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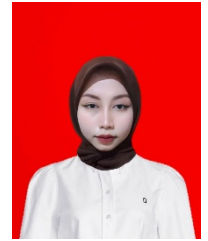
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IMPLEMENTATION OF A THEMATIC COMMUNITY SERVICE PROGRAM (KULIAH KERJA NYATA) IN SETIANEGARA VILLAGE, KUNINGAN REGENCY

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Abstract:

Background: The Community Service Program (Kuliah Kerja Nyata/KKN) is an integral component of the Tri Dharma of Higher Education that encourages university students to actively engage in community empowerment through education, research, and public service.

Aim: This article aims to describe the implementation of the Thematic KKN Program conducted by Group 17 of Universitas Swadaya Gunung Jati Cirebon in Setianegara Village, focusing on environmental, health, educational, legal, and information technology sectors.

Methods: The program was implemented using educational, participatory, and collaborative approaches involving the village government, health workers, educational institutions, and the local community through main and supporting programs based on community needs.

Results: The primary program, reforestation in the foothills of Mount Ciremai through tree-planting activities in strategic village areas, successfully increased public awareness of environmental conservation. Supporting programs such as school literacy movements, green school initiatives, integrated health service posts for toddlers, non-communicable disease monitoring, youth health services, home visits for disease screening, digital literacy education, blood type screening and donation activities, and the development of a village geographic information system enhanced community participation in health services, education, and technology utilization while providing more structured spatial village data.

Conclusions: The implementation of the Thematic KKN Program made a significant contribution to improving community awareness and engagement in environment-based, health-oriented, and education-driven development.

Implications: This program is expected to generate sustainable impacts on the community and serve as a multidisciplinary collaborative community service model for future KKN implementations.

Keywords: Thematic Community Service Program, Setianegara Village, Reforestation, Public Health, Literacy.

INTRODUCTION

The Community Service Program (Kuliah Kerja Nyata / KKN) is a form of community engagement conducted by university students as part of the higher education curriculum. This program provides students with opportunities to directly engage with society, apply the knowledge they have acquired during their studies, and make tangible contributions to local community development and empowerment. KKN also serves as a platform to develop students' social and leadership skills while strengthening the relationship between educational institutions and the community.

The Community Service Program enables students to transform theoretical knowledge into practical work within society. It represents a concrete learning experience that integrates education, research, and community service, allowing students to directly implement their academic disciplines in real-world settings.

In 2026, Universitas Swadaya Gunung Jati Cirebon, through its Institute for Community Service, introduced the KKN theme "UGJ Impactful: Social Innovation for



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Rural Community Independence.” This theme was designed to address community challenges related to human resource management, natural resource sustainability, and improving educational quality.

Group 17 carried out the KKN program in Setianegara Village, Cilimus District, Kuningan Regency. The village faces various challenges in the environmental, health, educational, legal, and information technology sectors, including limitations in village spatial mapping. Therefore, an integrated program based on community needs was required to support sustainable village development.

METHOD

The program's implementation employed a participatory approach, actively involving community members in the planning, execution, and evaluation stages of the activities. Data collection techniques included participatory observation, in-depth interviews, and focus group discussions. Data were analyzed using a descriptive qualitative method to identify the program's impact on the community.

RESULTS AND DISCUSSION

Endemic Tree Planting Program around the Spring Area at the Foothills of Mount Ciremai in Setianegara Village

The endemic tree-planting program around the spring area in the foothills of Mount Ciremai is a flagship program for the implementation of the Community Service Program (KKN) by Group 17 of Universitas Swadaya Gunung Jati in Setianegara Village, Cilimus District, Kuningan Regency. This program was prepared based on initial observations indicating that several land points around spring areas and village hillside slopes showed a decrease in vegetation cover. This condition can increase the risk of soil erosion, reduce the soil's ability to absorb water, and lead to long-term environmental degradation. Ecologically, Setianegara Village is located in the buffer zone of Mount Ciremai, which has an important role in maintaining regional ecosystem balance, especially in sustaining water catchment areas and soil stability in hilly regions. Therefore, reforestation activities are considered preventive and strategic steps in supporting environmental conservation efforts while strengthening the village's commitment to maintaining the sustainability of natural resources.



