

Community Service thru Real Work Lecture in Sungai Kepayang Village, Senyerang District

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Abstract

Community service thru the Real Work Lecture (KKN) is one form of implementing the Tri Dharma of Higher Education, aiming to enhance the role of students in supporting community development and empowerment. This article aims to describe the implementation and contribution of the KKN activities in Sungai Kepayang Village, Senyerang District, in the fields of education, religion, health, environment, and community social affairs. The methods used in this service activity are observation and direct participation of students in various work programs designed based on the needs of the village community. The activities carried out include religious teaching such as teaching Quran recitation, Yasinan, and Habshi activities; educational activities such as study guidance, teaching and learning activities (KBM) in schools, and the creation of prayer and intention guides for kindergarten/early childhood education; health and sports activities such as Posyandu and gymnastics; and social and environmental activities in the form of mutual cooperation, anti-bullying seminars, online sports and game tournaments, the creation of public facility signs, herbal gardens, biodegradable waste education boards, and village boundary markers. The results of the activity show an increase in community participation, the strengthening of religious and social values, and an increase in community awareness of health, education, and environmental cleanliness. Thus, the implementation of KKN in Sungai Kepayang Village has a positive impact in supporting village development and strengthening the role of students as agents of change in society.

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1. INTRODUCTION

Higher education plays a strategic role in supporting community development thru the implementation of the Tri Dharma Perguruan Tinggi, which includes education, research, and community service. Community service serves as a means for the academic community, particularly students, to apply their knowledge and skills directly in addressing real-world problems faced by society (Directorate General of Higher Education, 2020). One concrete form of this service is thru the implementation of Community Service (KKN)[1].

Law Number 12 of 2012 concerning Higher Education, as stated in Article 1 Paragraph 9, explains that the tridharma of higher education is an obligation that must be carried out by higher education institutions, encompassing the provision of education, research, and community service. This provision affirms the strategic role of universities in the development of science and their contribution to society thru the implementation of these three aspects[2].

Community Service (KKN) is an experiential learning program that integrates academic activities with social service within the community. This program aims to foster students' social

awareness, enhance their cross-sectoral collaboration skills, and promote sustainable empowerment of rural communities. Thru community service, students not only act as activity implementers but also as facilitators and agents of change who contribute to strengthening community capacity[1].

Sungai Kepayang Village, Senyerang District, has significant social and cultural potential, but still faces various challenges in education, health, environment, and public facility management. Limited supporting facilities, low awareness of environmental cleanliness, and the need to strengthen religious and children's educational activities are some of the issues that require our collective attention. A participatory community empowerment approach is considered effective in addressing these issues because it places the community as the main subject of development (Chambers, 2013)[3].

The implementation of the community service program in Sungai Kepayang Village is designed with a participatory approach thru the active involvement of the community in every stage of the activities. KKN students play a direct role in various service activities covering education, religion, health, social, and environmental fields, such as teaching at schools, tutoring, religious instruction, posyandu, exercise, mutual aid, and the construction of village support facilities. In addition, students also carried out environmental cleaning activities, provided education on the importance of maintaining cleanliness, and educated children about caring for the environment. The implementation of these activities demonstrates an increase in community participation and awareness of the importance of maintaining cleanliness and caring for the surrounding environment, as well as an increase in children's knowledge thru educational activities conducted during the KKN. This approach aligns with the concept of community service, which emphasizes collaboration, sustainability, and real impact on the local community[4].

Therefore, this article aims to describe the implementation and contribution of KKN activities in Sungai Kepayang Village in supporting community empowerment and increasing social participation, education, health, and environmental awareness. It is hoped that the results of this service can serve as a reference for the implementation of future KKN programs and the development of more effective and sustainable community service models.

2. METHOD

This community service activity was carried out thru the Kuliah Kerja Nyata (KKN) program in Sungai Kepayang Village, Senyerang District. The method used is a participatory approach, actively involving the community in the planning, implementation, and evaluation of activities. This approach was chosen to ensure that the programs implemented align with community needs and can have a sustainable impact.

The initial stage of the activity began with field observations and coordination with the village government and community leaders to identify the problems and potential in Sungai Kepayang Village. The observation results serve as the basis for developing the KKN work program, which includes education, religion, health, social, and environmental fields.

The implementation phase is carried out thru the direct participation of KKN students in various activities, including teaching and learning activities (KBM) in schools, tutoring, religious instruction such as teaching Quran reading and Yasinan, Posyandu activities, group exercise, environmental cleanup thru mutual cooperation, anti-bullying seminars, and the provision of village support facilities such as the creation of public facility signs, herbal gardens, biodegradable waste education boards, and village boundary markers. Environmental education activities are also provided to children and the community to raise awareness about the importance of maintaining cleanliness and environmental sustainability.

The evaluation stage was conducted qualitatively thru direct observation of the community's participation level, the community's response to the activities carried out, and changes in the community's behavior and understanding, particularly in the aspects of environmental cleanliness,

education, and health. This evaluation aims to assess the program's achievements and the initial impact of the KKN activities on the Sungai Kepayang village community.

