Management of Education-Based Community Empowerment Programs to Increase Students Literacy Interest in the Pagergageung District Area, Tasikmalaya Regency

Samudra Eka Cipta[1], Riris Sapitri[2], Pendi Kurniawan[3]
[1,3] Sekolah Tinggi Ilmu Tarbiyah Nusantara Bekasi
[2]Universitas Negeri Yogyakarta

Article Info	Abstract
	This article examines the community empowerment program carried out by KKN students at the Indonesian Education University Bandung (UPI) as a strategy to improve students' literacy skills in the Pageragueng District, Tasikmalaya Regency. The article also discusses several programs including: literacy houses, literacy camps, teaching at the elementary level (diniyah), and learning assistance for students with special needs in the Pagerageung Tasikmalaya District area. This series of activities was carried out offline involving several stakeholders such as the Bina Warga Hasani Foundation and the Suryalaya Tasikmalaya Islamic Boarding School Education Foundation which is considered to have made the empowerment program activities a success. The results obtained were that the people in the Pagergagueng Tasikmalaya area were very enthusiastic, especially students who were greatly helped by the empowerment program in the area. The approach used in this article is to use a field observation and qualitative approach to discuss it in detail in this article.

Corresponding Author:
Samudra Eka Cipta
Sekolah Tinggi Ilmu Tarbiyah Nusantara Bekasi

1. INTRODUCTION

Literacy comes from Latin, namely literature and English *Letter*. Literacy is the ability to read and write literacy is not only reading a piece of writing but also reading ideas, ideas and problems that occur in society to get the right solution (Pattah, 2014). Currently, literacy in Indonesian society is still said to be low with very minimal frequency of interaction with books. This has become a new movement to increase public knowledge in various scientific fields. There are many types of literacy, such as information literacy and technological literacy.

Understanding various types of literacy makes literacy a complex thing that can be seen from various points of view. However, in general, literacy is a medium for increasing scientific insight in society. Literacy culture in Indonesia is very low. The low level of reading literacy in Indonesia causes human resources to be uncompetitive due to a lack of mastery of science and technology. This results in weak interest in children's reading and writing skills (Afghani et al., 2022).

The problem that usually occurs in children with low reading literacy is a lack of concentration in learning. For them, the ability to read and write is not completely a necessity for life. It can be said that the number of libraries and books provided by schools is still far from the standard of meeting needs. In fact, there is a saying that says that books are the "storehouse" of knowledge and reading is the "key" (Pattah, 2014).

The approach used in implementing the program is a participatory approach. Participation is the participation of a person or community group in the development process either in the form of statements or in the form of activities by providing input such as thoughts, energy, time, expertise (skills), capital (materials) and participating in utilizing and enjoying the results of development. Participation can also create a space for dialogue between various actors with various hopes, perceptions and interpretations regarding the problems and issues expressed and negotiated (Sawitri, 2004).

Participation can also create rationality, namely a communicative process that is fully developed only through dialogue, in an ideal conversation in a situation without domination, as the only power to produce will that comes from a valid explanation (Muchtar, 2017). All parties involved in the talks will avoid any other impulse, except the common desire to reach agreement on interests considered common to everyone. In dialogue, a community can rationally obtain mutually desired goals.

One of the efforts made to overcome literacy problems among students in the Pagerageung Tasikmalaya District is by holding community empowerment involving students or what is known as the KKN program (Aprilia et al., 2023). It is hoped that the implementation of KKN can become a vehicle for community service that can develop students' practical abilities in absorbing existing skills in society and being able to help solve problems that exist in society by optimizing existing resources (Laia, n.d.). Education-Based Community Empowerment (PMBP) is one of the KKN themes that is applied in improving the quality of education that already exists in society, be it formal, non-formal and informal education. Through this KKN activity, students gain experience that can increase maturity or professionalism in renewing and creating a better order of social life.

