

## Strengthening Strategy of *Human Capital* in Community Program Management: A Case Study of Lali Gadget Village

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### Abstrac

*Village Lali Gadget is a children's tourist destination located in Sidoarjo. This study aims to identify the strengths and weaknesses of human capital in the management of Kampung Lali Gadget and formulate implications for its development for the sustainability of the program. This study uses qualitative methods through in-depth interviews with initiators and managers, observation of activities, and documentation searches to support the analysis. Human capital analysis refers to the five components of human capital according to Mayo (2000), Individual Capability, Individual Motivation, Leadership, The Organizational Climate, and Workgroup Effectiveness. The results of the study show that Kampung Lali Gadget has strengths in commitment, adaptability, and strong collaboration. However, there are still limitations in technical capacity and uneven competency levels. These findings emphasize the importance of strengthening human capital to achieve the sustainability of Kampung Lali Gadget as a community-based educational and tourist space.*

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## 1. INTRODUCTION

Development is a gradual and continuous social change that encompasses transformations in values, structures, lifestyles, and social systems. According to Soerjono Soekanto, social change is any change in social institutions that impacts the social system, including values, attitudes, and behavioral patterns within a society. This change is continuous because society is constantly adapting to new needs and challenges, as well as innovations that arise with the development of science and technology.

These developments have been accelerated by the emergence of globalization. Tomlinson (1999) explains that globalization refers to the rapid and profound development of the network of relationships and interdependencies that characterize modern social life. Accordingly, several experts understand globalization as a process of global integration across economics, technology, culture, and information, transcending national boundaries. As a result, information and technology from various parts of the world can spread rapidly and be accessed by all groups at all times.

The phenomenon of globalization in the modern era has increasingly made human life inseparable from technology. This has had several impacts on life, such as easier access to education, information, and communication, but it can also present new challenges, especially for the younger generation growing up in the digital age.

One of the impacts of globalization is the emergence of gadgets. In R. Agusli's book, Merriam-Webster defines a gadget as a mechanical or electronic device with practical uses but often known as a novelty. Currently, *gadgets* have become an essential part of everyday

life, even for children. This phenomenon is further reinforced by the Digital 2025 Report. *Global Overview*, which recorded that 98.7% of the Indonesian population aged 16 years and over use a gadget to access the internet, and 63% of them actively use it with an average usage duration of 4 hours 38 minutes per day. (*We Are Social*, 2025).

Based on various studies, the use of intensive child care can negatively impact their development. For example, psychologically, concentration can decline, speech skills can be hampered, and socially, there can be a decreased ability to interact directly with peers, social isolation, and difficulty developing empathy (Kusayang, 2025).

The phenomenon of increasing use cannot be separated from changes in parenting patterns in the modern era. Many parents have limited time and space to accompany their children due to work demands, distance from activities, or a fast-paced urban lifestyle. In these conditions, *gadgets* are often used as an alternative tool to distract children. While practical, this can make it difficult for children to regulate their emotions and hinder their social skills because the stimulation they receive is passive.

On the other hand, the culture of traditional games, which once served as a platform for children's growth and development, is slowly being abandoned. Physical activities, group games, and various cultural practices that once enriched children's experiences are now being replaced by the presence of technology of *gadgets*. In fact, Piaget (1962) stated that children learn to understand knowledge by interacting with objects around them. Playing provides children with the opportunity to interact with objects (Armanila, 2017). The shrinking physical play space and decreased interaction between children ultimately become factors that make children dependent on other gadgets.

This situation was later recognized by young people in Bendet Hamlet, Pagerngumbuk Village, Wonoayu Regency, Sidoarjo, who saw a community-based approach as a relevant strategy. Achmad Irfandi then founded Kampung Lali Gadget (KLG) as a response to the changing social conditions. This community not only offers activities without gadgets, but also creates an ecosystem of play, learning, and culture by prioritizing direct interaction and local wisdom values. Through traditional games and cultural activities, KLG provides alternative activities for children to grow more holistically.

Given these conditions, research into the role of human capital in KLG becomes relevant. Human capital, defined as skills, abilities, knowledge, and driving capacity, is a crucial foundation for program sustainability. The quality of mentoring and child development, the ability to facilitate activities, and sensitivity to social dynamics determine the effectiveness of ongoing community interventions.