Figure 1.

All KKN Group 17 students together with the Sapu Jagat Forest Farmer Group and the Setianegara Village Government



Figure 2.

Tree seedling planting process

The implementation of this program was carried out through a collaborative approach between KKN students of Universitas Swadaya Gunung Jati, the Setianegara Village Government and its officials, and the Sapu Jagat Forest Farmer Group. This collaboration is important because village officials act as representatives of the community in planning and implementing activities, while the forest farmer group has technical experience in forest area management and greening activities.

The stages of activity implementation began with observation and identification of planting locations. At this stage, KKN students, together with village officials and members of the Sapu Jagat Forest Farmer Group, conducted field surveys to determine strategic points requiring greening activities. The selected locations were open areas around springs and moderately sloping lands with high erosion potential. The next stage was the coordination and procurement of plant seedlings. Coordination was carried out with the village government and forest farmer groups to determine seedling types suitable for soil conditions and local environmental characteristics. Plant species selection considered ecological aspects, such as the ability to strengthen soil structure, improve water absorption capacity, and support local ecosystem sustainability.

Tree planting activities were then carried out by KKN students together with village officials and members of the Sapu Jagat Forest Farmer Group. Participants were first given explanations regarding proper planting techniques, such as planting hole preparation, appropriate depth, spacing between plants, and soil compaction techniques so that seedlings could grow optimally. In addition to planting activities, the program was complemented by brief educational sessions on the importance of plant maintenance. The education was delivered jointly with the forest farmer group to the community regarding post-planting maintenance steps, such as watering, protecting plants from pests, and maintaining the surrounding planting area to ensure optimal seedling growth.

The implementation of this reforestation program shows a shared commitment between KKN students, village government, and forest farmer groups in supporting environmental preservation efforts in Setianegara Village. Collaboration between parties not only strengthened coordination in activity implementation but also became an initial step in building collective awareness regarding the importance of environmental conservation in the buffer zone of Mount Ciremai. From an environmental perspective, although ecological impacts cannot be directly measured in a short time, tree planting in water catchment areas is expected to improve the soil's ability to absorb rainwater, reduce erosion potential on hillside slopes, and help maintain spring water availability, which is a primary need for the people of Setianegara Village.

Several challenges were encountered during program implementation, including limited technical knowledge of post-planting maintenance, the absence of a periodic seedling growth-monitoring system, and potential drought risks during the dry season that may affect plant growth success. To maintain program sustainability, several recommendations include forming a small monitoring team comprising village officials and forest farmer group members, conducting periodic monitoring of plant growth, and documenting plant development as part of the village environmental conservation program.

Thus, the endemic tree-planting program around the spring area in the foothills of Mount Ciremai is not merely a tree-planting activity within the KKN program but also a concrete step toward supporting environmental conservation efforts and sustainable rural development in Setianegara Village.

Green School Program: Reforestation Education for Students

The Green School Program is part of an integrative effort to support the village greening flagship program through an educational approach for elementary school students. This program was implemented at SDN 1 Setianegara as an effort to instill environmental awareness from an early age. Based on initial observations in the school environment, it was found that students' understanding of the ecological functions of trees and the impacts of environmental damage was still limited. Although the school had several plants in the yard, there was no structured program integrating environmental education with direct practice. Theoretically, environmental education at the elementary school level plays an important role in shaping environmentally responsible character. Children at this age are in a phase of habit and value formation, so educational intervention can have long-term impacts on environmentally friendly behavior. The Green School Program aims to: increase students' knowledge about the importance of reforestation, foster responsibility toward the school environment, and encourage simple habits such as planting and caring for vegetation.



Figure 3.

Interactive discussion process of Green School reforestation education for Grade 5 students at SDN 1 Setianegara



Figure 4.