Pagerageung District is an area in Tasikmalaya Regency which oversees 10 villages, including Pagerageung, Sukapada, Nanggewer, Guranteng, Puteran, Tanjungkerta, Sukamaju, Cipacing, Pagersari and Sukadana Villages. This region has several levels of education, both formal, non-formal and informal, to develop the quality of existing students and santri. However, the existing learning is less varied and maximal in developing existing students and santri in preparing themselves to face the real world of society. The program carried out by KKN students carried out by students at the Indonesian Education University is held for one month in the Pagerageung District area of Tasikmalaya.

2. RESEARCH METHOD

The method used is to use the observation method observation is a method Data collection is carried out by observing and recording facts in the field. Observation is a scientific method carried out using the five senses (Hasanah, 2017).

Observations can be used in qualitative or quantitative research. In qualitative research, observations can produce hypotheses and theories. In quantitative research, observations can be used to test hypotheses and theories

The observations referred to in this article begin by conducting an investigation into each level of education in the Pagerageung District area. From these observations, there are two hamlets that are the focus of the implementation of UPI Bandung Student Community Service Program in the Education-Based Community Empowerment (PMBP) program, namely Cikoranji Hamlet and Godebag Hamlet.

In Cikoranji Hamlet there is the Bina Warga Hasani SLB which is a school intended for Children with Special Needs (ABK) while in Godebag Hamlet there is the Suryalaya Islamic Boarding School which is the target of a community empowerment program carried out by UPI

Bandung students as an effort to improve literacy culture among students, especially in Pagerageung Tasikmalaya District area

Then, after making observations, the students carried out a program design including:

1. Literacy Camp
   a. Location: MTs Serba Bakti Pondok Pesantren Suryalaya Village Tanjungkerta, Pagerageung District, Tasikmalaya Regency
   b. Target Audience: MTs Serba Bakti activist students, SMPI activist students Serba Bakti, and Scout activists at MA Serba Bakti Pondok Pesantren Suryalaya with a total of 77 people.
2. Literacy House Program
   a. Location: Hasani Citizen Development Foundation Tanjungkerta Village, Dusun Chicory Tanjung Village Pagerageung District, Tasikmalaya Regency, precisely in RW 04.
   b. Audience Target: PAUD, SD and SMP students who live in around Hamlet Cikoranji. The number of Literacy House participants each day is an average of 5-6 people.
3. Teaching Program at Madrasah Diniyah Wustho Hasani Citizen Development Foundation
   a. Location : Madrasah Diniyah Wustho Hamlet Cikoranji Village Tanjungkerta Subdistrict Reluctance Tasikmalaya Regency.
   b. Target Audience: Residential elementary, middle and high school students Of around Cikoranji Hamlet. The number of students who have participated in this program is 29 people.
4. FLSN, LKSN, and O2SN Competition Preparation Guidance Program for Students at SLB Bina Warga Hasani
   a. Location: Citizen Development Special School managed by Ole Yayasan Bina Warga Hasani in Pagerageung district
   b. Target Audience: Representatives of SLB Community Development students who will taking part in competitions including the Bouce Competition at O2SN, the Painting and Cooking Competition at LKSN, and the Invitation Letter Box Making Competition at FLSN.

3. DISCUSSION

1. Teaching Program at Madrasah Diniyah Wustho

1) Preparation

   Teaching at the Diniyah Wustho Madrasah which is carried out in Cikoranji Hamlet is specifically for students who study at the madrasah. The aim of this teaching program is to introduce and provide new knowledge according to the expertise of each teacher. In addition, this teaching program provides an overview of lectures to high school students. Teaching itself is carried out every Monday - Thursday of one week. Teachers in the Teaching program at Madrasah Diniyah Wustho are a group of UPI KKN students in Cikoranji Hamlet and are then expected to work closely with madrasa administrators. The teaching program is carried out four times a week. Starting from 18.30 WIB to 20.00 WIB.