## 2. RESEARCH METHODS

The research method used in writing this article is a descriptive method with a qualitative approach. The qualitative approach was chosen to understand the phenomenon in depth, namely, how the power of *human capital* plays a role in the management and sustainability of the Kampung Lali Gadget program, as well as how Human Resources (HR) capacity influences the effectiveness of child support activities in reducing dependence on gadgets.

This study uses primary data obtained from in-depth interviews and non-participatory observation. Interviews were conducted with informants selected using the technique of purposive *sampling*, namely the selection of informants based on certain criteria relevant to the research objectives. Informants in this study include the founders of Kampung Lali Gadget, the Kampung Lali Gadget Working Team, and residents involved in Kampung Lali Gadget activities. Informants were selected based on their direct involvement in the planning, implementation, and development processes of the program. In addition, this

study also used secondary data obtained through a literature review of several scientific references and documents relevant to the research topic.

The process of processing, validating, and analyzing data is carried out by (1) collecting data; (2) reducing data; (3) presenting data; and (4) concluding. Data analysis techniques in qualitative research function as guidelines for answering the research problem formulation.

### 3. RESEARCH RESULTS AND DISCUSSION

#### Overview of Lali Gadget Village as a Community for Intervention in Gadget Use on the Child

Kampung Lali Gadget (KLG) is a child-friendly tourist destination located in Pagerngumbuk Village, Bendet Hamlet, Wonoayu District, Sidoarjo Regency. KLG was founded by a young man from the village, Achmad Irfandi, in 2018. At that time, KLG focused on literacy and cultural awareness activities under the name "*Toys Without Gadgets*". The establishment of KLG was based on Achmad Irfandi's concern regarding the children in his village who spent their time with *gadgets* so much so that they forget the culture and norms that apply in society, such as norms of politeness. This is caused by children not having alternative games other than playing *gadgets*, and there is no one to invite to play.

Based on this concern, Achmad Irfandi began creating an alternative play space for children to reconnect with more meaningful activities. In its initial stages, the initiative focused on simple cultural literacy activities involving children in the village. Despite its limited scale, KLG already had a clear direction and goal: to provide alternative activities for children to reduce their dependence on internet-using *gadgets*.

Lali Gadget Village has a general goal of forming a society that is wise in its use of gadgets, maintaining the sustainability of local culture and wisdom, and preparing a generation that is not subject to technology but able to utilize it wisely. Meanwhile, the specific goal of KLG is to introduce and teach traditional games, local wisdom, and cultural arts to children.

In practice, Kampung Lali Gadget has a mission "*Playing to be Indonesia*" which serves as the basis for developing various educational activities within it. This mission represents KLG's commitment to providing play spaces that are not only fun but also instill cultural values and local wisdom. Through this, KLG creates alternative positive activities for children in an effort to reduce dependence on gadgets. One of the programs is to have *fun playing without gadgets*, an activity aimed at restoring children's joy through traditional games that are interactive, educational, and strengthen the values of togetherness. Currently, KLG has developed more than 200 types of games using natural and recycled materials, such as leaves, wood, and flowers, even bottle caps made into spinning tops or plastic cups made into glass towers. In addition to games, children are also introduced to traditional songs and various other traditional games in *workshop culture*, such as making puppets.

Lali Gadget Village also presents programs, an introduction to *local culture that* encourages children to become more connected with local wisdom. Activities such as planting rice, making udeng pacul gowang (a traditional Sidoarjo udder), learning to eat in traditional ways, and catching catfish are among the KLG's signature activities that children enjoy. Furthermore, KLG maximizes the environmental potential of Bendet Hamlet, which is surrounded by green spaces, by presenting a concept open *study space*. In line with research findings, environmental capital is a dominant force in the program's sustainability. Through outdoor learning, children gain a more holistic learning experience through direct interaction with their surroundings. In addition, KLG is also developing a

program of community *empowerment*, which involves youth and residents in actively developing creative, sustainable, and culture-based tourism villages. Through local community involvement, KLG serves not only as an educational space for children but also as a vehicle for strengthening community capacity in managing village potential.

