

Training on making thematic children's masks to create children's independence during the covid-19 pandemic

Musdholifah^{a,1}, Dewie Tri Wijayati^{a,2}, Andre Dwijanto Wtjaksono^{a,3}, Ulil Hartono^{a,3,*}, Achmad Kautsar^{a,4*},

^a Universitas Negeri Surabaya, Ketintang Surabaya, Indonesia

¹ achmadkautsar@unesa.ac.id *

* Corresponding Author

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ABSTRACT

The use of masks is one way to prevent the spread of the Covid-19 virus. The importance of using these masks has resulted in the need for masks to increase, and items are hard to find in the market. One of the parties who need masks is children. The need for child masks is also experienced by students in the Al-Chusnaini Islamic boarding school in Sidoarjo. The methods used are training and mentoring. The targeted participants are 30 children of the Al Chusnaini Islamic boarding school in Sidoarjo. The training is carried out online, with the resource person providing material via a video uploaded via YouTube. Overall this activity went smoothly, and the enthusiasm of the Al Chusnaini students was also evident. The effectiveness of measured activities according to the data in the discussion section. Hopefully, this activity can be carried out in other places in the future. For the partners, they hope that other materials can be taught to boarding school children so that they have skills outside of school lessons



KEYWORDS

Covid-19
Training
Masks
Islamic Student



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1. Introduction

There are many cases of Covid-19 sufferers in the child category, and those cases in Indonesia are the highest in ASEAN; this shows that the level of susceptibility to the transmission of Covid 19 to children is quite high, and examinations for children are still low [1]–[3]. Usually, the child will be examined if the parent of the child in question is indicated to have been exposed to Covid-19. One of the prevention methods is to wear a mask. Wearing a mask is one of the ways to stop the spread of the Covid-19 virus. Results of cluster randomized controlled trials of mask use among young adults in university dormitories in the United States indicate that face masks can reduce rates of influenza-like illness but show no impact on the risk of laboratory-confirmed influenza [4]–[6]. The importance of wearing masks has resulted in an increase in the need for masks and are difficult to find in the market. Some parties have tried to make masks independently [7]–[9]. One of the parties who need masks is children. Usually, the child will be checked if the parents are indicated to be exposed to Covid 19 [10]. The need for children's masks is also experienced by the students who are in the Al-Chusnaini Islamic boarding school Sidoarjo.

Based on the phenomena described above, this training will be held at the Al-Chusnaini Islamic Boarding School in Sidoarjo. This Islamic boarding school is located in the village of Klopoten, Sukodono, Sidoarjo still does not have a standard funding support activity program. In terms of funding for this orphanage, 70% still comes from donor assistance. Al-Chusnaini's education strives to fulfil proper education for foster children, including formal education (from SD/MI to college) and *diniyah* (religious) education. Another activity carried out by foster children outside of educational activities is packing sugar into plastic bags. This monotonous activity causes boredom for children. So far, this boarding school has

not received training in making children's masks because in the future, it is hoped that Islamic boarding schools can produce masks to meet the needs of masks for children today.

This is in the context of early development that really needs to be done to support the independence of these students. The problem faced by the partners is that most of the students of Al-Chusnaini Islamic Boarding School are pre-teens and teenagers who are currently affected by Covid-19 by the inactivity of the learning process. So that at that age is included in the productive age, and it is expected that they are able to fill their spare time appropriately. In addition, the problem of the limited number of masks owned by the children of Al-Chusnaini Islamic Boarding School became the basis for this activity to be carried out. The identification results show that there are problems faced and must be solved by partners seen from various relevant points of view. That skill emerges independence in students by producing character masks and having personal masks. To overcome the partner problems, by providing training on Making Thematic Children's Masks to Reduce the Covid-19 Pandemic. The training of making masks is expected to increase the students' knowledge and provide good productivity for students.

2. Method

The method used is training and mentoring. The participants targeted are 30 children from Al Chusnaini Islamic boarding school in Sidoarjo. The training was conducted online, with the speaker providing material through videos uploaded via YouTube. Partners and the team have agreed upon the method as an effective way to keep the health protocols in place without crowds. After the training phase, the team assisted in Al Chusnaini Islamic boarding school to ensure that participants could make thematic masks independently and with other models. The stages and targets of activities are shown in [Table 1](#).