Outreach and delivery of Green School reforestation education materials for Grade 5 students at SDN 1 Setianegara

The program implementation was carried out through several stages: Socialization and Delivery of Materials. The activity began with the presentation of materials on the functions of trees in producing oxygen, their role in preventing floods and erosion, and the impacts of illegal logging on the environment. The delivery was conducted interactively using question-and-answer methods and simple illustrations to make it easier for students to understand. Then, an interactive discussion. After that, Students were invited to discuss their experiences in observing the surrounding environment, such as river conditions or littering habits. This discussion aimed to build critical and participatory awareness.

Then, Seed Planting Practice. After the theoretical session, students were invited to directly practice planting seedlings in the school area. During the practice, explanations were given regarding how to dig planting holes, appropriate planting depth, soil covering and compaction techniques, and the importance of routine watering. KKN students directly assisted students in every stage of planting. After that, Maintenance Responsibility Assignments. Students were divided into small groups and assigned responsibility to care for the plants that had been planted. This aimed to build a sense of ownership and collective responsibility.

Challenges faced in the program included limited green land in the school environment, limited availability of planting tools, and the need for continued assistance to ensure plant maintenance. Recommendations that can be implemented to maintain the sustainability of the Green School Program include establishing a routine “One Student One Plant” program, integrating environmental materials into science learning, conducting monthly plant growth monitoring, and installing plant name boards to increase students’ sense of ownership.

School Literacy Movement at SDN Setianegara

The School Literacy Movement Program was implemented based on initial observations showing that students’ reading interest was still relatively low and literacy activities had not been optimally integrated into daily learning. Conceptually, literacy is not only interpreted as the ability to read and write, but also the ability to understand, analyze, and interpret information. Therefore, this program was designed to improve basic literacy skills while building a reading culture within the school environment.

Implementation Stages: Initial observation. The team observed students’ reading habits and the availability of reading materials at school. Then, Literacy awareness socialization. Students were given an understanding of the benefits of reading in improving knowledge and academic achievement. After that, Reading assistance. Students were divided into small groups to read together under the guidance of KKN students. Then, Storytelling and reflective discussion. After reading, students were asked to retell the content of the reading in their own words to train comprehension. During implementation, an increase in students’ enthusiasm for reading activities was observed. At the beginning, some students were reluctant to read aloud. However, after several mentoring sessions, students became more confident. Informal evaluations showed that more than two-thirds of students were able to retell story content sequentially, indicating improved reading comprehension. This program also positively influenced the emotional relationship between university students and pupils, creating a more enjoyable learning atmosphere.



Figure 5.

All KKN Group 17 students together with Grade 6 students in the library of SDN 1 Setianegara



Figure 6.

Interactive reading assistance and storytelling activities with Grade 6 students of SDN 1 Setianegara

Challenges faced included limited book collections, varying student reading abilities, and limited implementation time. Recommendations include increasing book collections through donation programs, establishing a 15-minute reading habit before lessons begin, and providing simple literacy methods training for teachers. Overall, this literacy program successfully provided an initial stimulus in building a reading culture at SDN Setianegara and has the potential for sustainable development.

Integrated Health Service Post (Posyandu) Activities for Toddlers and Pregnant Women in Setianegara Village



Figure 7.

KKN Group 17 students with PKK cadres and pregnant women of Setianegara Village



Figure 8.

KKN students assisting in recording the gestational age of pregnant women

The Posyandu activities for toddlers and pregnant women are part of a community health program *that supports maternal and child health monitoring from pregnancy through early childhood*. Posyandu is one form of Community-Based Health Effort that plays an important role in improving access to basic health services, especially for mothers and children.

This program was implemented in collaboration with village health cadres, village midwives, and local health workers in Setianegara Village. Based on initial observations and coordination with Posyandu cadres, community participation in Posyandu activities was relatively good, with both mothers of toddlers and pregnant women participating. However, some parents still had limitations in their understanding of how to interpret the Child Growth Monitoring Card and child growth indicators. In addition, some pregnant women still lacked understanding of the importance of routine pregnancy check-ups, adequate nutrition during pregnancy, and iron tablet consumption to prevent anemia.