Each activity presented by Kampung Lali Gadget is not only designed for play, but also illustrates how this community can utilize its various local potentials. Through traditional games, cultural strengthening, environmental utilization, and community empowerment, KLG demonstrates its role as a growing and evolving learning space. However, the sustainability of each activity depends not only on the availability of physical, environmental, or cultural resources. Behind each activity are individuals who ensure the program is implemented effectively in accordance with its instilled values.

### **Draft of *Human Capital* in Community Development**

Green and Haines (2002) define human *capital* as "*the abilities and skills that workers hold that affect their productivity*" or the abilities and skills that workers have that influence their productivity. *Human capital is defined* as the skills, talents, and knowledge of members of society. These skills include labor market skills, leadership abilities, general educational background, arts development and appreciation, health, and other skills (Green in Philips and Pittman, 2009).

*Human Capital* Human capital is understood as a dynamic form of capital because people frequently come and go within a community. Therefore, over time, human capital can change. Thus, skills, knowledge, and talents can shift as changes occur in the social, cultural, and institutional systems that influence the community.

According to Larkan (2008), *human capital was born* based on the phenomenon that in the 21st century, corporate management's awareness of human resource management is increasing. Companies realize that good performance is not only determined by finances, machinery, technology, and fixed capital, but is also influenced by intangible *capital, namely* human resources. (Kerry, 2008). This is supported by Adi (2012), who wrote that human *capital* is the main capital in an organization that has skills, knowledge, and can control technology well, which aims to achieve a good level of health, obtain a livelihood that suits their abilities, and achieve a different quality of life. (Adi, 2012)

Green & Haines (2016) explain three basic functions of the workforce development model, namely improving the skills needed by someone to carry out certain tasks or jobs (*enhancing job-specific skills*), both provide support in navigating effective job search strategies (*assisting with job-search strategies*), and open access to job opportunities through established networks, including relationships with employers and information about available vacancies (*facilitating access to jobs by establishing relationship with employees and providing information on job opportunities*) (Green, 2016). According to Becker (1993), human capital is a form of investment embedded in individuals through education, training, and experience. Becker emphasized that individual capacity is not static but can be enhanced through learning and experience. This view aligns with Schultz (1961), who viewed human capital development as an effective way to improve a group's well-being and productive capacity.

Within the concept of human capital, many experts emphasize that an individual's qualities not only impact him or herself but also have broader implications for social life. Consistent with this view, Putnam (2000) explains that human capital is closely related to social capital, as individual competencies influence their ability to collaborate, build networks, and mobilize resources at the community level (Putnam, 2000).

This idea is reinforced by Flora & Flora (2013), who assert that communities that are able to survive and thrive are always driven by the leadership capacity, skills, and abilities

of their members in managing programs consistently. Without individuals who can organize activities, understand management, and have practical expertise, the sustainability of a community program becomes difficult to achieve (Flora, 2013).

*Human capital* in community development is realized through increasing individual competencies so that they are able to carry out strategic roles in community activities. *Human capital* will determine the quality of decision-making, the community's ability to respond to change, and the effectiveness of managing community-based programs. This perspective demonstrates that human capital is a critical element in the success of community programs.

### **Shapes Human Capital in Kampung Lali Gadget**

*Human capital* is a characteristic of human resources (HR) that is determined by the knowledge possessed, which is used to create value for the organization (Collins & Clark, 2003). Basic concept of *human capital* to Becker, it is to place humans not only as labor, but as a form of capital which results in a return. Any effort made to improve an individual's abilities, skills, and capacities is seen as a form of investment that will result in increased productivity in the future. (Becker, 1993).

In community development, *human capital* is not only understood as individual capacity, but also as the collection of competencies, experiences, and contributions of each member that enable a program to run effectively. This capital is a key determinant of program success because the management, innovation, and sustainability of all activities depend heavily on the quality of the people involved.

Kampung Lali Gadget (KLG), as a community-based initiative, relies not only on the program's concept and objectives but also on the quality of the human resources behind it. In its implementation, KLG is supported by a working team structure tasked with ensuring all activities are effective and sustainable. The KLG working team consists of: *founder* and *co-founder*, *operational manager*, *facilities manager*, *operational advisor*, *branding consultant*, and *they consult the curriculum* of which has a strategic function in managing daily programs, service quality, and developing a curriculum based on games and local culture.