2) Implementation

   a. Background

   The background for teaching at Madrasah Diniyah Wustho is because the children there are often only taught religious knowledge, although there is English language learning but it is still lacking, therefore we decided to give them a little of our knowledge.

   b. Objective

   The aim of teaching at Madrasah Diniyah Wustho is to impart the knowledge we have gained throughout in lectures to students at Madrasah Diniyah Wustho and so that they gain new knowledge that they have never known before. The knowledge provided is Arabic, German, French. For others there is Biology, History and more.

   c. Benefit

   The benefit in the future is that Madrasah Diniyah Wustho students can explore and find out more about the knowledge they have gained and can determine what knowledge they will study in more depth, therefore we have quite a variety of knowledge, from languages to sports lessons.

d. Target

The target is to start with PAUD, SD and SMP students studying at Madrasah Diniyah Wustho. The teaching schedule is divided based on range and level of education.

e. Activity Description

At first he didn't teach directly but read prayers and blessings first then started teaching according to the division that had been arranged previously. There are those who teach elementary, middle and high school. At each level there are two people teaching. The teaching activities include, as usual, explaining and then asking questions, sometimes also showing videos to make it fun. Teaching activities usually pause briefly for the Isha prayer, then attend and continue again.

f. Results

The results that have been achieved are that students at Madrasah Diniyah Wustho are more knowledgeable and familiar with many disciplines ranging from languages to sports and they understand better and understand that higher education is very important in the future.

g. Obstacles and Solutions

The obstacles are limited space and junior high school students who are often noisy bother another. The solution was ultimately to separate each level and place them in different places so they could focus more on the learning and teaching process.

3) Monitoring and Evaluation

Evaluation is carried out after the activity is carried out. Monitoring begins by looking at how many students are present and separating students at each level. The evaluation requires making a list of what material will be presented so that there is no confusion or suddenness in delivering the material.

2. **Program *Literacy Camp***

1) Preparation

At the preparatory stage of implementation program, students take several steps including:

a. Identifying problems related to education in Tanjungkerta Village.
b. Formulate what program is appropriate for the problem at hand.
c. Formulate the objectives of each work program.
d. Determine the person responsible for the work program.
e. Discuss the implementation concept, date and place of implementation of the work program.
f. Coordinate with parties related to the work program.
g. Designating resource persons or soldiers to fill soldering on the work program.
h. Distribute questionnaires to participants as a benchmark for conditions before the activity.
i. Introducing literacy to participants and participant committees
j. *Briefing* participants as preparation needs that must be prepared to take part in the activity *Literacy Camp*

2) Implementation

a. Background

Literacy is very important for the continuity of activities Study teaching at school. Bearing this in mind, the National Literacy Movement which is applied in the School Literacy Movement is the government's effort to grow and increase interest in literacy for all students in Indonesia since 2015 as regulated in Minister of Education and Culture Regulation no. 23 of 2015 concerning the Development of Character. Implementation *Literacy Camp* also implemented using model scouting activities *Block* regulated in Minister of Education and Culture Regulation No. 63 of 2014 concerning scouting education as an activity extracurricular compulsory in primary and secondary

education.
b. Objective

The aim of holding this motivational training activity is:
a) To increase participants' technological literacy
b) To increase participants' visual literacy
c) To improve abilities *public speaking* participant
d) Develop participants' interest in being active in literacy every day.
e) Increasing participants' literacy interest in learning activities both at school and outside the school environment

c. Benefit

Benefits from activities *Literacy Camp* is :
a) Students can grow and improve their literacy skills.
b) Students can maximize their literacy skills to support their learning activities and life in society.
c) The students can study in a more directed and strategic way in deepening a subject.

d. Target

The targets taken were 77 junior and senior high school student activists at the Suryalaya Islamic Boarding School Serba Bakti Foundation.