Figure 9.

KKN students with cadres and officers from Linggarjati Community Health Center conducting Posyandu activities in Wage Hamlet, Setianegara Village



Figure 10.

Health education activities for pregnant women and toddlers delivered by representatives of Linggarjati Community Health Center at Posyandu in Wage Hamlet, Setianegara Village

The stages of activity implementation began with preparation and coordination among the KKN team, Posyandu cadres, and village midwives regarding activity schedules, task distribution, and equipment needs, such as weighing scales, height-measuring instruments, Mid-Upper Arm Circumference measuring tapes, and health recording forms. This stage was important to ensure smooth implementation and accurate recording of community health data. Next, toddler weighing and measurement activities were conducted, including weight and height measurements, and results were recorded on the Child Growth Monitoring Card to monitor the child's growth status. The obtained data were then analyzed by simply comparing the measurement results with the child growth standards listed on the card. Routine growth monitoring is important for early detection of growth disorders such as undernutrition and stunting. In addition to toddler monitoring, pregnant women's health examinations were conducted, including blood pressure measurements, Mid-Upper Arm

Circumference measurements as an indicator of maternal nutritional status, and pregnancy health consultations with village midwives.

These examinations aimed to monitor maternal health conditions during pregnancy and detect early potential health risks affecting mothers and fetuses, such as anemia or chronic energy deficiency. After the examination activities were completed, the program continued with health education for mothers on the importance of balanced nutrition, the benefits of exclusive breastfeeding, complementary feeding practices, and the need for pregnant women to take iron tablets to prevent anemia.

The activity was also complemented by interactive discussions, during which participants were given the opportunity to ask questions about pregnancy health, child growth and development, immunization, and minor health issues frequently experienced by toddlers. These discussions provided opportunities for the community to obtain health information directly from health workers and university students. During implementation, community participation was relatively good, with most mothers attending according to the predetermined schedule.

Based on measurement results, several toddlers were found to have body weights below the green line on the Child Growth Monitoring Card, indicating the need for special attention to child nutritional intake. Meanwhile, among pregnant women, several cases were identified with nutritional status requiring further monitoring through routine examinations at health facilities. Through the education provided, mothers gained better understanding of the importance of routine health monitoring, balanced nutritional intake, and proper feeding practices for children. Discussions showed that many participants previously did not fully understand balanced nutrition concepts and the importance of regular health monitoring.

Challenges faced included some community members not routinely attending monthly Posyandu activities, limited time for in-depth education for all participants, and limited measuring equipment that occasionally hindered activity implementation. Recommendations include increasing dissemination of Posyandu schedules through neighborhood officials, developing simple educational media such as leaflets on maternal and child nutrition, and improving health cadres' capacity in recording and interpreting health data. Overall, Posyandu activities for toddlers and pregnant women contributed positively to improving maternal and child health in Setianegara Village and played an important role in preventing stunting and improving the health quality of future generations.

Integrated Development Post (Posbindu) Activities

The Posbindu program focused on early detection of non-communicable diseases such as hypertension, diabetes mellitus, and obesity that commonly occur among adults and elderly groups. Non-communicable diseases are among the leading causes of morbidity in communities. Based on discussions with health cadres, many residents still do not routinely undergo health check-ups because they feel they do not have significant complaints.

Implementation Stages: Basic health screening including blood pressure checks, weight measurement, height measurement, waist circumference measurement, and Body Mass Index calculation. Then, Health history interviews covering family disease history, dietary patterns, smoking habits, and physical activity. After that, Healthy lifestyle education including reduction of salt and sugar consumption, the importance of regular exercise, and periodic health check-ups. Screening results indicated that several residents had blood pressure above normal limits, mostly among participants aged over 45 years. Additionally, some participants were categorized as overweight based on Body Mass Index. The education provided helped improve residents' understanding of non-communicable disease risk factors. Many participants acknowledged that they had just learned high blood pressure could occur without clear symptoms.

