



## COMMUNITY EMPOWERMENT THROUGH STUDENT WORK LECTURES (KKM) IN SUMURANJA VILLAGE, PULO AMPEL

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### Abstract

Student Work Lecture (KKM) is a form of community service implemented by students as part of the Tri Dharma of Higher Education. The program focuses on empowering communities through the transfer of knowledge, skills, and direct mentoring based on local needs. This article aims to describe the role and contribution of KKM in enhancing community empowerment, particularly in the economic, educational, and social sectors. The research method employed is descriptive qualitative, utilizing documentation from KKM activities conducted in one of the assisted villages. Findings indicate that active participation of students in various programs such as training, workshops, and community mentoring has brought positive changes to community behavior and increased local capacity. KKM not only strengthens community skills but also fosters collaboration between higher education institutions and local stakeholders, creating sustainable benefits for community development.

**Keywords:** Community Empowerment, Student Work Lectures

### INTRODUCTION

Higher education in Indonesia aims to produce academically superior graduates and encourage real contributions to society through community service. One form of such service is the Student Work Experience Program (KKM) and the Real Work Experience Program (KKN). KKM is an intracurricular activity that requires students to live and interact directly with the community, explore local potential, and provide solutions to problems faced by the community (Hadi, 2020). The KKM program is oriented towards community empowerment through a participatory and collaborative approach. Empowerment is defined as increasing the capacity and independence of communities in managing their resources (Suharto, 2009). Students, as agents of change, are expected to be able to implement the knowledge they have acquired in college into sustainable, real-world programs.

Sumuranja Village is one of the villages whose territory is part of the Pulo Ampel sub-district, Serang district. Geographically, it is in a medium plain. The village is approximately 1 KM to the sub-district office and 25 KM to the Serang regent's office. (<https://sumuranja.website.desa.id/>). The administrative boundaries include:

Table 1. Territory Boundaries

Number	Direction	Border
1	North	Industrial Road
2	South	Banyuwangi Village
3	East	Puloampel Village
4	West	Mangunreja & Kedungsoka Villages

The area of Sumuranja village is 370,481 Ha, the demographic conditions are as follows; male gender aged 0-15 years as many as 228 people, aged 6-12 years as many as 348 people, aged 13-21

years as many as 433 people, aged 22-45 as many as 633 people, and aged 46 years and above as many as 414 people. For females aged 0-05 years, as many as 270 people, aged 6-12 years, as many as 389 people, aged 13-21 years, as many as 426 people, aged 22-45 years, as many as 626 people, and aged 46 years and above, as many as 421 people. Sumuranja village is currently assisted by 7 (seven) Citizens' Associations (RW) and 17 (seventeen) Neighborhood Associations (RT), Community Empowerment Institutions (LPM), Karang Taruna, PKK, and Posyandu. Sumuranja Village also has several MSMEs spread across several locations. Sumuranja Village's vision is "Moving forward together towards a dignified, prosperous, and independent Sumuranja." (<https://sumuranja.website.desa.id/>).



Figure 1. Sumuranja Village Office

### **Community Empowerment**

According to Suharto (2014:57-60), empowerment is both a process and a goal. As a process, empowerment is a series of actions designed to increase the capacity, strength, and independence of vulnerable groups in society, including those living in poverty. As a goal, empowerment refers to the conditions or expected outcomes of social change, namely the creation of an empowered society with the knowledge, skills, and power to adequately and independently meet its living needs (Gustina et al., 2020). Today, SMEs must master online media to keep up with trends. For example, research shows that digital marketing training impacts MSME performance. (Ferry Hariawan et al., 2022)

As the spearhead of implementing the Tri Dharma of Higher Education, students are inseparable from their participation in community life. One mandatory dharma is Community Service, which reflects students' commitment to making a real contribution to society's welfare and progress. (Pulosari et al., 2025)

Community empowerment in this community service activity was carried out by students from the KKM 83 group, lecturers, and students as resource persons by providing assistance and socialization, and observing MSME actors in Sumuranja village, Puloampel sub-district.

