



Lutvia Aulia Azzahra  
[lutviaazzahra743@gmail.com](mailto:lutviaazzahra743@gmail.com)  
Law Faculty  
Swadaya Gunung Jati  
University, Cirebon,  
Indonesia

Ghina Nur Afifah  
[ghinanurafifah0606@gmail.com](mailto:ghinanurafifah0606@gmail.com)  
Law Faculty  
Swadaya Gunung Jati  
University, Cirebon,  
Indonesia



Muhammad Rizky  
Firdaus  
[dausrizky214@gmail.com](mailto:dausrizky214@gmail.com)  
Education and Science  
Faculty  
Swadaya Gunung Jati  
University, Cirebon,  
Indonesia

Fayed Alkadri Firdaus  
[fayedalkadri@icloud.com](mailto:fayedalkadri@icloud.com)  
Law Faculty  
Swadaya Gunung Jati  
University, Cirebon,  
Indonesia



H. Awliya Tribhuwana,  
ST., M.T.  
[thribuwana69@gmail.com](mailto:thribuwana69@gmail.com)  
Civil Engineering  
Faculty  
Swadaya Gunung Jati  
University, Cirebon,  
Indonesia

## THE ROLE OF STUDENTS IN COMMUNITY EMPOWERMENT THROUGH THE KKNT PROGRAM IN BABAKAN VILLAGE, CIREBON REGENCY

Lutvia Aulia Aazzahra <sup>1</sup>, Ghina Nur Afifah <sup>2</sup>, Muhammad Rizky Firdaus <sup>3</sup>, Fayed Alkadri Firdaus <sup>4</sup>, H. Awliya Tribhuwana <sup>5</sup>

<sup>1,2,4</sup> Law Faculty, Swadaya Gunung Jati University, Cirebon. Indonesia.

<sup>3</sup> Education and Science Faculty, Swadaya Gunung Jati University, Cirebon. Indonesia.

<sup>5</sup> Civil Engineering Faculty, Swadaya Gunung Jati University, Cirebon. Indonesia.

Corresponding Author: [Lutviaazzahra743@gmail.com](mailto:Lutviaazzahra743@gmail.com)

### Abstract:

**Background.** The Thematic Real Work Lecture activity in Babakan Village is motivated by the existence of problems in the health, education, and social aspects of the community that require education-based empowerment efforts.

**Aims.** This research aims to determine the implementation and impact of the program on increasing public knowledge and awareness.

**Methods.** The method used is a participatory approach through observation, socialization, education, and direct service to the community. The programs implemented include free health checks, stunting counseling and complementary feeding, youth social education, learning assistance, and technical activities such as the installation of road reflectors and village maps.

**Result.** The results show that all programs can be implemented well and get a positive response and active participation from the community.

**Conclusion.** This program is also able to increase public understanding of various health, education, and social issues. In conclusion, this activity is effective in supporting community empowerment through educational and participatory approaches.

**Implementation.** The implications of this study show the importance of program sustainability and multi-stakeholder collaboration to achieve more optimal and sustainable impacts.

**Keywords:** Community Empowerment, Education, Health, Education, Participation

---

## INTRODUCTION

Thematic Real Work Lecture (KKNT) is a form of implementation of the Tri Dharma of Higher Education, especially in the field of community service. Through this activity, students are expected to apply the knowledge gained in lectures to identify and provide solutions to various societal problems. KKNT activities are also a means for students to understand the community's social conditions directly and to increase awareness of community development. (Rosita et al., 2024) (Muniarty, Wulandari, Sakinah, et al., 2021)

Babakan Village is one of the areas located in Sumber District, Cirebon Regency. This village has an area of about 1.38 km<sup>2</sup> with boundaries bordering Matangaji Village, Sidawangi Village, Sumber Village, and Neighborhood Village. Most of the people in Babakan Village make a living as traders. In addition, this area also has natural tourism potential, namely the Plangon Natural Tourism Object, which is one of the attractions for the surrounding community and tourists.

In terms of society, the people of Babakan Village are known to have good social relations and harmony between residents. This condition is an important social capital in supporting various community development activities. In terms of the economy, the presence of various small and medium-sized enterprises (MSMEs) in the village also reflects the community's economic potential, which can continue to be developed. (Sari et al., 2023)



© 2025 The Author(s). This article is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source.

