

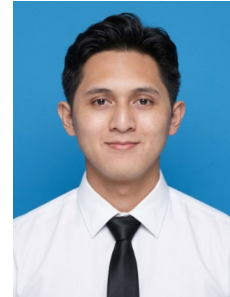
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AN INTEGRATED APPROACH IN COMMUNITY EMPOWERMENT THROUGH HEALTH EDUCATION, LOCAL PRODUCT DEVELOPMENT AND TRAFFIC SAFETY INNOVATIONS IN GEGESIK WETAN VILLAGE

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Abstract

Background. Real Work Lecture (KKN) is a form of implementation of the Tri Dharma of Higher Education, which aims to encourage student involvement in community empowerment through a participatory approach and based on local needs.

Aims. This service activity was carried out in Gegesik Wetan Village, Gegesik District, Cirebon Regency, with a focus on increasing public knowledge in the health sector, empowering the local economy through strengthening MSMEs, and improving environmental safety.

Methods. The method used in this activity is a qualitative descriptive approach with a participatory method through the stages of field observation, problem identification, program design, and implementation of activities involving the community and village government.

Result. The programs implemented include socialization on anti-bullying, juvenile delinquency, skin health, Clean and Healthy Living Behavior (PHBS), stunting prevention, prevention of Dengue Hemorrhagic Fever (DHF) and chikungunya, and reproductive health education in schools and communities. In addition, MSME empowerment is carried out through the One Village One Product (OVOP) approach, with assistance to traditional geplak food business actors in managing Business Identification Numbers (NIB), halal certification, and product identity development, including brand and logo development. Another program is community empowerment through socialization of the decile concept and training in making coenzymes as well as improving traffic safety through the installation of convex glass at several accident-prone road points.

Conclusion. The results of the activity show an increase in public knowledge and awareness of health, an increase in the understanding of MSME actors regarding the importance of business legality and product branding, and the creation of preventive efforts to improve village traffic safety. Overall, this KKN activity makes a positive contribution to community empowerment and the sustainable development of local potential in Gegesik Wetan Village.

Keywords: Real Work Lectures, Community Empowerment, Health Education, MSMEs, Environmental Safety

INTRODUCTION

Real Work Lectures (KKN) is one of the tangible forms of implementing the Tri Dharma of Higher Education in the aspect of community service in accordance with the obligations listed in number (9) Article 1 of Law Number 12 of 2012 concerning Higher Education. Through KKN activities, community service is carried out by the Academic Community or lecturers and students to advance the welfare and intelligence of the community through the use of Science and Technology that have been studied at the university level. In addition to applying theoretical knowledge gained in college, KKN activities are conducted to develop hands-on experience in the field, including the social, cultural, economic, and religious realities of the community (Nasution, 2024). Through the implementation of Thematic KKN



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organized by the Community Service Institute of Gunung Jati Swadaya University (UGJ), the UGJ KKN-T 16 Team located in Gegesik Wetan Village, Gegesik District, Cirebon Regency collaborates with the local government, local communities, and various related parties to design and implement programs that are relevant and beneficial to the community and students to become facilitators of change involved in problem identification, mapping the potential and building community capacity through training and mentoring.¹

Gegesik Wetan Village is one of the villages in Gegesik District, Cirebon Regency, West Java Province, which has an area of 255.58 ha. Administratively, this village is located in the government area of Gegesik District, with postal code 45664 and village code 320928003, and is part of a rural area with strong community socio-cultural characteristics, emphasizing mutual cooperation and agrarian life. Demographically, Gegesik Wetan Village has a population of approximately 5,394 people, comprising 3,635 men and 1,759 women, spread across 5 hamlets, 15 RWs, and 30 RTs. These demographic conditions show that this village has considerable human resource potential to support village development activities and various community empowerment programs. Most people in Gegesik Wetan Village earn a living in the agricultural sector and trade, and some work as civil servants. The Gegesik District is known for its very large rice fields and is one of the agricultural commodity-producing areas in Cirebon Regency. These agricultural activities are supported by an irrigation system, which is a key focus of village development to increase the productivity of the community's agricultural products.

