



**Socialization For The Prevention of Adolescent Problems
at Dusun Cilele Wanajaya, Karawang**

**FINAL PROJECT BY SOCIAL PROJECT
Submitted as one of the requirements to obtain
Sarjana Sosial (S.Sos)**

By:

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**FACULTY OF HUMANITIES
INTERNATIONAL RELATIONS STUDY PROGRAM
CIKARANG
DECEMBER 2023**

VALIDITY SHEET COMMUNITY SERVICE ACTIVITIES

1. Title of the activity : Learn Beyond Limits - Socialization for The Prevention of Adolescent Problems at Dusun Cilele Wanajaya, Karawang
2. Field of Activity : Academics
3. Knowledge Field : Social Science / International Relations
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6. Range of time : October 20th, 2023 - October 21st, 2023 & October 23rd,

2023 - October 24th, 2023

- | | |
|--------------------|-------------------------------|
| 7. Source of funds | : Personal (Committees Funds) |
| 8. Total Funds | : IDR 3,390,000 |

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FAQ

What is GPTZero?

GPTZero is the leading AI detector for checking whether a document was written by a large language model such as ChatGPT. GPTZero detects AI on sentence, paragraph, and document level. Our model was trained on a large, diverse corpus of human-written and AI-generated text, with a focus on English prose. To date, GPTZero has served over 2.5 million users around the world, and works with over 100 organizations in education, hiring, publishing, legal, and more.

When should I use GPTZero?

Our users have seen the use of AI-generated text proliferate into education, certification, hiring and recruitment, social writing platforms, disinformation, and beyond. We've created GPTZero as a tool to highlight the possible use of AI in writing text. In particular, we focus on classifying AI use in prose. Overall, our classifier is intended to be used to flag situations in which a conversation can be started (for example, between educators and students) to drive further inquiry and spread awareness of the risks of using AI in written work.

Does GPTZero only detect ChatGPT outputs?

No, GPTZero works robustly across a range of AI language models, including but not limited to ChatGPT, GPT-4, GPT-3, GPT-2, LLaMA, and AI services based on those models.

What are the limitations of the classifier?

The nature of AI-generated content is changing constantly. As such, these results should not be used to punish students. We recommend educators to use our behind-the-scenes [Writing Reports](#) as part of a holistic assessment of student work. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Instead, we recommend educators take approaches that give students the opportunity to demonstrate their understanding in a controlled environment and craft assignments that cannot be solved with AI. Our classifier is not trained to identify AI-generated text after it has been heavily modified after generation (although we estimate this is a minority of the uses for AI-generation at the moment). Currently, our classifier can sometimes flag other machine-generated or highly procedural text as AI-generated, and as such, should be used on more descriptive portions of text.

I'm an educator who has found AI-generated text by my students. What do I do?

Firstly, at GPTZero, we don't believe that any AI detector is perfect. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Nonetheless, we recommend that educators can do the following when they get a positive detection:

- Ask students to demonstrate their understanding in a controlled environment, whether that is through an in-person assessment, or through an editor that can track their edit history (for instance, using our [Writing Reports](#) through Google Docs). Check out our list of [several recommendations](#) on types of assignments that are difficult to solve with AI.
- Ask the student if they can produce artifacts of their writing process, whether it is drafts, revision histories, or brainstorming notes. For example, if the editor they used to write the text has an edit history (such as Google Docs), and it was typed out with several edits over a reasonable period of time, it is likely the student work is authentic. You can use GPTZero's Writing Reports to replay the student's writing process, and view signals that indicate the authenticity of the work.
- See if there is a history of AI-generated text in the student's work. We recommend looking for a long-term pattern of AI use, as opposed to a single instance, in order to determine whether the student is using AI.

ABSTRACT

Child marriage and drug abuse are two adolescent problems that are closely related to our environment. Based on this condition, this problem can be a very important concern for the government and the society. Indonesia is one of developing countries in Asia that has many social problems, such as child marriage and drug abuse. The negative impacts of child marriage and drug abuse are discontinuation of education, economic instability, violation of law, age falsification, and health problems especially in girls. After several surveys and considerations on the ideal place and SDGs we were trying to aim for, Dusun Cilele was qualified to be our target demographic. The Socialization for The Prevention of Adolescent Problems program at Dusun Cilele Wanajaya Karawang, aims to socialized information about the prevention and negative impact of child marriage and drug abuse to the students and parents. In this program, the theory that we used was Sustainable Development Goals (SDG) Number 4 about Quality Education. The method that we implemented was giving materials in a fun, easy to understand, and reflections at the end of every session to be the benchmark for the understanding of the material that has been given. As a result of this program, we received a warm welcome, high enthusiasm, and our socialization information was well received by students and parents at Dusun Cilele.

Key words: child marriage, drug abuse, socialization, adolescent problems, Dusun Cilele, sustainable development goals

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