However, based on initial observations during KKNT activities, several problems related to education, health, and social aspects of the community were still identified. In terms of education, the level of education in this region remains relatively limited to the middle level, which contributes to the lack of public understanding of various social and health issues that arise in the community. In addition, community service facilities such as schools and posyandu are indeed available, but in their implementation, there are still limited facilities and infrastructure, and even some activities are still carried out in residents' homes. This condition shows that there are still limitations in the provision of supporting facilities for community service activities. (Muniarty, Wulandari, & Saputri, 2021) (Hasugian et al., 2023)

Based on the results of identifying problems in the field, there are several issues that are of main concern, namely the lack of public understanding of stunting education, the lack of education related to promiscuity from the aspects of education, health, and law, and the lack of public understanding of the impact and legal aspects of early marriage. These problems show that efforts are still needed to improve education in the community, especially for adolescents and families, in order to have a better understanding of health, education, and the social impact of these problems. The lack of public understanding of these issues is inseparable from some people's low awareness of the importance of education and the limitations of counseling activities that directly target the community. In addition, the limited support for educational facilities is also a factor that prevents information about these issues from being conveyed to the public optimally. (Megawati & Nurfitri, 2023) (Mustanir et al., 2023) (Noor, 2011)

Through KKNT activities, students are expected to make a real contribution to improving public understanding through various education and socialization programs related to problems found in the field. These programs are expected to have a positive impact on the community, both through counseling activities, data collection, and direct community engagement, to increase public awareness and understanding of the importance of education, health, and law in daily life.

## **METHODS**

### **Implementation Method**

The implementation of the Thematic Real Work Lecture (KKNT) in Babakan Village, Sumber District, Cirebon Regency, is carried out with a participatory, educational, and sustainable approach. This approach was chosen so that the entire work program would not only provide momentary benefits but could also be felt in the long term by the community. In general, activities are implemented through three main forms: socialization, education, and technical activities.

### **Stages of Implementation of Activities**

#### **1. Preparation Stage**

Includes field observation to identify problems, coordination with related parties, as well as preparation of work program plans and preparation of activity needs.

#### **2. Implementation Stage**

It is the core of activities carried out through socialization and education to increase public knowledge and awareness in the fields of health and education.

#### **3. Service and Technical Activities**

In the form of direct activities such as free health checks, installation of road reflectors, and the creation of village maps that provide real benefits to the community.

### **Partner Participation**

The success of the KKNT program is supported by various partners. The village government plays a role in licensing and coordination, the school provides a place and coordinates students, while the community actively participates in activities and assists in technical implementation. In addition, health cadres or posyandu also support counseling activities, especially in the health sector.

### **Evaluation of program implementation and sustainability**

Evaluation is conducted to assess the program's success by observing community participation and responses. In general, the community showed enthusiasm and good cooperation, enabling the program to run smoothly. However, the impact of several activities such as promiscuity education, bullying, health, legal counseling, stunting, and calistung learning still takes time to see the results. Therefore, it is necessary to sustain the program

by involving the community, schools, and local cadres in an active role so that the benefits of the activities continue to be felt in a sustainable manner.

## **Implementation of KKNT Activities**

### **Identify Community Needs**

The KKNT team identified community needs through direct observation, interviews, and analysis of social conditions in Babakan Village, Sumber District, Cirebon Regency. Based on the identification results, several main problems were found, which include:

- Health
  - a) Lack of public awareness of the importance of health checks and early detection of diseases.
  - b) Lack of education about healthy living behaviors among children.
  - c) Low public understanding of stunting and the provision of complementary foods.
  - d) Lack of education related to promiscuity in adolescents from a health aspect.
- Education
  - a) There are still limitations in basic literacy skills (reading and writing) in elementary school students.
  - b) Lack of learning assistance for children outside school hours.
  - c) Lack of education related to promiscuity in adolescents from the aspect of education.
- Legal Field
  - a) Lack of understanding of bullying.
  - b) Lack of education related to promiscuity in adolescents from a legal aspect.
  - c) Lack of understanding of the dangers of early marriage and its legal aspects, and lack of knowledge about children's rights.
- Engineering
  - a) Lack of environmental safety support facilities such as road reflectors.
  - b) Lack of geographical information about the village area

This identification is the basis for formulating work programs that suit the needs of the community.

## **Group Activity Program Planning**

Based on the results of the community needs assessment, the KKNT team prepared a targeted, systematic work program plan. The activity program is designed by paying attention to the objectives, implementation steps, and expected outputs, including:

- Health
  - a) Free Health Check (CKG) for the public.
  - b) Socialization of the impact of promiscuity from the health aspect in junior high school.
  - c) Socialization of PHBS in Elementary School.
  - d) Stunting and complementary food counseling to the community.
- Education
  - a) Socialization of promiscuity to junior high school students.
  - b) Teaching activities at SDN 1 Babakan.
  - c) Learning assistance (tutoring) for children.
- Legal Field
  - a) Anti-promiscuity socialization from a legal perspective in junior high schools.
  - b) Anti-bullying socialization at the elementary level.
  - c) Socialization of the prevention of early marriage and children's rights in the community.
- Engineering
  - a) Installation of road reflectors to improve the safety of the surrounding community.
  - b) Creation and installation of geographic informative maps of village areas.