Challenges faced included low awareness among some residents to attend voluntarily and the perception that health check-ups are only necessary when illness occurs. Recommendations include strengthening health promotion through regular community gatherings and integrating Posbindu data with local health centers for follow-up. This program plays an important role in fostering early detection culture and prevention of non-communicable diseases within the community.



Figure 11.
KKN students assisting with blood sugar testing for elderly participants



Figure 12.
KKN students conducting health history interviews with elderly participants

Youth Integrated Health Post (Posyandu Remaja)



Figure 13.

KKN students are conducting physical examinations, such as temperature and blood pressure checks, for adolescents and recording the results

The Youth Posyandu Program was implemented to improve adolescents' knowledge and awareness regarding physical and mental health. Adolescents are a vulnerable age group to nutritional problems, anemia, reproductive health issues, and psychosocial pressures. Based on initial observations, adolescents in Setianegara Village did not yet have a dedicated platform for comprehensive health education.



Figure 14.

Anemia and GERD education session for adolescents



Figure 15.

KKN students with PKK cadres and adolescents of Setianegara Village

Activities included interactive education on balanced nutrition and anemia, measurement of height, weight, Body Mass Index, and blood pressure, as well as open discussions regarding reproductive and mental health. Adolescents showed high enthusiasm, especially during discussion sessions. However, at the beginning of the activities, there was visible hesitation to discuss reproductive health topics. After a more relaxed approach was applied, discussions became more open.

Challenges faced included the sensitivity of reproductive health topics and the limited time for individual counseling. Recommendations include conducting separate sessions by gender and continuing collaboration with professional health workers. This program is considered effective in improving adolescent health literacy.

Home Visits for Non-Communicable Disease (NCD) Screening

The home visit program was implemented as an outreach strategy to reach community members who did not attend Posbindu activities. The primary targets were adults and elderly residents with risk factors such as a history of hypertension, diabetes, smoking habits, or lack of physical activity. Based on Posbindu results and coordination with health cadres, it was found that some residents were reluctant to undergo routine health examinations due to time constraints, distance, or the perception that they were healthy. In fact, non-communicable diseases often develop without symptoms in the early stages.



Figure 16.
KKN students and health cadres
conducting home visits



Figure 17.
Blood pressure examination activities

Implementation stages: Target data collection. Initial data were obtained from health cadres and neighborhood officials regarding residents with high-risk factors. Then, Structured visits and interviews. The team conducted simple interviews regarding disease history, dietary patterns, physical activity, and smoking habits. After that, Basic health examinations. Measurements included blood pressure, weight, height, waist circumference, and random blood sugar screening when equipment was available. Then, Education and referrals. Residents with examination results above normal limits were provided education and advised to undergo further examinations at community health centers. This activity effectively reached groups previously not involved in Posbindu. Several residents were found to have high blood pressure that had never been diagnosed before. The personal approach at residents' homes made them feel more comfortable discussing their health conditions. In addition, family members present during examinations became more aware of the importance of maintaining healthy lifestyles.

Challenges included limited time and personnel to meet all targets, and varying levels of residents' understanding of medical information. Recommendations include integrating screening data into the village recording system and training health cadres to independently conduct simple screenings. This program strengthens preventive efforts in controlling non-communicable diseases at the community level.

Cyber Wise Education (Digital Literacy for Students)



Figure 18.
Cyber Wise education by KKN students
for Grade 5 students at SDN 2
Setianegara



Figure 19.
Interactive discussion with Grade 5
students at SDN 2 Setianegara

The Cyber Wise Education Program is a digital literacy education activity aimed at improving students' understanding of safe, wise, and responsible internet use. This program was implemented at SDN 2 Setianegara on Wednesday, March 4, 2026, targeting Grade 5 students. This activity was motivated by the increasing use of digital technology among elementary school children, particularly in accessing social media, online games, and various information sources on the internet.

