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Community Empowerment and Student Work Together To Develop Cikoneng Village, Tangerang Regency

Abstract

The problems of Cikoneng village are: small and medium macro businesses do not have a business registration number, the stunting rate is quite high, the school welfare center has not been optimized, low levels of education, unemployment, lack of experts, and low capital support have resulted in a decline in the performance of the Cikoneng Village Government in Sumedang Regency. The purpose of implementing mahasiswa gotong royong membangun desa (MGRMD) at universities, local governments and communities is to have ownership in improving sustainable development goals (SDG). The community service methodology is to build harmonious interactions between educational institutions, the community, and the surrounding environment, and Community Service Program (CSP) are the application of knowledge and skills that are used to help solve problems and improve the quality of life of the people of Cikoneng Village, Sumedang Regency. The work programs carried out are: Poverty Literacy, Zero New Stunting, Puskesmas, One Village One Product (OVOP), Innovation program or One Village One Innovation (OVOI). Program implementation: 1) Direct participation to the Village Government: direct cash assistance (elderly = 35 and disabled = 11), distribution of Raskin rice, recipients of additional food 7 toddlers, 2) Family assistance in the health sector: survey of high-risk pregnant women, 3) Participation in school programs: provision of anti-bullying materials in elementary schools, 4) Entrepreneurial participation: Micro, Small and Medium Enterprises (MSMEs) Cikoneng Kulon. The results are the achievement of: Zero New Stunting with the achievement of no new stunting found, One Village One Product with the achievement of successfully making fish ponds and cultivating tilapia, One Village One Innovation with the achievement of successfully cultivating maggots for waste processing and successfully making fish pellets using maggots as the basic ingredient, Extreme Community Literacy with the achievement of successfully socializing with villagers and distributing assistance together with the social service, Social Welfare Center with the achievement of successfully reactivating the village health center.

Keywords: Community Empowerment, Student Work, Cikoneng Village

1. Introduction

The community service program (KKNT) was held in Cikoneng Kulon Village, Ganeas District, Sumedang Regency. It attempted to address village issues by achieving five Key Performance Indicators (KPIs) for the 2024 program: Improving Community Literacy on

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Poverty, Zero New Stunting, Optimizing the Performance of the Social Welfare Center (Puskesmas), One Village, One Product, and the Innovation Program.

Of the five indicators identified in the Thematic Community Service Program (KKNT), Cikoneng Village faced several challenges, including: Micro, Small, and Medium Enterprises (MSMEs) lacking a Business Identification Number (NIB), many villagers wanting to start businesses but lacking capital, a high stunting rate, and the inoperability of the Social Welfare Center at PUSKESOS. Therefore, it is hoped that this KKNT program will provide positive benefits to the community, enabling students to apply their knowledge by assisting the community in solving the problems they face.

The solution we offer from the five indicators is a work program that we carry out for various related parties, including: 1) Poverty Literacy, conducting socialization of the division of organic and non-organic waste, socialization about fish cultivation, socialization about the importance of NIB for the business world, especially MSMEs, 2) Zero New Stunting, conducting a survey of stunting data and pregnant women, by participating in Pos Yandu activities in every neighborhood association (RW), even within the neighborhood association (RT), 3) Puskesmas, surveying poverty data through the local RW, distributing rice assistance to beneficiaries, distributing direct cash assistance (BLT) from village funds, counseling on making NIB and Halal Certification for MSMEs in Cikoneng village, distributing BLT from village funds for the Family Hope Program (PKH), counseling on fostering youth families, optimizing the space of the Puskesmas, and implementing the target of the Puskesmas to become independent and advanced, 4) One Village One Product (OVOP), namely making fish cultivation which is expected to be sustainable in the 5 KPIs because this fish cultivation can later be distributed to High-risk pregnant women and children affected by stunting can reduce poverty because they can be processed into marketable products, generating income for villagers. 5) The One Village One Innovation (OVOI) innovation program, which cultivates maggots, which can be used to process organic waste and can also be used as fish feed due to their high protein content for livestock.