e. Implementation Description

Activity *Literacy Camp* held on 9 – 10 August 2019, more precisely from 13.00 on Friday to 11.00 on Saturday. The first activity carried out was a technical meeting with the UPI Tanjungkerta Village KKN core committee group 1 and scout activists MA Serba Bakti Suryalaya. Participants arrived at 11.00 and were gathered at the MTS Serba Bakti Suryalaya prayer room. For the male committee, the male participants immediately conditioned the male participants to carry out Friday prayers at the Nurul Asror Mosque, Suryalaya Islamic Boarding School, while the female participants carried out women's activities and then carried out worship. midday prayer in congregation at the Mts Serba Bakti Suryalaya prayer room.

Core activities *Literacy Camp* the first is soldering about *Public Speaking* (by Ilma Nurul Majid from UPI Scouts), Technological Literacy: ethics surf the internet and Visual Literacy After that, participants face the core activities *Literacy Camp* the second, namely *post to post*. In this activity, participants who had been divided into 6 groups traveled around Godebag hamlet while visiting 6 posts which were then departed into 3 groups. Where each post has different tasks and activities.

In the first post, the participants had to sing creative chants that had been prepared before leaving. In this post, participants show solidarity and self-confidence. In the second post, participants are required to read and calculate quickly to test and improve their abilities. In the third post, namely crossing river, in this post participants are required to ensure that their belongings do not get wet and show a sense of responsibility for the items entrusted to them, as well as showing the condition of the Citanduy river as a material for self-introspection about the surrounding environment.

At the fourth post, representative participants were required to pass an obstacle course with the challenge of closing their eyes and listening to instructions his group mates to save his existing group mates at the end obstacle course. This post is called the blind and deaf obstacle course. In the fifth post, participants must draw the object requested by the committee. The drawing activity is carried out consecutively for 10 seconds and the participant at the end must guess what object is being drawn. And the last post as confirmation that all groups have participated in the activity *post to post* completely.

The third core activity is performing arts. Each group is required to display the creative art creations that have been prepared. This activity can be a place to show off and test participants' self-confidence, besides this activity is entertainment after going through a series of tiring previous activities. In this activity, one performance will also be selected as the best artistic creation.

After the art creation activity ended, the participants slept in their respective barracks which had been prepared. Participants were then woken up at 3.00 for religious activities in the form of *Qiyamul Lail* or a third of the evening worship led by the deputy head of student affairs at MTs Serba Bakti Suryalaya. After that, participants had breakfast and did fitness activities. The last core activity is writing an essay descriptive about activity *Literacy Camp*, Were This essay is also a rejection measuring the condition of the participants after taking part in the activity, so that it can be seen whether this activity is on target or not.

The closing of this activity was carried out in accordance with the usual closing ceremony and ended with the announcement of the championship and school literacy ambassadors.

f. Results

After the activity was held, changes occurred to the students in the form of:

a) Participants know what is meant by literacy in general.
b) Participant know method develop ability *public speaking*
c) Participants know how to surf the internet well
d) Participants know the meaning of a particular visual
e) Participant can increase ability read and count them
f) Participants improve their ability to collaborate with others,
g) Participants increase their sense of self-confidence and responsibility
h) Participants can describe something in the form of a written essay
i) Participants can convey criticism and suggestions well.

g. Obstacles and Solutions

Obstacles that occur when implementing work programs *Literacy Camp* is:

a. The implementation date has changed due to clash with a work program from Tanjungkerta Village
b. The committee's preparatory meetings and technical meetings were not optimal so there were many misunderstandings during the implementation of the activities
c. The condition of the UPI KKN core committee in Tanjungkerta 1 Village was not healthy so there were several additional activities that were not carried out. Such as: HOLY GEBER, *Outbound* and the introduction of learning media *Kahoot*
d. Lack of explanation *jobdesc* so the committee lacks direction. Solutions to minimize obstacles include:
   a) The date must be confirmed with each party long before the work program is implemented
   b) Preparatory meetings and technical meetings are held as often as possible to be more mature and create good close cooperation.
   c) Both the committee and participants must maintain their body condition in order to be able to do it carry out activities with fitness and enthusiasm
   d) *Jobdesc* And instructions from the chief executive must be very clear so that activities are carried out as planned.

