



MAKAKO Program (Mengaji Kala Corona) to Increase Self Awareness Children During the Pandemic Covid-19

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ABSTRACT

The background behind this community service is caused by the impact of the COVID-19 pandemic which has made face-to-face lessons in schools become online learning and places learning Al-Qur'an are recently closed. This caused the children in scavenger stalls, West Jakarta to lose their places to learn especially in learning AL-Qur'an. So MAKAKO (Mengaji Kala Corona) presents to be a place where children can learn Al-Qur'an and increase self-awareness with classical guidance programs. The program is carried out with an online system, using Voice Call and Video Calls as the medium. The results of the activity are the children will show on paper and then they will send photos and presentation videos. The MAKAKO program has succeeded in being a place for children to continue learning Al-Qur'an and increase self-awareness based on three-component references; Emotional Self-Awareness, Accurate Self-Awareness, and Self-Confident.

Keywords: Al-Qur'an Online Learning, Classical Guidance, Self-Awareness.

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INTRODUCTION

Behind the background of the condition of the children of Lapak Sawah in West Jakarta affected by the COVID -19 pandemic. This existence of children with elementary school age is a child who is quite active, energetic, and has school activities and learning to preach after school in the afternoon or after *maghribh*.

But since the pandemic, face-to-face lessons in schools have become online learning systems and learning places have also closed. This is what makes students of Islamic Guidance and Counselling Study Program do MAKAKO program with these children. But the MAKAKO more than online program in general, but also the students are provided a classic guidance program so that children can get to know themselves better with the theme "In My Control Activity and How I See My Self"

Guidance classical given, of course different with the provision of the guidance of the classical style in general. Classical guidance is given online with the system after children finish doing online learning in school, they will be given material in the form of videos then after *ashar* they will do classical guidance online through *Whatsapp* and also do and submit the work they make with the guidance of the student. Activity and How I See My Self".

This activity aims to increase the self-awareness of children during the Covid-19 pandemic. Self-awareness is how an individual can understand himself precisely as Goleman theory in (Daniel, 2016) Self-awareness is a person's ability to know the strengths, weaknesses, impulses, values, and their impact on others. . Goleman in (Arabsarhangi, 2014) also mentions that Self-Awareness can be destroyed by paying attention to three components such as Emotional Self Awareness, Accurate Self-Awareness, and Self Confident. These three components are a reference in MAKAKO activities to increase self-awareness.

Because when self-awareness has begun to introduce and be trained to children, it will be able to provide provisions and familiarize children to be better prepared when facing the next development period, which is teenagers. It caused adolescence is a transitional period that is affected by the opinions of others because at this time, teenagers assume that others admire or always criticize them as they admire or criticize themselves (Khairunnisa, 2017). So, with this debriefing will be useful for the individual in the age range. As according to Solso (2007) if adolescents have good self-awareness, then the teen can choose which behaviors are positive and negative behavior. So this activity is necessary to do.

METHOD

Makako program activities are held on January 18-23, 2021. The location of the MAKAKO program located in the Lapak Sawah, West Jakarta. Participants in this activity amounted to 22 boys and girls at the elementary school education level. In its implementation is assisted by one of the parents of the participants who become coordinators and facilitate in terms of electronic devices. During the day, children are given material in the form of explanatory videos. On the afternoon children are given classical guidance along with video call or voice call. After that, the children collect

photos and videos about the work of the classic guidance. The learning to preach is held at the time after *maghrib* and after *isya* by using *Whatsapp* media and also accompanied by the parents of participants to supervise directly.

RESULT AND DISCUSSION

The result of the MAKAKO programs are divided into three major activity themes by paying attention to the following three components of self-awareness:

Reading Holy Qur'an

The implementation of preaching activities becomes a means to help children continue learning to preach with online learning systems. Children can use technology to keep learning to preach and keep repeating memorization of the Qur'an or improving reading with iqro books. The activity in this activity is followed with enthusiasm because each student meeting provides stimulation of positive words, and tells the child what.

In My Control Activity

Activities that are the result of classical guidance provide understanding to children about things that can be arranged or cannot be one by themselves. As Ibung (2008) said that elementary school-aged children, or starting at age 6, begin to develop the ability to think logically. He also began to see the relationships between information that children have in more complex relationships. But still, his understanding of more complex events proceeds gradually. So as this pandemic occurs, it is done In My Control Activity.

How I See My Self

It is a program to reflect on children to pay more attention to themselves. Children will be asked to draw themselves on paper and write down any advantages, disadvantages, or things that reflect themselves. This activity invites children to think and shows how the child judges himself before thinking about the judgment of others.

The results of classic classical guidance, How I Control My Self and How I See My Self, are the work of difot and the children also attached presentation videos that are the result of children's understanding of the activity. In all order, all activities in this MAKAKO program can run well in terms of the enthusiasm of children who follow it and can achieve their goals.

While in terms of Self-Confident which is one component of Self-Awareness is seen from how children interact online and when children provide video results in the form of presentations of works from classical guidance. This activity is a place to train brave children to interact online and appear in front of the camera.

Based on the results of community service conducted, the MAKAKO program can be one form of activity to increase self-awareness in children. This is supported by its activities that contain Emotional Self-Awareness that can train individuals to understand their emotions seen in the classic in my control activity that in its implementation children can identify what can be arranged and not include the

emotions of themselves and others. Goleman (2001) said that self-awareness is a state when a person can realize the emotions that are in his mind due to the problems faced for the next time, he can master it.

Accurate Self-awareness is also seen in the classic how I see myself. The activities in which there is a gradual and continuous learning process can realize that the child is able to read or memorize the Qur'an. This is also supported by Putra and Radita (2020) research which states that online media is the right means to learn in the middle of pandemic How I See My Self was reviewed in Davis and Brock's (1975) research that the first-person pronoun (me) written in the paper could reflect increased self-awareness because pronouns like 'me', 'myself', and 'mine' indicate that the person is thinking about him or her. So that children can reflect themselves more deeply and begin to understand the advantages and disadvantages they have more accurately because they are given time to observe themselves.

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CONCLUSIONS

MAKAKO activities represent activities that can still be done in pandemic times to increase self-awareness in children. MAKAKO activities include three components to form and improve Self-awareness, namely Emotional Self-awareness, Accurate Self-Awareness, and Self-Confident by not just providing a means of learning to recite the Qur'an with an online system. MAKAKO can increase children's self-awareness to be a provision for future development and training for them to understand themselves, the environment. In terms of its development, this program needs to continue to run even with the limitations of the online system. But these limitations can also be a lesson in finding innovations to still contribute to society. Seeing this program has been implemented well, MAKAKO deserves to be a pilot for academics to conduct community service activities and with better development even in times of pandemic.

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