The existence of basic education institutions, such as SD Negeri 1 Gegesik Wetan and several others, such as Elementary Madrasah (MD), Kindergarten (TK), and Early Childhood Education (PAUD) in Gegesik Wetan Village, also shows the efforts of the government and the community in improving the quality of education for the young generation in the area. Efforts to improve public health quality are an important aspect of village development. Public awareness of healthy living behaviors is not only influenced by the availability of health facilities, but also by the level of public knowledge and understanding of various health issues that can affect the quality of life. Health, socialization, and education programs are carried out targeting various community groups, especially in educational environments such as elementary schools (SD), junior high schools (SMP), and high schools (SMA), as well as the

¹ Community Service Institute of Gunung Jati Swadaya University, "Thematic KKN "UGJ Gotong Royong Pembangunan Desa", <https://lpm.ugj.ac.id/kkn-tematik-reguler/>, accessed March 16, 2026.

general public in the village environment. The educational environment was chosen as one of the main targets because schools are effective places to instill knowledge and promote healthy living behaviors from an early age. This program is important to be implemented, especially in the educational environment because education is one of the means to develop various resources and as a basis for the community to prepare for the future (Baharudin & Awwaliyah, 2017). Some aspects of health that are the focus of socialization and education activities include skin health, Clean and Healthy Living Behavior (PHBS), reproductive or sexual health education, stunting prevention, as well as prevention of infectious diseases such as Dengue Hemorrhagic Fever (DHF) and chikungunya. Education on skin health aims to increase students' and society's understanding of the importance of maintaining personal hygiene, recognizing common skin disorders, and preventing them through healthy living habits. Meanwhile, education about PHBS aims to foster positive habits, such as washing hands properly, maintaining environmental cleanliness, and adopting a healthy lifestyle. It is hoped that this activity will help form a clean and healthy lifestyle that supports community productivity and leaves long-term health benefits (Farman et al., 2021).

In addition, educational activities include counseling on reproductive health or sexual education delivered in an age-appropriate manner. This material aims to provide a basic understanding of physical changes in adolescence, the importance of maintaining reproductive health, and building awareness of responsible behaviors in maintaining personal health. This education is very important, especially for junior high and high school students who are in the adolescent development phase. The socialization program also highlighted the issue of stunting, which remains a public health problem in Indonesia. Education about stunting focuses on understanding the importance of providing balanced nutrition and a healthy diet, and on the family's role in supporting optimal growth and development of children. In addition, the public is also given an understanding of the factors that can cause stunting and its prevention measures.

Furthermore, education about mosquito-borne diseases, such as dengue and chikungunya, is also an important part of health socialization activities. The material presented included the introduction of disease symptoms, methods of transmission, and preventive measures, such as environmental control, including maintaining the cleanliness of water reservoirs and implementing mosquito nest eradication campaigns. In addition to increasing public health awareness, this service program is also directed at community economic empowerment by strengthening local MSMEs. One of the approaches used is the concept of

One Village One Product (OVOP), a local economic development strategy that encourages each village to develop superior products with distinctive value and market potential. Through this approach, the potential of local village products can be developed to increase competitiveness and add value for village-level business actors.

In its implementation, this program targets one of the MSME actors who produce *geplak*, a traditional food product that has the potential to be developed as a village superior product. However, these business actors still face several obstacles, including a lack of a Business Identification Number (NIB), halal certification, and product identity, such as attractive brands and logos. This condition is one of the obstacles to increasing product competitiveness in the broader market. As a form of innovation and empowerment of MSMEs, the KKN-T 16 UGJ team makes various assistance efforts to these business actors, including assisting in the process of submitting and registering a Business Identification Number (NIB), managing halal certification, as well as designing and making brands and product logos that are more attractive and representative. In addition, this activity aims to increase MSME actors' awareness of the importance of business legality and product identity in building consumer trust and expanding marketing opportunities.