3) Monitoring and Evaluation

a) Monitoring aims to monitor the work program after the activities have been implemented. In this regard, the work program *Literacy Camp* will be monitored by

the school and literacy ambassadors by following the guidebook as a basic material and template, implementing *Literacy Camp* for the following year remembering that school literacy ambassadors must be changed guardians.

3. **Literacy House Program**
   1) Preparation

      The preparations carried out at the Literacy House begin with forming an activity schedule which starts from Monday to Thursday with times starting at 16.00-17.30 WIB. Other preparations include forming an activity schedule at the Literacy House and preparing learning equipment such as whiteboards, erasers, pencils and reading books.

   2) Implementation

      a. Background

         The formation of the Literacy House program was formed because of the team's awareness in creating its spirit movement on the importance of reading culture. Moreover Currently, the phenomenon of fake news is rampant without paying attention to checking the source of the news obtained. That is the main reason for establishing the Literacy House program. With that, it is hoped that in the future we will have knowledge in the form of digital literacy and non-digital literacy. Another reason for establishing the Literacy House was because the team wanted to provide additional classes in the form of study guidance, especially to junior high school students in the form of working on questions on LKPD (Students' Worksheets).

      b. Objective

         The Literacy House activity is an activity that aims to improve literacy skills, both visual and non-visual. This activity really involves children from preschool age up to child's age JUNIOR HIGH SCHOOL. There are several activities at the Literacy House that are routinely carried out, namely Inspirational Film Reviews, Learning Arabic, German, French and tutoring activities for junior high school students who find it difficult, especially in the fields of Mathematics and Social Sciences. Apart from that, at the Literacy House, children are free to choose the reading materials provided, from reading comics to reading general knowledge books.

      c. Benefit

         Benefits that will be felt in the future expected Literacy House participants to have a level of intelligence in the cognitive aspect and the most important thing is that they have a passion for learning and the ability to be self-confident because in literacy house activities they are also trained to express opinions through stories told after reading comics.

      d. Target

         The target is to start with PAUD, SD and SMP students in Cikoranji Hamlet. The activity schedule is divided by day according to the range and level of education.

      e. Implementation Description

         Literacy House activities are adapted to meetings, namely the first meeting discusses Introduction to Arabic, German and France Meeting the second is screening and discussion about inspirational films, the third is tutoring meetings. Other activities at the Literacy House include: *storytelling* which is in the form of an explanation of the story told by the children based on the comic book they have read. Another goal of *storytelling* trying to increase children's self-confidence by practicing public speaking.

      f. Results

         The results that have been achieved from the Literacy House activities are that children are becoming more interested in reading because the Literacy House also provides comic books which are of course educational because the comic books

themselves have several pictures and their own story lines, making children more interested and curious about the story line. Apart from that, there are books about education and general knowledge.

g.   Obstacles and Solutions

Actually, the only problem is choosing the time because it is held almost every day, so sometimes the number of participants who come to Literacy House is very small. Especially when there are schedule conflicts with recitations and extracurricular activity hours in junior high school. The future solution is to change the schedule so that Literacy House activities do not run every day.

h.   Monitoring and Evaluation

Monitoring and evaluation activities at the Literacy House are carried out every day and carry out activities *briefing* or preparations for Literacy House activities. Monitoring begins by looking at the number of participants who attend the Literacy House by making attendance or presence of activities. Meanwhile, the evaluation carried out was an attempt to create materials for planning learning activities because in Literacy House activities there was also LKPD study guidance (Students' Activity Sheets) and also adjustments to schedules with school activities.