The implementation began with the delivery of materials on basic digital literacy concepts, particularly the importance of protecting personal data online, understanding communication ethics on social media and online games, and recognizing forms of cyberbullying that may occur in digital environments. The materials were delivered interactively using simple case examples that commonly occur in daily life to make them easier for students to understand. In addition to material delivery, the program included educational games to improve students' practical understanding. One activity involved a simple simulation to differentiate factual information from hoaxes. Through this activity, students were encouraged to think critically when receiving information online and to understand the importance of verifying information sources before believing or sharing them. As a form of strengthening values and commitment to positive internet use, at the end of the session students were invited to read together the "Digital Warrior Pledge," a shared commitment to using digital technology wisely, maintaining ethical online communication, and respecting others in digital interactions.

The results showed that students were highly enthusiastic throughout the activities. Based on discussions and question-and-answer sessions, most students began to understand the importance of protecting personal data online, being cautious in social media communication, and recognizing simple examples of hoaxes. Overall, the Cyber Wise Education Program contributed to improving digital literacy among students at SDN 2 Setianegara and served as an initial step toward fostering awareness of digital safety and ethical use of technology among elementary school students. The target participants were Grade 5 students of SDN 2 Setianegara, and the program was conducted on Wednesday, March 4, 2026.

The program outcomes included increased student understanding of safe and responsible internet use, increased awareness of personal data protection online, students' ability to recognize hoaxes and understand the dangers of cyberbullying, and the development of wise and positive attitudes toward the use of digital technology.

Blood Type Screening and Blood Donation



Figure 20.
Blood donation activity at the Setianegara Village Hall



Figure 21.
Blood type screening activity at the Setianegara Village Hall

This program aimed to increase public awareness of the importance of knowing blood types and to encourage participation in blood donation activities. There are still residents who do not know their blood types, even though this information is crucial in medical emergencies.

Activities were conducted in collaboration with relevant parties, including blood type examinations, health screening for prospective donors, and blood donation for eligible participants. Community enthusiasm was relatively high, particularly among adolescents and residents in their productive years. In addition to increasing blood stock availability at the Indonesian Red Cross, this activity also strengthened social solidarity. However, several prospective donors did not meet donation requirements due to low blood pressure or insufficient hemoglobin levels.

Recommendations include pre-donation education regarding health requirements and routine implementation at least once every six months. This program successfully improved health awareness while strengthening community social care values.

Development of a Geographic Information System (GIS) for Setianegara Village

The GIS program is a technology-based innovation supporting village governance. Setianegara Village previously did not have an integrated digital map that could be used as a basis for data-driven development planning.



Figure 22.
Process of creating the Setianegara Village map

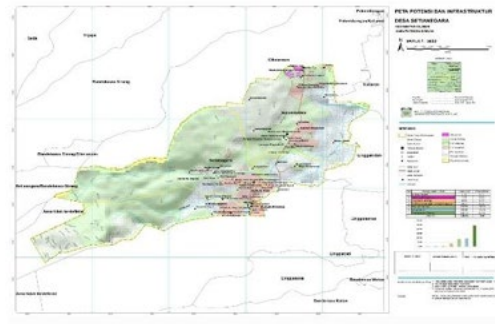


Figure 23.
Final map of Setianegara Village

Implementation stages: Collection of administrative maps and territorial boundary data. Then, Digitization and georeferencing (rectification) processes are used with mapping software. After that, Preparation of map layouts and spatial databases. The final output was a digital village map containing territorial boundaries, public facilities, and potential resource areas. This map can be used for development planning, disaster mitigation, and village asset management. This program provided knowledge transfer to village officials regarding the importance of spatial data in decision-making processes.

Challenges faced included limited availability of accurate initial data and limited technical capacity of village officials in system operation. Recommendations include advanced technical training for village officials and periodic data updates. The GIS program represents a strategic contribution of the KKN program in supporting technology-based rural development.

CONCLUSION

The implementation of the Thematic Community Service Program of Universitas Swadaya Gunung Jati for the Academic Year 2026/2027 in Setianegara Village, Cilimus District, Kuningan Regency, which took place from February 4 to March 14, 2026, was carried out through one main program and ten supporting programs integrated in the fields of environment, education, health, law, social affairs, and technology.