In addition to the work team, KLG's human capital also includes volunteers and community support. Volunteers are generally students undergoing internships or village youth who have long been involved in activities. Volunteers are tasked with assisting with service delivery, particularly during school visits and during routine Sunday activities. During these activities, volunteers act as instructors, guiding traditional games, explaining the rules, and ensuring the learning process is interactive and enjoyable for the children.

The presence of volunteers at KLG reflects how individual competencies develop through direct involvement in community activities. Becker (1993) explains that human capital is formed not only through formal education but also through practical experiences that enrich a person's knowledge, skills, and capacities. Volunteers at KLG acquire various skills, such as designing traditional games, communicating, and *time management*, to facilitate an activity through a learning process that takes place in the field.

On the other hand, some communities are also involved in providing space or facilities as part of the KLG series of activities. As one example, Achmad Irfandi stated in an interview on October 18, 2025, "Yes, that's it. I finally started looking for other activities for the kids. Finally, I thought about a resident who had a chicken coop. What could I use it for? Oh, the kids could learn to collect chicken eggs." (Source: Research Interview, 2025). Community involvement is not only limited to providing space or facilities, but also extends to economic support for the sustainability of the program. Kampung Lali Gadget provides several small huts in the activity area that residents use to sell food and drinks to

visitors. In addition, the community also participates in the process of making KLG-themed souvenirs, which are then sold as part of the educational tourism activity.

Community involvement in KLG demonstrates a form of informal investment, as explained by Becker (1993), who argued that human capital investment can arise from experience, familiarity, and informal activities that provide individuals with new skills, knowledge, and values. Through this, communities not only strengthen the sustainability of KLG programs but also develop their existing capabilities, such as entrepreneurship, social skills, and local knowledge.

### **Strengths and Weaknesses Analysis of Human Capital in Kampung Lali Gadget**

Mayo (2000) explains that human capital consists of five main components used to measure the extent to which the quality of human resources in an organization develops. These components consist of individual abilities (*individual capability*), individual motivation (*individual motivation*), leadership (*leadership*), organizational atmosphere (*the organizational climate*), and work group effectiveness (*workgroup effectiveness*). Each component has a different role in creating human capital, which determines the value of a company.

#### **1. Individual Ability (Individual Capability)**

Individual Ability (*Individual Capability*) includes knowledge (*knowledge*), skills (*skills*), experience (*experience*), network (*network*), ability to achieve results, growth potential, and what they bring to work from their lives (Mayo, 2000). *Individual capability* encompasses five main aspects: first, personal competence, which is a person's internal capacity, such as how they think, behave, and act. Second, professional and technical knowledge, which is the ability to behave professionally in various situations and the willingness to transfer knowledge and experience to others. Third, competence, which is formed from long-term involvement in a field and openness to new experiences. Fourth, social networks and contacts, which is the ability to build connections relevant to the profession. And finally, values and attitudes that influence behavior, namely the principles and character that influence actions in the workplace.

#### **2. Individual Motivation**

Motivation is defined as a source of encouragement from within a person to carry out certain activities in accordance with their goals. Individual Motivation (*Individual Motivation*), includes aspirations, ambitions, and work motivation and productivity (Mayo, 2000). Motivation can arise from two sources, namely internal and external. Internal motivation comes from within a person, driven by personal needs and desires, and influences their way of thinking and behavior. External motivation is built from conditions created by the organization, such as working conditions, company policies, promotional rewards, and responsibilities. External motivation does not replace internal motivation, but rather strengthens it through a supportive work environment (Reksohadiprodjo & Handoko, 2001).

#### **3. Leadership**

Leadership includes clarity of vision of top management and their ability to communicate and behave consistently (Mayo, 2000). In this component, the quality of leadership is seen in providing direction, inspiring, and providing vision. According to Boone and Kurtz, leadership uses various sources of power to influence subordinates. Power can come from reward or giving rewards, *coercive* in the form of threats or punishment, *expert*, which arises from expertise and skills, *reference*, which comes from exemplary behavior or personal attraction, as well as legitimate, obtained due to formal position or authority (Anoraga, 2009).