The Community Service Program (KKNT) in Cikoneng Village has many benefits for students, the community, and Tangerang Raya University and Bhayangkara University, including: 1) For students, the benefits of KKN include direct experience in applying the knowledge they have learned in real-world contexts. This can improve their understanding and skills, as well as enrich their learning experiences outside the classroom. Furthermore, KKN also provides opportunities for students to hone their social skills, communicate with various levels of society, and learn to overcome potential challenges. 2) For the community, the benefits of KKN include receiving assistance from students in resolving various problems and issues they face, particularly the five indicators of their work program. The presence of students as agents of change can have a positive impact on the quality of life of the local community. Furthermore, KKN can also help strengthen the relationship between universities and the community and expand beneficial collaborative networks. 3) For universities, it can produce graduates who understand societal issues and are able to provide pragmatic solutions. It also shapes students' personalities as development cadres with comprehensive thinking.

2. METHOD

Community service methodology plays a crucial role in building harmonious interactions between institutions, education, the community, and their environment. The community service methodology used is Participatory Action Research. PAR (Participatory Action Research) is a process by which communities seek to scientifically study problems in order to guide, improve, and evaluate their decisions and actions. The steps in PAR are:

2.1. Scope of Community Service

Community Service (Pengmas) is a concept encompassing various practical efforts by various parties, such as universities, research institutions, and the community, to contribute to and empower communities in addressing social, economic, and environmental problems. Community service activities involve the application of knowledge, skills, and related technologies in various fields to positively impact the lives of the community in general (Irawan et al., 2023). The basic concept of community service encompasses several important aspects that must be thoroughly understood to truly grasp its essence and benefits.

2.2. Definition of Community Service

Participatory Action Research (PAR) Methodology

- a. Definition: A participatory research approach in which the community is actively involved in identifying and solving problems. Participatory Action Research (PAR) Methodology
- b. Understanding: A participatory research approach where the community is actively involved in identifying and solving problems. Participatory Action Research (PAR) Methodology
- c. Definition: A participatory research approach where the community is actively involved in identifying and solving problems

Benefits

- a. Increase community participation and understanding in addressing their own problems.
- b. Generate more relevant and sustainable solutions.

Objectives

- a. Improve community conditions through their active participation.
- b. Increase community capacity in formulating solutions.

Advantages

- a. Requires considerable time and resources.
- b. The decision-making process can be complex.

Disadvantages

- a. Considers community perspectives.
- b. Can generate solutions

3. Results and Discussion

The 2024 LLDIKTI Region IV Higher Education Program for Village Development is one of the Independent Learning Campus (MBKM) activities where students study off-campus through village development/Real Work Lectures. KKNT LLDIKTI Region 4 RAKUSO group Cikoneng Kulon Village, Ganeas District – Sumedang Regency has targets and outputs of five KPIs in the LLDIKTI IV Region IV Higher Education program Building Villages in 2024, namely as follows:

Table 1. Targets and Outputs of KKNT LLDIKTI Region IV RAKUSO Group Activities

No	Type of expected	output activity	Elements involved
Zero New Stunting			
1	Establishing integrated health posts (Posyandu) with youth or village youth organizations in collaboration with KKN students in Cikoneng Kulon. Conducting monthly checkups for children and adolescents.	The youth group members of Cikoneng Kulon village possess competency in stunting prevention and management. Furthermore, they have helped the village avoid new cases of stunting.	a. KKNT LLDIKTI Region IV students.
2	Checking high-risk pregnant women on a scale.	Monitoring the progress of pregnant women weekly, from monitoring egg consumption to pregnancy monitoring.	b. Karang Taruna (Youth Organization) of Cikoneng Kulon Village.
3	Providing supplementary feeding (PMT) to stunted toddlers.	Providing additional protein to toddlers can help toddlers receiving PMT (Food and Nutritional Supplements) move beyond the criteria for stunting.	c. Posyandu (Integrated Health Post) cadres in Cikoneng Kulon Village.
Social Welfare Center (PUSKESOS)			
1	Establishing a Social Welfare Center in Cikoneng Kulon Village.	The youth group members of Cikoneng Kulon village possess competency in stunting prevention and management. Furthermore, they have helped the village avoid new cases of stunting.	a. KKNT LLDIKTI Region IV students.
2	Assisting with the verification of aid recipients.	Monitoring the progress of pregnant women weekly, from monitoring egg consumption to pregnancy monitoring.	b. Village officials.
3	Creating NIBs for MSMEs in Cikoneng Kulon Village.	Providing additional protein to toddlers can help toddlers receiving PMT (Food and Nutritional Supplements) move beyond the criteria for stunting.	c. SLRT officers.
4	Assisting with the creation of Population Identification Cards (IKD) for village residents.	The youth group members of Cikoneng Kulon village possess competency in stunting prevention and management. Furthermore, they have helped the village avoid new cases of stunting.	a. KKNT LLDIKTI Region IV students.

5	Assisting in providing outreach and developing the National Health Insurance (JKN) mobile application.	Monitoring the progress of pregnant women weekly, from monitoring egg consumption to pregnancy monitoring.	b. Village officials.
Literacy of Poor Communities			
1	Overseeing and assisting in the distribution of cash assistance (BLT) to villagers with disabilities.	Helping alleviate the needs of people with disabilities	a. KKNT LLDIKTI Region IV students.
2	Overseeing and assisting in the distribution of local wisdom cash assistance (BLT) to MSMEs in Cikoneng Kulon Village.	Help alleviate the need for business capital for MSMEs in Cikoneng Kulon village.	b. Village officials.
3	Overseeing and assisting in the distribution of rice cash assistance to the poor.	Help alleviate the food needs of residents	a. KKNT LLDIKTI Region IV students.
4	Anti-bullying outreach to students at Cikoneng 1 Elementary School.	in Cikoneng Kulon village.	b. Village officials.
5	Outreach on processing organic waste into maggot feed using Black Soldier Fly (BSF) as the basic ingredient.	Students can learn about the negative impacts and how to handle bullying around schools.	c. Ministry of Social Affairs Technical Implementation Unit.
6	Fish cultivation outreach to fish groups and officers from the Fish Seed Center (BBI).	Villagers can learn the benefits of separating organic and non-organic waste. The maggots produced can provide additional income for residents.	a. KKNT LLDIKTI Region IV students.
One Village One Product (OVOP)			
1	Creating fish farming in Cikoneng Kulon village, as well as forming a fish group.	It is a business opportunity for Cikoneng Kulon village to become a producer of tilapia fish from fish farming.	a. KKNT LLDIKTI Region IV students. b. Village officials. c. Village residents.
Program Inovasi - One Village One Innovation (OVOI)			
1	Creating fish farming in Cikoneng Kulon village, as well as forming a fish group	Understanding the cycle and cultivation of maggots, which can be used to process organic waste and feed livestock, such as fish, etc.	a. LLDIKTI Region IV Community Service Program students.

2	Creating fish farming in Cikoneng Kulon village, as well as forming a fish group	As a breeding ground for maggots.	b. Village officials.
3	Creating fish farming in Cikoneng Kulon village, as well as forming a fish group	Can reduce fish feed costs and has the potential to become a marketable village product.	c. Ujung Berung maggot cultivation team.

3.1. Results of Participatory Village Government Implementation

In the results of the implementation of village government participation, students carried out activities during the Community Service Program (KKN) based on the plan provided by LLDIKTI and implemented them based on the conditions in the field. The following are some of the village government implementation programs:

- a. Direct Cash Assistance (BLT): Community service activities were conducted in Cikoneng Kulon Village. Participatory action was used to contribute to this activity. Participatory action is a method used to observe, listen to, and understand the distribution process of Direct Cash Assistance (BLT) during the Community Service Program (PKM). From this process, it can be seen that the first step in the process is for the Village Government to collect data from the community.