The main program, Greening of the Foothills of Mount Ciremai, became a strategic activity in village environmental conservation efforts. The planting of tree seedlings in spring areas was conducted through collaboration between university students, village government, forest farmer groups, and the community. This program not only resulted in physical tree planting but also increased collective community awareness of the importance of sustaining ecosystems and water resources.

In the field of education, the School Literacy Movement had a positive impact on students' reading interest at SDN 1 Setianegara. Reading assistance activities, storytelling, reflective discussions, and the provision of reading corners helped build literacy habits from an early age. In addition, the Green School Program: Reforestation Education for Students strengthened environmental character education by socializing students with the benefits of trees and simple planting practices within the school environment.

In the health sector, Posyandu activities for toddlers contributed to monitoring child growth and development by weighing and measuring height, and providing nutritional education for parents. Furthermore, Posbindu and Home Visits for Non-Communicable Diseases played roles in early detection of disease risk factors such as hypertension and diabetes through blood pressure checks, Body Mass Index measurements, and healthy lifestyle education. The Youth Posyandu Program also provided an educational platform for adolescents regarding nutrition, reproductive health, mental health, and basic health examinations. This activity helped improve adolescents' awareness of their health conditions from an early stage. Meanwhile, Blood Type Screening and Blood Donation activities increased community participation in preventive health efforts while supporting blood stock availability for the Indonesian Red Cross of Kuningan Regency.

The Cyber Wise Education Program focused on improving students' understanding of ethics and responsibility in using digital technology. This activity educated students on the importance of protecting personal data online, understanding communication ethics in social media and online games, and recognizing various forms of violations in digital spaces such as cyberbullying and the spread of hoaxes. The material was also delivered through simple simulations to help students understand how to distinguish correct and incorrect information on the internet. This program aimed to foster early awareness of legal and ethical responsibilities in digital media use so that students would use technology more wisely, safely, and responsibly.

In the field of technology and regional governance, the development of the Geographic Information System for Setianegara Village became an important innovation that produced digital maps and structured spatial databases. This program supported data-based development planning and more systematic and accurate village area management.

Overall, all Thematic KKN work programs in Setianegara Village contributed positively to improving environmental awareness, public health quality, literacy culture, legal understanding, physical fitness, and technology-based village governance. Despite limitations in implementation timelines and the need for further monitoring, the implemented programs have sustainability potential with support from village governments, health cadres, schools, and the community. This KKN implementation represents a tangible manifestation of university students' community service and the higher education tridharma in collaborative, sustainable rural development.

IMPLICATION

This publication has important implications for the academic world, society, the nation and state, and the international community. Academically, the implementation of the Thematic Community Service Program strengthens the university tridharma through community-based experiential learning that integrates education, research, and public service. The program offers a practical model for interdisciplinary collaboration, contextual problem-solving, and the application of knowledge in real social settings. It also enriches academic discourse on participatory rural development and serves as a reference for future community service programs and applied research.

For society, the integrated programs directly improve community welfare through environmental conservation, literacy development, preventive healthcare services, legal awareness in digital spaces, social solidarity activities, and technology-based village governance. Community empowerment through participatory approaches enhances public awareness, strengthens local capacity, and encourages sustainable behavioral changes in maintaining health, education quality, environmental sustainability, and responsible digital practices.

At the national level, this program supports government efforts to achieve sustainable rural development, improve human resource quality, strengthen preventive public health systems, and promote digital transformation in local governance. The integration of legal education in digital literacy also contributes to national strategies in

developing responsible digital citizens and preventing cyber-related violations. Furthermore, the development of village spatial data systems aligns with national initiatives in strengthening data-driven development planning and regional resilience.

For the international community, this publication presents a replicable model of collaborative community engagement between higher education institutions and rural societies in developing countries. The multidisciplinary and participatory approach demonstrated in this program contributes to global discussions on sustainable development, community empowerment, digital literacy, and preventive public health strategies. The findings may serve as comparative references for international community service practices, particularly in regions facing similar socio-economic and developmental challenges.

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* The extended families of KKN participants who provided moral and material support.

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