p>
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h. Taiwan Project

Successes	Difficulty	Challenges
<p>1. The children knew some of animals in English term such as Dog and Cow.</p> <p>2. The playing session with Play Doh was successfully engaged the children to participate.</p>	<p>1. Quite difficult to translate and keep the children calm as there were less Indonesians able to participate.</p>	<p>1. Ensure the children to pay attention to the materials</p> <p>2. Repeat the English term of the animals</p> <p>3. Re-create the animals using Play Doh safely as some of them nearly ate it.</p>

i. Japanese Project (Origami)

Successes	Difficulties	Challenges
<p>1. Successfully made the children to think creatively.</p> <p>2. Encourage them to experimenting or create something new and unique.</p> <p>3. Successfully teach them to concentrate on working.</p>	<p>1. Less Indonesians to participate which created a confusion between members from other countries on handling and giving instructions to the children.</p> <p>2. Difficult to engage the children to focus on doing the project.</p>	<p>1. Language barrier.</p> <p>2. Project being too complicated.</p>

j. Field Trip

Success	Difficulties	Challenges
<p>1. Students understood the application of saying thank you and sorry (What, when, why, and how) with the role play as well as interactive games.</p>	<p>1. Difficult to design the game as it depended on the facilities that could be borrowed from the school.</p> <p>2. Difficult to keep the male students</p>	<p>1. Misscommunication between us and Mr. Tono regarding the application letter to the Horti which forced us to use another place (soccer field).</p>

	calm as we used soccer ball as the media.	2. Keep the children interested as the place was too hot for them.
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k. Culture Night

Success	Difficulties	Challenges
<ol style="list-style-type: none"> 1. Many villagers were actively participating. 2. The villagers were enjoying the traditional foods. 	<ol style="list-style-type: none"> 1. Difficult to coordinate with the MCs regarding the rundown. 2. Difficult to manage the waiting line on food stalls. 3. Too many doorprizes which made the villagers bored. 	<ol style="list-style-type: none"> 1. Coordinate the rundown with the MCs. 2. Keep the excitement of the villagers.

l. Independence Day Competition

Success	Difficulties	Challenge
<ol style="list-style-type: none"> 1. The villagers were actively participated in games. 2. The children were passionate to participate. 3. The relationship between the villagers and the participants was getting stronger. 	<ol style="list-style-type: none"> 1. Difficult to ask the adults to play games. 2. The children being too active. 	<ol style="list-style-type: none"> 1. The speaker was in bad condition.

Conclusion and Recommendation

After three weeks of working together, bonding with each other as well as the villagers, we conclude that it is not an easy thing to work with different cultures which resulted in many misinterpretation and misunderstanding that led into conflicts. Thus, clear understanding of each other cultures through learning beforehand is much needed to reduce tension or conflicts and create better working environment. Doing projects requires good analytical, leadership, communication, creativity, adaptation, time management, and problem solving to see the root causes of the problems occurred in the sub-village, how to solve it with long-term solutions, communicate it with team members as well as the villagers, be adaptive to immediate changes, and manage working time, people deployment, as well as job description effectively and efficiently.

As COP 2019 has ended, there are several recommendations to make COP 2020 more successful: asking the committee to do full evaluation during the proposal's checking to reduce the revision activities and fasten the completion of the proposal, finding a sub-village which the villagers are easy to cooperate with, and changing the location of several sub-village that have experienced enough development through COP such as Seketi.

Documentation

Physical Programs:

1. Trash Bank



Before



After

2. Public Toilet



Before



After

3. Mosque Renovation



Before



After

4. Library Renovation



Before



After