In addition to health and economic empowerment programs, this KKN activity also has a main work program focused on improving environmental safety, especially traffic safety at the village level. The program is implemented by installing convex glass (Convex Mirror) at several road points considered prone to traffic accidents. This program is carried out based on the results of field observations conducted by the KKN team and through coordination and communication with the local village government. Some roads in the village environment have corners or intersections with limited visibility, which can increase the risk of accidents for road users. Therefore, the installation of convex glass is carried out as a simple yet effective solution to help road users see traffic conditions from the opposite direction or from angles not directly visible. The implementation of this program also involves support from the village government, fostering synergy between KKN students and the village in an effort to create a safer environment for the community. Through various activities, including health education, MSME empowerment, and environmental safety, it is hoped that the community service program in Gegesik Wetan Village will have a positive impact on the community. Not only in increasing public knowledge and awareness of the importance of health, but also in strengthening the local economic potential and creating a safer and more comfortable village environment for all residents.

Research Objectives

The research in this community service activity aims to:

1. Increasing public knowledge and awareness, especially students in the educational environment (elementary, junior high, and high school), regarding the importance of health, through socialization and education about skin health, Clean and Healthy Living Behavior (PHBS), reproductive health, stunting prevention, and prevention of infectious diseases such as Dengue Hemorrhagic Fever (DHF) and chikungunya.
2. Encouraging the formation of healthy living behaviors in the community, especially in the younger generation, through the delivery of health information that is educational, easy to understand, and can be applied in daily life.
3. Empowering and increasing the competitiveness of local MSMEs through the *One Village One Product (OVOP)* approach by providing assistance to traditional geplak food business actors in the process of managing Business Identification Numbers (NIB), halal certification, and product identity development in the form of brands and logos to strengthen the legality and attractiveness of products.
4. Improving the environmental safety of the village community, especially in the traffic aspect, through the installation of convex glass at several road points that are prone to accidents based on the results of field observations and coordination with the village government.

METHODS

This community service activity lasted for 37 days using a qualitative approach that emphasized active community participation. This method was chosen to gain a deeper insight into the social, educational, and economic circumstances. The community of Gegesik Wetan Village, as well as providing a space for active involvement for the people of Gegesik Wetan Village, is the main subject of activities. The stages of implementing the work program are formulated in four main steps as follows:

1. Conducting initial observations to identify problems and the potential of the village

The initial stage of the activity was conducted through field observations to identify conditions, problems, and potential in Gegesik Wetan Village. At this stage,

the KKN team conducts direct observations and coordinates with the village government to obtain an overview of the community's social, health, economic, and environmental conditions. The results of the observation show that there are several potential areas, such as the existence of traditional food MSME actors who have opportunities for development, but still face obstacles in business legality, including Business Identification Numbers (NIB), halal certification, and product identity. In addition, there is still a need to increase public knowledge of health and clean, healthy living behaviors, and several road points have been identified as accident-prone due to limited visibility. The findings then became the basis for preparing a KKN work program that focused on health education, empowering MSMEs through *the One Village One Product (OVOP)* approach, and improving environmental safety through the installation of convex glass.

2. Using a qualitative descriptive approach with a participatory method, which is a method that involves students, the community, and the village government in identifying problems, designing programs, and carrying out activities as an effort to solve problems in the community.

This approach was chosen because community service activities focus on solving real problems in the field through direct interaction with the community.

3. Work Program: Socialization and Education *Anti-Bullying*, Juvenile Delinquency, Skin Health, PHBS, Desil Concept, Stunting, Ecoenzyme and Prevention of Dengue & Chikungunya, Sexual Education in the school and community environment.

The program implementation stage is the main part of the series of activities planned in advance. At this stage, the implementation of activities is focused on various forms of socialization and education for students in the school environment and the village community. The activities carried out include socialization and *education on anti-bullying* and juvenile delinquency, which aim to increase students' awareness of the negative impact of these behaviors on social and psychological development. In addition, health education was carried out, including skin health, Clean and Healthy Living Behavior (PHBS), and counseling on the prevention of diseases such as Dengue Hemorrhagic Fever (DHF) and chikungunya to increase public understanding of the importance of maintaining personal hygiene and the environment.

Furthermore, educational activities also include sexual education that is adjusted to the level of understanding of the participants, especially for adolescent

students. The material aims to provide a basic understanding of reproductive health, adolescent development, and the importance of responsible behavior in maintaining personal health. Through the implementation of these various socialization and education activities, it is hoped that it can increase knowledge, awareness, and form more positive behavior in students and the community in facing various social and health problems in their environment.