### **Socialization and Mentoring**

Economic activity is an effort to improve community welfare. With the changing times and economic growth, economic activity is necessary to meet people's needs (Sidik et al., 2023). Through community service activities, students gain experience in science, technology, art, and religion to help them solve and address problems appropriately. Furthermore, improving facilities and infrastructure is an activity carried out and part of the student work program (Rialdy & Melisa, 2023). The Student Community Empowerment Program conducts outreach programs by providing materials on MSME development (Malabar et al., 2023).

Community outreach and empowerment through community participation and mentoring of MSMEs will encourage change and seek solutions to enhance MSMEs' potential to address community issues. Increasing mentoring for MSMEs will also improve community and MSME support (Nasution & Harahap, 2023).

The crucial role of mentoring determines the success of a community empowerment program. According to the principles of empowerment, community empowerment is necessary, and public participation is crucial. In such situations, a social worker or community facilitator is usually described as a facilitator rather than a direct healer or problem solver. Greater community participation in program planning, implementation, monitoring, and evaluation is the key to achieving this.

### **Micro, Small, and Medium Enterprises (MSMEs)**

Ratnawati, A. T., (2013). The production of an MSME will impact job availability and unemployment rates (Fatine, 2022)—one of the challenges the community faces when managing an MSME business is a lack of knowledge. Socialization is necessary for this business to run smoothly (Yani et al., 2020). Micro, Small, and Medium Enterprises (MSMEs) continue to survive for several reasons. First, they produce goods or services that are closely related to community needs; for example, food stalls provide a variety of foods. Second, they utilize local resources, including human resources, raw materials, and tools. Third, in general, micro, small, and medium enterprises (MSMEs) produce goods or services that are closely related to community needs (Aldana et al., 2023).



Figure 2. Tilapia Fish Farming MSMEs

## IMPLEMENTATION METHOD

This article uses a qualitative descriptive approach with a case study method. Data were obtained from documentation of KKM activities in Sumuranja Village, Puloampel District, Serang Regency, Banten Province, which were implemented in July-August 2025. In addition, interviews were conducted with village officials and beneficiary communities, and direct observations of student activities in the field.

## RESULTS AND DISCUSSION

One of the KKM's flagship programs is training in processing local produce into high-value products, such as banana chips, herbal soap, and MSME packaging. Students assist with production, digital marketing, and product branding. It aligns with Yunus's (2020) opinion that student-community collaboration in social entrepreneurship can increase the income of low-income families.

### Empowerment in the Education Sector

KKM students provide tutoring to village children and digital literacy training to teachers and youth. It is crucial given the challenges of unequal digitalization in rural areas. This program has been proven to improve students' basic skills and educators' use of technology. (Nugroho, 2018).



Figure 3. Education Activities

### Empowerment in the Social and Health Sectors

The KKM also implements health education programs promoting balanced nutrition, clean and healthy living behaviors (PHBS), and free health check-ups in collaboration with community health centers. Furthermore, students initiate social activities such as cooperation and waste banks, strengthening community ties. (Wibowo & Rahmawati, 2021).



Figure 4. Health Sector Activities

## CONCLUSION

Student Work Lectures (KKM) play a strategic role in community empowerment through a participatory approach that addresses various dimensions of life, including economics, education, health, and social development. By directly involving students in program implementation, KKM not only provides real opportunities for students to apply academic knowledge in the field but also positions them as agents of change who inspire and motivate communities to be more independent, creative, and empowered. The interaction between students and the local community fosters mutual learning, where knowledge transfer occurs in both directions, enriching the capacity of all parties involved. To ensure that the benefits of KKM are sustainable, activities need to be continuously developed and integrated with village development programs, local government agendas, and community needs. Strengthening collaboration among universities, local governments, and community leaders will enhance program effectiveness and create long-term impacts. Therefore, KKM is not just a temporary activity but a strategic investment in building human resources, improving quality of life, and fostering self-reliance, ultimately supporting the achievement of sustainable development goals at the village level.

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