Figure 1. Distribution of Direct Cash Assistance

- b. Direct Cash Assistance (BLT): Community service activities were conducted in Cikoneng Kulon Village. Participatory action was used to contribute to this activity. Participatory action is a method used to observe, listen to, and understand the process of distributing Direct Cash Assistance (BLT) during the Community Service Program (PKM). The first step in the process is for the Village Government to collect data from the community. Of the total above, 46 communities received Direct Cash Assistance (BLT). Each community received Rp 300,000 per person for people with disabilities and Rp 150,000 per person for the elderly in the form of basic food packages. To maintain a healthy economic system and maintain appropriate social inequality for the surrounding community, Cikoneng Kulon Village has implemented several programs to strengthen social protection and assist the economy of disadvantaged communities.



Figure 2. Distribution of the Second Direct Cash Assistance

Table 3.2. Details of Direct Cash Assistance Recipients in Cikoneng Kulon Village

No	Cikoneng Kulon Village	Amount
1	Lansia	35
2	Disabilitas	11

- c. Implementation of the Distribution of Rice for the Poor (Raskin). In implementing the Rice for the Poor (Raskin) program, the main priority of national development is maintaining public welfare, institutional development, and implementing a social protection system. The goals achieved through this priority include improving the welfare of the community, especially the poor, thereby reducing poverty. The Rice for the Poor (Raskin) program in Cikoneng Kulon Village is a poverty alleviation program that aims to reduce the burden on targeted households' expenditures by partially meeting their basic food needs in the form of rice. Based on the results of research in the implementation of the poor rice program (raskin) for poor families is an empowerment program by the Government to overcome the problem of poverty alleviation so that the Government issued a program, namely the poor rice program (raskin) to reduce the burden of expenditure of target households (RTS) by fulfilling some of the basic food needs in the form of rice and preventing a decrease in energy consumption for people who are unable to fulfill basic needs in the form of rice.



Figures 3 and 4: Distribution of Rice for the Poor (Raskin)

The figure above illustrates that the rice for the poor (Raskin) program is targeted at poor families whose names are listed on the Beneficiary List (DPM). Raskin is then distributed based on the results of the Regency database and the results of village meetings to determine who is eligible to receive it. The goal of the Raskin program is to reduce the burden of expenditure on targeted households by partially meeting their basic food needs in the form of rice, thereby improving community welfare.

- d. PMT (Supplementary Food Recipients): Children's nutritional status is influenced by the Supplementary Food Program (PMT) provided by mothers to their children, in accordance with their nutritional needs, and by their active participation in integrated health post (Posyandu) activities to regularly monitor their child's development and growth. Nutritional status is a predictor of human resource quality. Appropriate care during early childhood will determine their quality of life later in life. The first two years of life are vulnerable to various nutritional problems. Five children had undernutrition, and two had severe nutritional status. In this study, one factor in the nutritional status of children aged 1-5 years was the mother's active participation in Posyandu activities. When mothers are active in Posyandu activities, they are more aware of their child's nutritional development and how to maintain good nutrition and meet their needs.



Figures 5 and 6: Providing Supplemental Food to Stunted Toddlers

The figure above illustrates that the target recipients were stunted toddlers in Cikoneng Kulon village.

3.2. Results of Family Assistance Implementation

Family Assistance in Health (survey of high-risk pregnant women)

A high-risk pregnancy is a condition that affects the optimal health of both the mother and the fetus during pregnancy. High-risk pregnancies include those with a history of previous pregnancies such as recurrent miscarriage, intrauterine death, infection during pregnancy, a history of hydatidiform mole, and a history of pre-existing illnesses.