4. Data analysis in this service activity uses a qualitative approach with thematic analysis techniques and data triangulation.

The data obtained from observations, discussions with the community, and documentation of activities are then analyzed to understand the community's conditions and responses to the implemented programs. A qualitative approach is used so that the information obtained is not only descriptive but also provides a deeper understanding of the impact of socialization and educational activities carried out in the school environment and the community.

Furthermore, thematic analysis was carried out by identifying and grouping various main findings that emerged during the implementation of the activity, such as the response of participants or students to the socialization of *anti-bullying* and juvenile delinquency, sexual education, skin health, PHBS, and public understanding of dengue and chikungunya prevention, as well as acceptance of the desil concept material. These themes are then systematically arranged to provide an overview of the increase in public knowledge and awareness following participation in activities.

To ensure data validity, data triangulation was conducted by comparing information from various sources, including observation results, direct interactions with activity participants, and documentation of the KKN program implementation. Through this process, the results of the analysis are expected to have a high level of validity, enabling them to more accurately describe the impact of the socialization and education programs implemented in Gegesik Wetan Village.

RESULTS AND DISCUSSION

The implementation of Real Work Lectures (KKN) activities in Gegesik Wetan Village is carried out through a series of programs that aim to increase community knowledge in the health sector, strengthen local economic capacity, and improve the village environment's safety. Based on the results of initial observations and coordination with the village

government, the work program is designed to address the needs of the community related to low awareness of healthy living behaviors, limited business legality for local MSME actors, and the existence of several road points that have the potential to cause traffic accidents. The implementation of activities is carried out through a participatory approach, involving students in the school environment, MSME actors, and village communities.

Education

Activities in the field of education are carried out through various forms of socialization and education aimed at students in the school environment and the village community. The material presented included socialization, anti-bullying, juvenile delinquency, skin health, Clean and Healthy Living Behavior (PHBS), stunting prevention, prevention of Dengue Hemorrhagic Fever (DHF), chikungunya, and sexual education.

Anti-bullying and juvenile delinquency *socialization activities* aim to increase students' awareness of the negative impact of these behaviors on social and psychological development. Through this activity, students gain an understanding of the importance of mutual respect, effective communication, and a safe, comfortable learning environment for all students.

In addition, health education activities such as skin health, PHBS, and dengue and chikungunya prevention aim to increase student and community awareness of the importance of maintaining personal and environmental hygiene. The material emphasized that simple habits such as maintaining personal hygiene, washing hands, and keeping the environment clean can help prevent various diseases. Education on stunting is also provided to increase understanding of the importance of providing balanced nutrition and the family's role in supporting optimal child growth. Sexual education activities for students are tailored to their level of understanding. Sexual education aims to provide a basic understanding of reproductive health as well as physical and psychological development in adolescence.



Figure 1. Socialization of PHBS at SDN 1 Gegesik Wetan



Figure 2. Socialization of *Anti-Bullying* and Skin Health at SMPN 1 Gegesik



Figure 3. Socialization of Juvenile Delinquency and Sexual Health Education at SMAN 1 Gegesik Wetan

In general, educational activities received a positive response from participants. This can be seen from the active participation of students during the activity, such as through discussions and question-and-answer sessions. The increase in knowledge gained through this activity is expected to help form more positive behaviors in daily life.

Economy and MSMEs

In the economic sector, KKN activities are focused on empowering Micro, Small, and Medium Enterprises (MSMEs) through the One Village One Product (OVOP) approach. This program targets one of the business actors who produce *geplak*, a traditional village food that has the potential to be developed as a superior product.

Based on initial observations, these business actors still face several obstacles, especially in the areas of business legality and product identity. Therefore, the KKN team provides assistance with managing Business Identification Numbers (NIBs), applying for halal certification, and creating more attractive and representative product brands and logos.