3. RESULTS AND DISCUSSION

The implementation of community service activities thru the Kuliah Kerja Nyata (KKN) program in Sungai Kepayang Village shows that a participatory approach is able to increase community involvement in every stage of the activities. The results of initial observations and coordination with the village government and community leaders serve as the basis for formulating a work program that aligns with local needs. During the implementation phase, active community participation was evident in various activities, including education, religion, social affairs, health and fitness, environment, and village infrastructure. Qualitative evaluation showed a positive response and initial behavioral changes in the community, particularly in education, health, and environmental awareness.



Image 1. Observation and Coordination with the Sungai Kepayang Village Government
a. Results

In the field of education, teaching and learning activities (TLA) in schools and tutoring can be carried out regularly and receive a positive response from students and teachers. Students showed high enthusiasm during the learning process, especially in interactive activities. In addition, the creation and installation of prayer and intention guides in kindergartens/early childhood education centers are utilized as a supporting medium for character education and instilling religious values from an early age.



Image 2. Teaching and Learning Activities

The results of activities in the religious and social fields are demonstrated thru the implementation of Quran reading lessons, Yasinan, and Habsyi, with the active participation of people from various age groups. Community attendance at religious activities is relatively high, indicating public acceptance of the programs being implemented. KKN students are also

involved in assisting village coordinators in various community activities, thus supporting the smooth running of village activities.

In the health and fitness sector, posyandu activities are carried out with the support of village health cadres and community participation, especially mothers and children under five. The community participated in group exercise activities and men's and women's volleyball tournaments across all age groups. Additionally, the anti-bullying seminar was attended by children and adolescents with a positive response, as evidenced by the active participation of the attendees throughout the event.



Image 3. Volley Ball Tournament

Activities in the environmental field demonstrate the active involvement of the community in mutual cooperation for environmental cleanup. The creation of the biodegradable waste education board and the development of a family medicinal plant garden (TOGA) at the village office were successfully completed and utilized as an environmental education tool for the community. This facility serves as an easily accessible and understandable information medium for residents.

In the field of village infrastructure, the activities of repairing and making public facility signs, RT signs, Ibrahim mosque signs, community business signs, building a village boundary monument, and making shoe racks in public facilities were completed according to plan. Additionally, the Mobile Legends tournament successfully attracted active participation from the village youth and served as a positive social interaction platform.

During the implementation of community service activities, not all planned programs could be realized. Some activities that have not yet been carried out include repairing the signboards of the Village-Owned Enterprises (BUMDes), cleaning the Public Cemetery (TPU), the Festival of Pious Children at the Madrasah Ibtidaiyah (MI) level, and class meeting activities at the Madrasah Tsanawiyah and Aliyah levels. The activity was not realized due to the limited time for the KKN program, adjustments to the village and school schedules, and considerations of field conditions and resource readiness. Nevertheless, the programs that have been implemented still have a positive impact on the community and serve as a basis for evaluation and recommendations for future service activities.

b. Discussion

The results of the community service program implementation show that a participatory approach is effective in increasing community involvement and acceptance of KKN activities. Community involvement from the planning stage to implementation fosters a sense of ownership of the program, allowing activities to run according to the needs and local conditions of Sungai Kepayang Village.

Activities in the field of education contribute to supporting formal and non-formal learning processes in the village. The enthusiasm of the students in participating in teaching and learning activities and study guidance shows that the presence of KKN students can be an additional learning resource for the students. Providing prayer and intention guides in

kindergarten/early childhood education strengthens character learning and religious values, which are an important part of shaping children's behavior from an early age.

In addition to supporting academic aspects, the educational activities carried out also play a role in strengthening character education. Providing prayer and intention guides in kindergarten/early childhood education serves as a means of instilling religious values from an early age, which is important in shaping children's positive attitudes and behavior. Character education based on religious values in early childhood is considered effective because children are in a fundamental developmental phase in personality formation, so consistent habituation can shape strong and sustainable character.

The results of this service are in line with research conducted by Rusi Rusmiati (2021), which shows that service activities in the field of education thru educational workshops, educational seminars, the provision of reading corners, dream terraces, and teaching community service (KKN) are able to increase the enthusiasm and understanding of the community, especially teachers and parents. The research confirms that community-based educational interventions can improve understanding of early childhood education accreditation instruments, educational psychology, the importance of reading culture in children, as well as strengthen learning guidance and the development of learning media for teachers[5]. This similarity in findings indicates that the involvement of students and academics in service-based educational activities significantly contributes to supporting improved learning quality and strengthening tauhid-based character values in early childhood education environments.

In religious and social aspects, activities like teaching the Quran, reciting Yasin, and performing Habshi ceremonies play a role in strengthening spiritual values while also strengthening social bonds between residents. This activity serves as an effective medium for social interaction and strengthens social cohesion within the community. Student involvement in assisting village coordinators also demonstrates the strategic role of students as partners in supporting village social and administrative activities.

