



**SOS4LOVE
PROJECT!**

SOS4Love Project Final Report



1. **School/Country** : SMAN 1 Purwosari, Pasuruan Regency, East Java, Indonesia
2. **Teacher/Facilitator** : Diana Herawati (National Geographic Certificate Educator)
3. **Class** : 12 Mipa 1
4. **Name** : Shefira Salvabila Safitri
5. **Results of SOS4Love Project** :

In my village, specifically Wonosari Village in the Speech District of the Pasuruan Regency in East Java, Indonesia. In my town, elementary school students confront numerous educational challenges, with some even dropping out due to a lack of funds. To address this issue, I wish to increase the quality of education, particularly in my village. By supporting the sustainable development aim, I hope to bring optimism, happiness, and hope to people with learning disabilities and out-of-school children in my village. 4- **A Quality Education**

Step 1: To determine the degree of ability of elementary school children, I conducted observations and distributed questionnaires.

Step 2: Creating a brochure to promote the free tutoring I provided to village students, particularly those who had dropped out.

Step 3. With the support of the head of the course and training institute in my community, I was able to figure out how to get students interested in joining.

Step 4. Form online study groups to debate educational problems they don't comprehend and to teach game-based learning techniques.

Step 5. As an icon of the tutoring center that I open, I conduct offline learning activities at my house every Saturday and Sunday with Japanese-based arithmetic subjects.

Step 6 Writing and documenting my activities on a personal website that may be widely circulated and used to assist students who are having problems learning.

In addition, I believe in the goal of long-term development. 14-**Life Below Water**

Step 1: make observations at Penunggul village Nguling district Pasuruan Regency East Java Indonesia , which has become a symbol of Pasuruan Regency's green belt and is known for its mangrove plants.

Step 2: Interview Mukarim (the person who was the first to introduce mangroves to the community) and visit the spot and nursery.

Step 3: Teach students about the necessity of caring for the environment and the importance of mangroves for future life.

Step 4: Planting sugar apples in schools as a greening measure, as sugar apples, like mangroves, can endure abrasion⁵. Every Saturday and Sunday, I conduct offline learning activities at my home with Japanese-based math subjects as an emblem of the tutoring center

that I opened six years ago. Writing and documenting my activities on a personal website that may be widely circulated and used to assist students who are having problems learning.

6. My Feelings and Reflections

When I am able to assist youngsters in need, I am overjoyed. After all we had to do, we were sometimes tired, but we were also very excited and grateful for the results we received. I've worked as a teacher and have discovered new aspects of learning as well as learning approaches that have never been used before, all with the goal of improving educational quality. I wish to encourage more individuals to join #WithRefugees and continue to support SOS4Love. Because only change and achievement can be achieved when everything is built on love.