Each program is designed with clear implementation steps, involves community participation, and is expected to produce outputs such as increased knowledge, awareness, and improved community behavior.

## **Implementation**

**Table 1. Work Program Implementation Schedule**

No.	Work Program	Implementation Schedule	Implementation	Results achieved
1.	Free Health Check and Posyandu Assistance	<ul style="list-style-type: none"> <li>• 10, February 2026</li> <li>• February 11, 2026</li> <li>• February 12, 2026</li> <li>• 13 February 2026</li> <li>• March 3, 2026</li> </ul>	It is carried out directly to the community through Posyandu activities.	Implemented
2.	Socialization of Free Associations at SMPN 2 Babakan by the faculties of medicine, law, and education	February 11, 2026	Socialization directly with SMPN 2 Babakan students	Implemented
3.	Anti-Bullying Socialization by the Faculty of Law and Healthy Living Behavior Education by the Faculty of Medicine.	13 February 2026	Direct socialization with students of SD Negeri 1 Babakan	Implemented
4.	Teaching and Learning Activities in Elementary Schools by the Faculty of Education	13 February 2026	Teaching and learning activities with a focus on grade 2 children and carried out at SDN 1 Babakan	Implemented
5.	Children's tutoring (Faculty of Education)	<ul style="list-style-type: none"> <li>• February 27, 2026</li> <li>• March 4, 2026</li> </ul>	The children came directly to the post to learn.	Implemented
6.	TPU Pataraksa Community Service	February 15, 2026	Participate directly to the Community.	Implemented
7.	Stunting and Complementary Nutrition Counseling (Faculty of Medicine)	March 4, 2026	Counseling is carried out directly in the community.	Implemented

8.	Counseling on Early Marriage Prevention and Children's Rights (Faculty of Law)	March 5, 2026	Counseling is carried out directly in the community.	Implemented
9.	Installation of Road Reflectors (Faculty of Engineering)	<ul style="list-style-type: none"> <li>February 28, 2026</li> </ul>	The installation was carried out at 2 vulnerable points in the Babakan Village area.	Implemented
10.	Installation of informative maps of the Village	March 6, 2026	The installation was carried out at the Babakan village office.	Implemented

**Program Sustainability Plan**

The program sustainability plan was prepared to ensure that all activities carried out by the KKNT team in Babakan Village, Sumber District, Cirebon Regency can continue to run independently by the community after the KKNT program is completed. This sustainability aims to ensure that the positive impact of the activities carried out is felt in the long term.

The series of activities that can be continued by the community are as follows:

**1) Health**

The community is expected to continue healthy living habits by regularly participating in posyandu activities and conducting regular health checks. Health cadres and village officials can continue educational activities on stunting and the provision of complementary foods through simple counseling for the community, especially mothers and toddlers. In addition, the provided socialization materials can be reused as additional educational materials.

**2) Education**

Learning assistance activities (tutoring) can be continued independently by the community, for example, through local youth or education volunteers. Teachers and schools are also expected to continue providing education on promiscuity to students as part of character development. Basic literacy activities, such as reading and writing, can continue to be developed through community-based joint learning.

**3) Legal Field**

The community is expected to continue to disseminate information related to the dangers of promiscuity, bullying, and the impact of early marriage through social activities such as community meetings, youth organizations, and school forums. Community leaders and village officials can play an active role in providing a simple understanding of the law to the community.

#### 4) Engineering

Facilities that have been created, such as road reflectors and village maps, are expected to be maintained by the community together. The community can also carry out further development, such as adding reflectors at other points that need them and updating information on village maps in the event of changes to areas or public facilities.

With the active role of the community, village officials, and support from various parties, it is hoped that all programs implemented in KKNT activities can continue and provide sustainable benefits for the people of Babakan Village.