4. **FLS2N, LKSN and O2SN Competition Preparation Guidance Program for Students at SLB Bina Warga Hasani**

1) Preparation

Initial preparations for visiting Bina Warga SLB begin with friendship to the Chairman of the Bina Warga Hasani Foundation Syarief Hasani and the Principal of the Bina Warga SLB School, Hasani Yanti. After doing friendship Observations were made at the school by looking at the condition of the students and infrastructure.

2) Implementation

a.   Background

Bina Warga Hasani SLB is one of the only SLBs in Pagerageung District. At SLB Bina Warga Hasani, he often takes part in competitions, especially at the national level. Regarding the teachers at SLB Bina Warga Hasani, not all of them are of the background Special Education means that not all teachers who teach come from Special Education due to a shortage of teaching staff. Apart from that, SLB Bina Warga also takes several students to serve as teachers. Meanwhile, the problem of facilities at SLB Bina Warga Hasani is that it still lacks facilities but is also moderate in place construction of new buildings. This is in the classrooms used while SLB Bina Warga only uses 2 rooms. On the other hand, SLB Bina Warga Hasani always receives educational assistance from the Tasikmalaya District Education Office in the form of scholarships and uniforms for SLB Bina Warga Hasani students so that all students are not charged a penny.

b.   Objective

The activities at SLB Bina Warga were actually just observations because none of the team itself majored in PKH (Special Education). However, it so happened that SLB Bina Warga was a participant in competitions such as LKSN (National Student Skills Competition), FLS2N, and 02SN in the sports sector. So the activity is only focused on competition training for SLB Bina Warga students.

c.   Benefit

Because it only trains students to prepare for competitions, it is hoped that SLB students can get champion positions according to the field in which they are competing. You can also hone the skills possessed by SLB Bina Warga Hasani students.

d.   Target

The targets taken are: a number of Representatives of SLB Bina Warga students

who will take part in competitions include the Bouce Competition at O2SN, the Painting and Cooking Competition at LKSN, and the Invitation Letter Box Making Competition at FLSN.

e. Activity Description

Guidance activities for SLB Bina Warga Hasani students in preparing for the national level championship competition which consists of various competitions ranging from a cake making competition with an Eid theme, a painting competition with a beach atmosphere theme, a creative competition for making wedding envelope boxes, a competition for making clocks from used goods, and bouce competition in sports. Each competition was held in a different city. Specifically, for O2SN, it is implemented in Lembang, West Bandung Regency, while FLSN and LKSN are in Cipatujah, Tasikmalaya Regency. Of the various competitions, there were several competitions that managed to get third and fourth place, namely the cooking competition won by Zulfikar, the bounce competition won by Ani, and the clock decorating competition won by Teguh.

f. Results

The expected results are possible to increase the abilities and skills of SLB students. Build citizens even with backward students are able to have one competitive with normal students in general.

g. Obstacles and Solutions

There is a shortage of Human Resources because none of our group has a background in the PKH (Special Education) department, plus there are only two teachers with a background in the PKH department. Religious education is still lacking noticed by the teacher. Although on the other hand, SLB Bina Warga Hasani is the only SLB in Pagerageung District, Tasikmalaya Regency, it is hoped that in the future the LPPM UPI (Institute for Community Service Research, Indonesian Education University) will be able to synergize and collaborate with the Bina Warga Hasani foundation as well as making it the main program of Thematic KKN in the following year.

3) Monitoring and Evaluation

Monitoring of guidance activities, namely frequent visits to SLB Bina Warga Hasani schools and training to prepare for various LKSN, FLSN and O2SN competition activities. Meanwhile, the evaluation is in the future in the placement of activities guidance especially in Special Schools, this must be done evenly and at least one student comes from the Department of Special Education or Psychology Education so that can help the teachers there.