This finding aligns with research conducted by Rahmadi (2025), which used a qualitative approach thru interviews, observations, and documentation to provide a comprehensive overview of the role of religious activities in the lives of rural communities. The research findings indicate that community involvement in routine religious activities not only impacts the improvement of individual discipline, piety, and moral awareness but also contributes to strengthening trust, cooperation, and social solidarity among residents. Community-based religious activities are seen as an effective means of character education because the religious values instilled are integrated with everyday social practices. This finding confirms that religious practices do not merely function as spiritual rituals, but also serve as an important instrument in maintaining social harmony and strengthening social cohesion within the village community, making it relevant as a reference for strengthening character education in a broader context[6].

Health and fitness activities reflect a promotive and preventive approach to community service. Posyandu contributes to supporting maternal and child health, while group exercise and sports activities encourage the adoption of an active and healthy lifestyle. The anti-bullying seminar provides children and adolescents with an initial understanding of the importance of maintaining mental health and creating a safe and respectful social environment.

The health and fitness activities conducted in this service reflect a promotive and preventive approach, as demonstrated in the community service program in Sidomulyo Village, where posyandu and group exercise play a role in raising community awareness about the importance of physical health and clean and healthy living habits. Gymnastics, as part of health education, has also proven effective in the context of elementary schools in promoting healthy attitudes and practices among students. In addition, education that combines healthy lifestyles with bullying prevention education showed an increase in participants' knowledge about the

negative impacts of bullying on mental health, supporting the creation of a safer and more inclusive social environment[7]–[9].

In the environmental field, mutual aid activities, biodegradable waste education boards, and medicinal plant gardens play a role in raising public awareness of cleanliness and environmental sustainability. The participatory approach encourages communities to be directly involved in environmental activities, thus fostering shared responsibility for the sustainable maintenance of the activity's outcomes.

The finding that environmental activities such as mutual cooperation, biodegradable waste education boards, and medicinal plant gardens play a role in increasing community awareness of cleanliness and environmental sustainability aligns with the results of community service research in Tanjungwangi Village, which shows that environmental education thru an educational approach is able to increase community understanding and awareness of waste management, thus encouraging active participation in the creation of biodegradable waste management signs. This active participation reflects that environmental education not only provides information but also increases community commitment to taking concrete action toward environmental cleanliness, in line with the participatory principle that places the community as an agent of change in their environmental management[10].

Additionally, studies on mutual cooperation in several villages also show that community participation in mutual cooperation activities increases awareness and shared responsibility for maintaining environmental cleanliness, which impacts program sustainability and better environmental quality. This kind of participatory approach is becoming increasingly important in the context of community service because it not only creates environmental activities with a direct impact, but also fosters a culture of environmental care whose sustainability depends on the active involvement of all components of society[11].

The provision and repair of village infrastructure have a direct impact on the comfort and orderliness of the environment. The presence of public facility signs and village boundary markers enhances information clarity and regional identity, while the Mobile Legend tournament serves as a positive platform for village youth to strengthen social interaction and reduce the potential for negative activities.

The finding that providing and repairing village infrastructure such as public facility signs and village boundary markers has a direct impact on environmental comfort and order is supported by various previous community service research studies. Research on community service in Ketawang and Jawilan villages shows that installing street signs not only facilitates navigation and accessibility in the villages but also strengthens regional identity and simplifies the socio-economic activities of the community, thereby reinforcing spatial order and a sense of belonging to the village environment. With clear regional information, residents and visitors can be more efficient in their activities, which in turn improves the overall comfort and environmental quality of the village[12], [13].

The Mobile Legends tournament activities held also serve as a positive social interaction tool for village youth if managed in a directed manner. This aligns with research showing that multiplayer online games like Mobile Legends are not solely negative, but can be a medium for building teamwork, communication, and social solidarity among youth when facilitated in a controlled and competitive-educational context. Collectively organized tournaments encourage direct interaction between individuals, strengthen the sense of community, and serve as a recreational alternative that can divert young people from negative activities. Thus, the utilization of e-sports in the form of village tournaments can be seen as part of an adaptive social approach to the development of youth digital culture, as long as it is balanced with supervision and the cultivation of sportsmanship values[14].

The results of this service are in line with research conducted by Nurul Lutfia Maryadi et al., which showed that implementing community service with a participatory and community-needs-based approach was able to increase the effectiveness of the service program, particularly in the aspects of education, environment, and community empowerment. This

research confirms that the active involvement of the community in community service activities not only increases program acceptance but also encourages behavioral changes and a sustainable increase in community awareness. This alignment indicates that a participatory approach is a relevant and effective strategy for implementing community service at the village level[15].

4. CONCLUSION

The community service program thru the Real Work Lecture (KKN) with a participatory approach was successfully implemented and received a positive response from the community. Activities covering education, religion and social issues, health and fitness, the environment, and village infrastructure have had a positive initial impact, both in increasing community knowledge, awareness, and participation. The participatory approach encourages active community involvement, making the programs implemented more aligned with local needs and having the potential for sustainability. Thus, KKN activities not only contribute to solving short-term problems but also serve as a means of empowering communities to support sustainable village development.

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