## RESULTS AND DISCUSSION

### Implementation

#### 1. Work Program

##### a. Job Program Description

The KKNT work program in Babakan Village is carried out in four main areas, namely:

##### 1. Health



**Figure 1. CKG Activities and Posyandu Assistance**

- a) Free Health Check (CKG) and posyandu assistance
- b) Socialization of Promiscuity from the health aspect
- c) PHBS Socialization
- d) Stunting and MPASI counseling

##### 2. Education



**Figure 2. Socialization Activities of Free Associations of SMPN 2 Babakan**

- a) Socialization of promiscuity in junior high schools
- b) Teaching activities at SDN 1 Babakan
- c) Learning assistance (tutoring)

### 3. Legal Field



**Figure 3. Anti-Bullying and PHBS Socialization**

- a) Anti-promiscuity socialization (legal perspective)
- b) Anti-bullying socialization in elementary schools
- c) Socialization of early marriage prevention and children's rights

### 4. Engineering



**Figure 4. Reflector Making Activities**

- a) Installation of the road reflector
- b) Village map creation and installation

**Goals and Success Indicators**

**General Objectives :**

Improving the knowledge, awareness, and quality of life of the people of Babakan Village through educational, preventive, and applicative activities.

**Special Objectives and Indicators:**

**Table 2. Special Objectives and Indicators**

<b>Work Program</b>	<b>Purpose</b>	<b>Success Indicators</b>
CKG	Increase health awareness	More than 50 residents took part in the examination
Socializing Promiscuity	Improve adolescent understanding	More than 80% of students understand the material
Stunting and Complementary Nutrition Counseling	Improve nutrition knowledge	Participants are able to re-explain
Legal counseling on the prevention of early marriage and children's rights	Improving the legal knowledge of the community	Participants are able to receive the material well
Teaching in Elementary School	Improving student literacy	Improved literacy skills

Learning Assistance	Helps with lesson comprehension	Active attendance and participation
Anti-Bullying Socialization	Fostering student empathy	Students understand the impact of bullying
Reflector Installation	Improving road safety	Reflector is installed at the point of propulsion
Village Map	Facilitate access to information	Maps used by the community

**c. Time and Resources**

- **Implementation Time:** February – March 2026
- **Location:** Babakan Village, Sumber District, Cirebon Regency
- **Resources:**
  - KKNT students (19 people)
  - Partners: Villages, schools, posyandu cadres
  - Facilities: medical equipment, educational media, reflector materials, village maps

**Activity Implementation Strategy**

**a. Strategies used**

**Participatory:** Involve the community directly.  
**Educational:** Provides simple material-based understanding.  
**Applicative:** Direct activities such as CKG and reflector installation.  
**Sustainable:** Encourage the program to be continued by the community.

**b. Methods and Approaches**

**Socialization:** lectures, discussions, questions and answers.  
**Education/Counseling:** visual media, hands-on practice.  
**Mentoring:** small group learning.  
**Technical:** hands-on field activities.

**c. Team Roles and Stages**

**Preparation Stage:** observation, coordination, planning.  
**Implementation Stage:** realization of all work programs.  
**Evaluation Stage:** observation of participation and impact.  
**Role Division:**

Medicine: health programs.

Education: teaching and tutoring.

Law: legal socialization

Engineering: Field technical activities

### **Obstacles and Solutions**

#### **a. Constraints**

Uneven community participation

Limited implementation time

Difficult behavior change in a short period of time

Limited supporting facilities

#### **b. Solution**

Intensive coordination with village officials

Adjustment of the activity schedule

Presentation of material in a simple and interesting manner

Encouraging sustainability by the community and cadres

### **Activity Results**

#### **a) Concrete Results**

All work programs are carried out 100% as planned.

Free health checks are attended by the community through the posyandu.

Socialization in junior high and elementary schools runs with the active participation of students.

Teaching and tutoring activities increase children's learning engagement.

The road reflector is installed at **2** vulnerable points.

The village map was successfully installed at the village office.

#### **b) Data and Evidence**

± 5 days of CKG implementation

≥ 3 main socialization activities

≥ 2 tutoring activities

1 Map of Villages Installed

2 built-in reflector points

#### **c) Community Response**

The community is enthusiastic and cooperative.

Students are active in discussions and questions and answers.

The village apparatus fully supports the activity.

Activities are considered useful and relevant.

## **Reflection**

### **a) Team Experience**

The implementation of KKNT provides direct experience to students in interacting with the community, working in cross-disciplinary teams, and applying knowledge in the field.

### **b) Evaluation**

- **Success:**

The program went smoothly

High community participation

Activity targets achieved

- **Obstacles:**

The long-term impact is not yet significant

Behavior change takes time

### **c) Suggestions and Improvements**

- The program needs to be continued on an ongoing basis.
- It needs more intense collaboration with local parties.
- Increase the duration of activities for maximum impact.
- Enhanced post-program monitoring.