This assistance aims to increase the legality of business operations while strengthening product identity, thereby increasing consumer trust. In addition, this activity provides business actors with an understanding of the importance of branding and legality in increasing product competitiveness in the wider market. Through the OVOP approach, it is hoped that local village products can add value and become a village economic identity that can be developed sustainably. This program has succeeded in becoming a bridge between the academic world and the village community's real needs while strengthening the MSME economy. (Laia, 2022)



Figure 4. Submission of New Logo, Halal Certificate, and NIB



Figure 5. Geplak Products with Logo Innovation, Halal Certificate, and NIB

Community Empowerment

Community empowerment activities are carried out through socialization and training to improve people's knowledge and skills in managing the potential of the surrounding environment. One of the activities carried out was the socialization of the decile concept to the community. This activity aims to provide an understanding of the classification of the community's level of economic welfare used by the government as a basis for the distribution of social assistance. Through this activity, the community can understand its economic welfare position and learn how the social assistance data collection system operates.

In addition, community empowerment activities are carried out through training in ecoenzyme production. Ecoenzyme is a liquid from fermented organic waste, such as fruit and vegetable peels, that has various benefits, including acting as a natural cleaner, plant fertilizer,

and organic waste decomposer. Through this activity, the community is introduced to a simple way to manage household organic waste, which can benefit the environment while reducing waste.

The implementation of this community empowerment activity shows that the community has sufficient interest in activities that provide direct benefits in daily life. In addition to increasing knowledge, this activity also encourages the community to be more concerned about environmental management and the use of existing resources more optimally.



Figure 6. Socialization of the Decile Concept



Figure 7 Workshop Ecoenzyme

Environment and Safety

One of the work programs carried out in the fields of environment and safety is the installation of convex mirrors at several road points considered prone to traffic accidents in Gegesik Wetan Village. This program was motivated by field observations that showed several road intersections with limited visibility due to sharp bends or obstructions by buildings and vegetation around the road. This condition can increase the risk of accidents, especially for motorcyclists, who are the dominant road users in the village area.

Based on coordination with the village government and the level of location vulnerability, convex glass was installed at three strategic points with low visibility. Convex glass was chosen as a simple but effective solution to help road users see traffic conditions from the opposite direction before entering an intersection or corner. With this facility, motorists can increase their vigilance to minimize the potential for accidents.

The implementation of this program received a positive response from the community and village officials, as it was considered to improve the safety and comfort of road users in the village. In addition to providing direct benefits for traffic safety, this activity also demonstrates collaboration between KKN students and the village government in identifying and solving community problems. Therefore, the installation of convex glass at three points in

Gegesik Wetan Village is expected to be a preventive measure to reduce the risk of traffic accidents while supporting the creation of a safer village environment for the community.



Figure 8. Installation of Convex Glass at 2 points at the Pringgadani Intersection



Figure 9 Convex Glass Installation at Hamlet Bend 5

CONCLUSION

The implementation of Real Work Lectures (KKN) activities in Gegesik Wetan Village shows that community service programs can make a positive contribution in increasing knowledge, awareness, and community participation in various aspects of life. Through activities in the field of education, such as socialization of *anti-bullying*, juvenile delinquency, skin health, PHBS, socialization of stunting, prevention of dengue, chikungunya, and sexual education, as well as an understanding of the concept of desil, students and the community gain better insight into the importance of maintaining health and building positive social behavior.

In the economic sector, MSME empowerment activities through *the One Village One Product (OVOP)* approach support local business actors in improving business legality and product identity development by managing Business Identification Numbers (NIB), obtaining halal certification, and creating product brands and logos. Meanwhile, community empowerment activities, such as socializing the decile concept and training in making

ecoenzymes, also help the community understand the classification of economic welfare and the more productive use of organic waste.

Overall, the series of programs carried out through KKN activities not only provides benefits in increasing community knowledge, but also encourages the formation of collective awareness in maintaining health, developing local economic potential, and utilizing existing resources more optimally. With collaboration among students, the community, and the village government, this service activity is expected to be the first step toward sustainable community empowerment in Gegesik Wetan Village.

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Finally, the author hopes that this community service activity can benefit the people of Gegesik Wetan Village and serve as a form of contribution to increasing knowledge, awareness, and community empowerment in a sustainable manner.

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