**4. The Organizational Climate**

*The Organizational Climate*, including corporate culture, freedom to innovate, openness, flexibility, and mutual respect between individuals (Mayo, 2000). According to Sutrisno (2019), organizational culture is defined as a set of value systems, confidence, assumptions, or long-standing norms, agreed upon and followed by members of an organization as guidelines for behavior and solving organizational problems. The culture within an organization is the soul of the organization and the souls of its members (Sutrisno, 2019).

**5. Workgroup Effectiveness**

This component is the ability of a group to work together effectively to achieve common goals. *Workgroup Effectiveness* includes corporate culture, freedom to innovate, openness, flexibility, and mutual respect between individuals (Mayo, 2000). According to Mulcahy and Crowley (2011), *workgroup Effectiveness* is the extent to which a team is successful in achieving tasks related to common goals that can be achieved through cooperation and the pooling of experiences and expertise.

Table 1. Strengths and Weaknesses Analysis of *Human Capital* at KLG

<b>Components of Human Capital</b>	<b>Strength (Strength)</b>	<b>Weakness (Weakness)</b>
Individual Ability	<ol style="list-style-type: none"> <li>1. The work team and volunteers are young people who are active, creative, and have a high level of concern for the issue of dependency on <i>gadgets</i> to the child.</li> <li>2. Able to build good communication with children, so that activities become more interactive and fun.</li> <li>3. Have high creativity and knowledge in pouring out values in traditional games, which are an alternative use gadget.</li> </ol>	<ol style="list-style-type: none"> <li>1. Not all facilitators have a formal educational background related to child education, program management, digital literacy, and child psychology, so their theoretical understanding is still limited.</li> <li>2. Pedagogical skills are not evenly distributed, making the quality of material delivery differ between facilitators.</li> <li>3. The transfer of knowledge between volunteers is not structured, so that when there are new volunteers, they only hold on to "<i>learning by doing</i>"</li> <li>4. Lack of team coordination in handling large service groups.</li> </ol>
Individual Motivation	<ol style="list-style-type: none"> <li>1. Internal motivation is high because there are volunteers and work teams who want to preserve culture and care about children's social issues.</li> <li>2. There is a sense of pride in being part of an alternative movement that plays a role in overcoming dependency on <i>gadgets</i> for the child.</li> </ol>	<ol style="list-style-type: none"> <li>1. Not all volunteers have a stable time commitment, so long-term motivation is at risk of decreasing.</li> </ol>

Leadership	<ol style="list-style-type: none"> <li>1. Participatory leadership, so that the work team within it feels appreciated and has no gaps.</li> <li>2. Managers who have a strong influence because they are experienced and have a relevant background.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lack of leadership training means that capacity is still uneven.</li> <li>2. There is a dependency on key figures, so that the sustainability of the organization is at risk when figures experience demotivation or boredom.</li> </ol>
Organizational Atmosphere	<ol style="list-style-type: none"> <li>1. There are social values, such as cooperation, which are strong and still visible today.</li> <li>2. A friendly, inclusive, and family-oriented organizational environment.</li> <li>3. A warmth-based work culture supports creativity and a sense of belonging.</li> </ol>	<ol style="list-style-type: none"> <li>1. Limited supporting physical facilities sometimes hinder the effectiveness of activities.</li> <li>2. Lack of monitoring and evaluation means that program improvements cannot be measured.</li> <li>3. There is opposition from several residents, which can become an internal obstacle.</li> </ol>
Working Group Effectiveness	<ol style="list-style-type: none"> <li>1. There is strong and compact cooperation in the implementation of activities</li> <li>2. Ability to run programs despite limited human resources</li> </ol>	<ol style="list-style-type: none"> <li>1. Relying solely on training <i>teamwork directly</i> in the field, so that abilities have not developed optimally.</li> <li>2. Coordination and governance are not yet optimal.</li> </ol>

Source: Research, 2025

### **Development Strategy Human Capital for the Sustainability of Lali Gadget Village**

*Human Capital Development* (HCD) is key in this era of globalization. HCD refers to the process of improving individual competencies, skills, and abilities (Nurchahyo, 2024). Mayo (2000) emphasized that human capital development focuses on strengthening individual abilities, motivation, leadership, organizational climate, and group effectiveness as the basis for optimizing human capital within a community. In other words, human capital development can be a sustainable strategy when the individuals within it possess the necessary supporting components.