Table 1. Indicators of Activity Success

Stages	Indicator of Success
Activity Preparation Stage	Smooth coordination with related partners
	There is positive support from partners
	The activities are carried out according to the planned schedule.
Training Implementation Stage	Students are motivated to participate in the activities
	Students' participation and presence during the implementation of activities
	Students are actively involved during training activities
	Students understand the importance of health protocols.
Assistance Stage	Students understand how to make thematic children's masks
	Students are able to make thematic children's masks.
	Students are able to sell thematic children's masks

3. Results and Discussion

3.1. Preparation Stage

In this stage, the internal team coordinated the preparation of discussion materials with the Al Chusnaini Islamic boarding school. As a result, the training needs were agreed upon; the training date was October 27, 2020, with 30 participants. Furthermore, the internal team coordinates the preparation of modules that match the partners' needs and measures a load of materials to be provided. Prior to the training, the team coordinated with the speaker, Fardiani, S.Pd., M.M. (fashion expert), to prepare training materials to be sent to Islamic boarding schools, then prepare the training materials and videos uploaded to youtube, see on [Figure 1 \[11\]](#).



Fig. 1. Training speaker's video

3.2. Training Stage

According to the planned schedule, the activity was carried out, October 27, 2020. The speaker, audience, and facilities were appropriate and participation and attendance. During the implementation of the activities, the participants were actively involved in participating in the training activities, [Figure 2](#). Twenty-two participants attended the training out of 25 participants planned, and the training was carried out at the Al Chusnaini Islamic boarding school.



Fig. 2. Training activity

In the implementation stage of this training, the method used is virtual training where the participants watch the YouTube sources that have been published, then the participants follow the steps for preparing thematic masks according to the training materials. The purpose of making this thematic mask is to make every mask owned have a different design from others, so they are not exchanged with each other. In addition, this thematic mask is intended for children, so that children like to wear masks that are decorated according to their wishes. The first step is the participant's draw/printing the desired decorative pattern, and this training uses the patterns of oranges, pandas, flowers, and cars. However, in the future, participants can develop their own models. After the pattern is formed and measured clearly, the second step is to choose the colour of the flannel that is involved, then cut the fabric according to the pattern. The third step is to paste the flannel into the planned model, and then the result is pasted on the mask. Based on [Table 2](#), the team measured the impact of this program through pre-test and post-test questionnaires during the training. The results show that before the training was held, 18% (4

participants) were able to make cloth masks by sewing cloth and mask straps, but there were no decorations, then 82% (18 participants) could not make masks. After the training, 86.3% (19 participants) were able to make character masks, and the remaining 3 participants still could not make masks. This happened because the 3 participants were still children under nine years old, so their world was playing.

Table 2. Pre-test and post-test result

Question	Pretest		Post-test	
	Yes	No	Yes	No
Can you make thematic masks	4	18	19	3
Do you find this thematic mask training is useful	12	10	20	2
I plan to sell thematic masks	10	12	18	4
The explanation of the speaker is easy to understand			21	1
After training, I will make more varied thematic masks			16	6

The post-test results also showed that 90.9% (20 participants) felt that this training was very beneficial. Some of the participants' explanations said that during a pandemic, such as the children of the Al Chusnaini Islamic boarding school needed productive and useful activities, and they felt this activity was right for them to learn and practice. The entrepreneurship interest of the training participants also increased, from previously only 10 participants believed that character masks could be sold and they planned to sell them. After the training, it was found that 18 participants were very interested in producing thematic masks and planned to sell them collectively by involving online marketing media in the future. The quality of understanding is also measured in this activity by asking how far they are able to understand the material from the speaker. As many as 21 out of 22 participants felt that the material was easy to understand because the speaker explained it communicatively to children. The training system that watched videos on YouTube could repeatedly play according to the participants' free time. The effectiveness has been in accordance with the expectations and strategy of the team so that this activity has an optimal impact.

3.3. Assistance Stage

This stage was carried out on November 6, 2020, with the aim of (1) Students being able to make thematic children's masks, (2) Students are able to sell thematic children's made masks. The first measurement shows that the students who are participants have been able to make thematic masks and based on table 2 shows that 72.7% (16 participants) were able to modify the decoration model on the thematic masks as they wanted, and they judged that they could be sold in the market later. The measurement of whether the students are able to sell this cannot be clearly measured because, at this time, the participants are only trying to offer it to their classmates at school via Whatsapp communication.

4. Conclusion

In general, this activity went smoothly, and the enthusiasm of the students of Al Chusnaini was also evident. The effectiveness of these activities is measured according to the data in the discussion. It is hoped that this activity can be carried out in other places in the future. For partners, it is hoped that there are other materials that can be taught to children in Islamic boarding schools so that they could have the other skills outside of school material.

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