4. CONCLUSION

Based on the results of the discussion above, it can be concluded that to create change in students, a culture of literacy is needed. To create a culture of literacy among students in Pagerageung District, Tasikmalaya, several programs are being implemented, including:

1. Guidance for Bina Warga Hasani SLB Students in preparing for the FLSN, LKSN, and O2SN Competitions aims to assist students in participating in and preparing for the FLSN, LKSN, and O2SN competitions.
2. The Literacy House Program is aimed at PAUD to SMP children who live in Cikoranji Hamlet. The aim of this activity is to improve literacy skills, both visual and non-visual. The learning material presented includes language to storytelling. The evaluation of this program is the need to plan interesting material so that the number of people coming to the literacy house does not decrease.
3. The Camp Literacy Program is aimed at MTs Serba Bakti and SMPi Serba Bakti students. The camp literacy program is one way to realize the government program, namely the National Literacy Movement, by the government through the Ministry of Education and

Culture. In practice, participants were very enthusiastic about participating in the activity. However, because of the gift.

4. The Teaching Program at Madrasah Diniyah Wustho aims to provide the knowledge we have gained throughout lectures to students at Madrasah Wustho and so that they gain new knowledge that they have never known before. This program is carried out four days a week.

5. REFERENCE

Afghani, D. R., Prayitno, H. J., Jayanti, E. D., Zsa-ZsaDilla, C. A., Salsabilla, T. A., Saputri, E. D., Septiyanti, N. D., & Siswanto, H. (2022). *Budaya Literasi Membaca di Perpustakaan untuk Meningkatkan Kompetensi Holistik bagi Siswa Sekolah Dasar*. *4*(2).

Aprilia, J. M., Jenudin, A., & Amaral, L. (2023). *PERANAN MAHASISWA KKN DALAM PENINGKATAN LITERASI*. *6*.

Arafat, Y. (2018, September). Studi Penerapan Pendidikan Karakter Di Sekolah Tinggi Keguruan Dan Ilmu Pendidikan (STKIP) Bima. In *Prosiding Seminar Nasional Lembaga Penelitian Dan Pendidikan (LPP) Mandala* (pp. 453-460).

Hadi, H., & Subhani, A. (2017, October). Internalisasi karakter peduli lingkungan dan tanggap bencana pada siswa sekolah melalui program Geography Partner Schools. In *Prosiding Seminar Nasional Pendidik dan Pengembang Pendidikan Indonesia* (Vol. 1, No. 1, pp. 176-188).

Hasanah, H. (2017). TEKNIK-TEKNIK OBSERVASI (Sebuah Alternatif Metode Pengumpulan Data Kualitatif Ilmu-ilmu Sosial). *At-Taqaddum*, *8*(1), 21. https://doi.org/10.21580/at.v8i1.1163

Laia, B. (n.d.). *SOSIALISASI DAMPAK KEGIATAN KULIAH KERJA NYATA DI DESA (STUDI: DESA SIROFI)*.

Muchtar, K. (2017). PENERAPAN KOMUNIKASI PARTISIPATIF PADA PEMBANGUNAN DI INDONESIA. *Makna: Jurnal Kajian Komunikasi, Bahasa, dan Budaya*, *1*(1), 20–32. https://doi.org/10.33558/makna.v1i1.795

Pattah, S. H. (2014). *LITERASI INFORMASI: PENINGKATAN KOMPETENSI INFORMASI DALAM PROSES PEMBELAJARAN*. *2*(2).

Sawitri, D. (2004). *PROFESI PERENCANA DALAM PERENCANAAN PARTISIPATIF SUATU KAJIAN TEORI DAN PRAKTEK PERENCANAAN*. *1*.

Santoso, H., & Argubi, A. H. (2018, September). Potensi Pengembangan Wisata Berbasis Syariah (Halal Tourism) Di Kota Bima. In *Prosiding Seminar Nasional Lembaga Penelitian Dan Pendidikan (LPP) Mandala* (pp. 229-245).