The importance of human capital development stems from the need to ensure that every community member is capable of fulfilling their role, adapting to changing times, and maintaining and improving the quality of their programs. Without strengthening human capital, programs can potentially stagnate or even stop when there is insufficient regeneration or capacity building.

Human capital development is a crucial aspect to ensure the sustainability of the program in Kampung Lali Gadget. Existing strengths, such as facilitator skills and social support, need to be optimized and strengthened. Furthermore, existing weaknesses, such as uneven competency and challenges in maintaining motivation and consistency, need to be addressed through targeted development strategies. Therefore, a human capital strengthening strategy is necessary in community program management to address weaknesses and optimize strengths.

#### **a. Individual Competency Improvement**

This component focuses on developing an individual's personal, technical, and experiential skills to optimally fulfill their role. Kampung Lali Gadget is a

community involving volunteers and work teams with diverse educational backgrounds and experiences. Therefore, strengthening individual competencies is a crucial strategy to ensure each member is able to optimally fulfill their role and support the program's sustainability. Development strategies include facilitation training, child development training, knowledge of traditional games and local wisdom, and effective communication skills. This competency strengthening aims to enhance the capacity of each individual to improve the quality of program delivery, the effectiveness of interactions, and the professionalism of volunteers in activities, thereby ensuring the program's sustainability.

**b. Strengthening Individual Motivation**

Individual motivation encompasses both internal and external forces that influence a person in carrying out their duties. Volunteers and work teams require consistent motivation to remain actively engaged amidst limited resources and a busy schedule. Motivation can be fostered through appreciation, a sense of belonging, clear assignments, and the creation of a safe space for personal growth. This is crucial because strong motivation enhances a sense of belonging, commitment, creativity, and resilience, while also ensuring the continuity of KLG support staff, which ensures the program's success.

**c. Strengthening Leadership**

Leadership is an individual's ability to influence, direct, and mobilize others to achieve a common goal. In managing a KLG, leadership is crucial, given that the community's work structure relies on coordination, initiative, and role models. Strategies that can be implemented include strengthening capacity, enhancing decision-making skills, and creating more effective two-way communication. Strong leadership is necessary for every activity to run systematically, minimizing internal conflict, and ensuring volunteers receive clear direction.

**d. Strengthening the Organizational Atmosphere**

Organizational climate reflects the work climate, communication patterns, and relationships between members, which influence individual and group comfort at work. This component is influenced by the intensity of activities, the diverse character of volunteers and work teams, and flexible work processes. Strengthening efforts can be achieved by improving coordination flows, creating spaces for evaluation and reflection, and increasing openness in providing feedback. A positive organizational climate fosters a sense of psychological safety, which can strengthen collaboration and reduce the potential for miscommunication. Furthermore, this component fosters a supportive work environment, thereby maintaining the quality of service provided.

**e. Strengthening Group Effectiveness**

This component refers to the team's ability to work in a structured manner, achieve activity objectives, and effectively allocate roles. Group effectiveness is key because overall service activities at KLG require fast, responsive, and complementary teamwork. Strategies that can be used include defining roles in each activity, clearly allocating schedules, and conducting post-activity evaluations to monitor activities. Group effectiveness is essential to ensure activities run smoothly, safely, and meet established curriculum standards.

#### 4. CONCLUSION

This study shows that human capital plays a crucial role in the success and sustainability of Kampung Lali Gadget's management. As explained in the research objectives, an analysis of the five components of human capital is conducted. According to Mayo (2000),

these are individual abilities, individual motivation, leadership, organizational climate, and group effectiveness, which have been proven to be able to identify the strengths and weaknesses of the human resources involved in the activities. The results of the study showed that although volunteers and work teams have a high commitment and sufficient experience in managing educational activities, there are still weaknesses, especially in the aspects of technical capacity, communication, and in-depth understanding of child development and educational play methods.

Based on these results, this study confirms that human capital quality needs to be improved so that KLGs can adapt to the dynamics of children's needs and the challenges of community management. Capacity-building efforts through facilitation training, strengthened communication, and an understanding of developmental issues are necessary strategies to optimize human resource potential. With increased capacity, program quality, interactions between caregivers and children, and the sustainability of KLGs are expected to strengthen.

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