## **CONCLUSION**

Based on the implementation of the Thematic Real Work Lecture (KKNT) in Babakan Village, Sumber District, Cirebon Regency, it can be concluded that all planned work programs have been implemented well and are able to achieve the set goals, especially in increasing public knowledge, awareness, and understanding in the fields of health, education, law, and engineering through activities such as free health checks, socialization of promiscuity, stunting and complementary education counseling, learning assistance, anti-bullying socialization, as well as the installation of road reflectors and village maps that show positive results both in terms of implementation and community participation; This program has also succeeded in increasing public awareness of the importance of health and

early detection of diseases, adolescents' understanding of promiscuity from various aspects, education related to stunting, complementary foods, and early marriage, as well as students' basic literacy skills and environmental safety, as well as providing benefits for students in developing social adaptation skills, cross-disciplinary cooperation, and direct application of knowledge. Although changes in community behavior in the long term have not been seen significantly due to the limited implementation time, the sustainability of the program is needed so that the resulting impact can be more optimal and sustainable.

## **IMPLICATIONS**

The results of the implementation of the Thematic Real Work Lecture (KKNT) program in Babakan Village show important theoretical and practical implications in efforts to empower the community through an educational and participatory approach, where socialization, education, and direct services such as free health checks, stunting counseling, youth social education, and learning assistance have been proven to be able to increase public knowledge and awareness of health issues. education, and social, while emphasizing that a direct interaction-based approach is effective in reaching out to the community and encouraging gradual behavioral change; The involvement of the village government, schools, and the community also shows that multi-stakeholder collaboration is a key factor in the success of the program and supports the sustainability of the impact produced, while in terms of education, this activity provides real experience for students as agents of change as well as learners in developing communication skills, teamwork, and problem solving in the field; Theoretically, these findings reinforce that community empowerment through education and socialization based on real needs has high relevance and a good acceptance rate, although changes in community behavior in the long term require time so that the sustainability of programs and the support of various parties is still needed so that the resulting impact can be more optimal and sustainable.

### **Acknowledgement:**

The author would like to express his deepest gratitude to all parties who have supported the completion of this publication, especially to the supervisors for the guidance and direction given during the research process, as well as to the institutions that have provided facilities and support in the implementation of activities. The author also expressed his appreciation to the village government, the people of Babakan Village, and all partners who have participated and worked well together. Thank you are also expressed to all parties and sponsors who have provided support both directly and indirectly until this publication can be completed.

## BIBLIOGRAPHY

- Hasugian, A. H., Pratiwi, A. D., Manurung, A. D., Saragih, H. P. E., & Rahmawati, R. (2023). The Role of KKN Students in the Field of Education in North Bahjoga Village. *MODELING: Journal of PGMI Study Program*, 10(2), 60–69.
- Megawati, M., & Nurfitri, N. (2023). The role of real work college students (KKN) in the field of education as a form of service in Waterfalls Village. *SWARNA: Journal of Community Service*, 2(2), 204–208.
- Muniarty, P., Wulandari, W., Sakinah, N. P., Hermanto, B., & Annisa, R. (2021). Participation of students of the village hero thematic real work lecture (KKNT-WD) in community activities. *Journal of Community Service and Community*, 3(2), 185–193.
- Muniarty, P., Wulandari, W., & Saputri, D. (2021). Improving Student Competency through the Debriefing of Thematic Real Work Lectures for Village Wira (KKNT-WD). *Dharma: Journal of Community Service*, 2(1), 1–12.
- Mustanir, A., Faried, A. I., Mursalat, A., Kurnadi, I. H., Fauzan, R., Siswanto, D., & Widiyawati, R. (2023). Community Empowerment. *Global Technology Executive*, 7.
- Noor, M. (2011). Community empowerment. *Civis: Scientific Journal of Social Sciences and Education*, 1(2).
- Rosita, A., Artanti, A. L., Fitri, R. A., Anggraini, N., Athallah, Z., & Putra, A. (2024). Thematic Real Work Lecture (KKNT) in Tanjung Atap Village, Tanjung Batu District, Ogan Ilir Regency. *Journal of Lecturer and Student Action*, 2(2), 81–93.
- Sari, R., As-Sanaj, T. D., Pranoto, I. A., Setiawan, D. A., Adesta, F. A. R., Umam, I. K., Ardan, R. M., Danu, J. F., & Ningrum, C. U. (2023). Empowering the MSME community in the digital era through Sitiwinangun Village KKN activities. *Journal Of Computer Science Contributions (JUCOSCO)*, 3(1), 84–95.