The Maternal Mortality Rate (MMR) is an important indicator of public health. Among mothers under 20 years of age, the majority are from low economic status. Most mothers under 20 are housewives, relying solely on their husband's work for their livelihood. Furthermore, some parents still marry off their daughters due to economic hardship. Therefore, Cikoneng Kulon village has 7 high-risk pregnant women and every week PTMGRMD Thematic KKN students visit the homes of high-risk pregnant women using a survey method and fill in data to find out complaints from the previous week and submit it to the midwife if there are complaints that can endanger the mother and the baby so that better action can be taken.



Gambar. 7 dan 8 Survey Door To Door Ibu Hamil Resiko Tinggi

The figure above illustrates the survey of high-risk pregnant women, with KKN students visiting their homes once a week. The purpose of this study was to determine factors associated with the high rate of high-risk pregnancies.

3.3. Results of Participation in School Programs

Provision of Anti-Bullying Materials at Cikoneng Elementary School: Dissemination was conducted at Cikoneng Public Elementary School, providing an overview or explanation to present bullying. Cikoneng Public Elementary School, therefore, conducted this outreach at the school, and the school's response to this activity was quite positive.

This outreach serves the purpose, as explained above, to prevent bullying, as there are currently many incidents of this nature that cannot be prevented. Environmental influences are often a major factor in shaping a person's character and lead to bullying. Sometimes, the influence of rapidly developing technology becomes a significant factor.²

We encourage and motivate students at Cikoneng Public Elementary School to refrain from bullying their peers or anyone else who could endanger themselves or others. One way we do this is by conducting activities that foster teamwork and tolerance, fostering coordination among their peers. These activities include song performances that foster students' character, fostering cooperation, sportsmanship, and mutual respect.

Figures 9 and 10: Anti-Bullying Socialization at Cikoneng Public Elementary School. The socialization was conducted at Cikoneng Public Elementary School, providing an overview and explanation of bullying. We conducted this socialization at the school, and the school's response was quite positive.

This socialization aimed, as explained above, to prevent bullying, as there are many incidents of this nature that cannot be prevented. Environmental influences are often a major factor in shaping a person's character towards bullying, and sometimes the influence of rapidly developing technology is a significant factor.

We encouraged and motivated the students of Cikoneng Public Elementary School to refrain from bullying their peers or anyone else who could endanger themselves or others. One way we did this was by conducting activities that fostered teamwork and tolerance, fostering coordination among their peers. These activities included songs that fostered students' character, fostering cooperation, sportsmanship, and mutual respect.

3.4. Entrepreneurship Participation Results



Gambar. 9 dan 10 songs and mutual respect

Cikoneng Kulon Village MSME Activities: The goal of this activity is to improve community empowerment and welfare through entrepreneurship. It is hoped that the people of Cikoneng Kulon Village will become independent and competitive in this modern era. Of the MSMEs we have identified in Cikoneng Kulon Village, the majority are handicraft and food processing businesses. Handicraft businesses include Bongsang, a container for Sumedang's signature dish, Sumedang Tofu, and Teng Teng, a dish made from dried fruit.



Figure 11: Bongsang Crafts

The image above shows a visit to the Bongsang MSME in Cineng Kulon Village, specifically in the Cinungku District.

4. Conclusion

The 2024 PTMGRMD program, implemented by Tangerang Raya University and Bayangkara University, Jakarta Raya, in Cikoneng Kulon Village, is running smoothly, meeting the five Key Performance Indicators (KPIs) promoted by LLDIKTI4 and the Acting Regent of Sumedang. These five KPIs are: Zero New Stunting, which achieved zero new cases

of stunting; One Village One Product, which achieved the successful construction of fish ponds and tilapia cultivation; One Village One Innovation, which achieved the successful cultivation of maggots for waste management and the successful production of fish pellets using maggots as the basic ingredient; and Extreme Community Literacy, which achieved the successful outreach to villagers and distribution of aid in collaboration with the social services and the Social Welfare Center, which achieved the successful reactivation of the village's social health center. The implementation of the PTMGRMD program in 2024 will also enable students to practice the Tri Dharma of Higher Education. Furthermore, the university is planning the Cikoneng foster village in Sumedang as a future Tri Dharma project.

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