

Optimization Of Legal Awareness, Population Administration, And Basic Education Through Community Service In Dembek Village, Momi Hall

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Abstract

The implementation of the Tri Dharma of Higher Education through community service programs is a strategic instrument to bridge the gap between academic theory and empirical reality. This article examines the implementation of the Community Service (PKM) program by a team of lecturers from the Manokwari College of Law (STIH) in Dembek Village. in Dembek Village, Momi Waren District, South Manokwari Regency. Using the Participatory Action Research method, the intervention focused on increasing legal awareness for the protection of vulnerable groups, structuring population administration, internalizing national insight, eradicating illiteracy through basic literacy guidance, and revitalizing higher education infrastructure. The results of the field research indicate that the cultural and participatory approach has proven effective in breaking down the sociological barriers of the community. There is a significant increase in public understanding of basic legal rights, administrative procedures for civil registration, improvement of academic facilities, and acceleration of the cognitive capabilities of elementary school-aged children. The synthesis of these findings confirms that the integration of local wisdom and public policy socialization is an absolute prerequisite in creating social resilience and inclusive village governance in rural areas.

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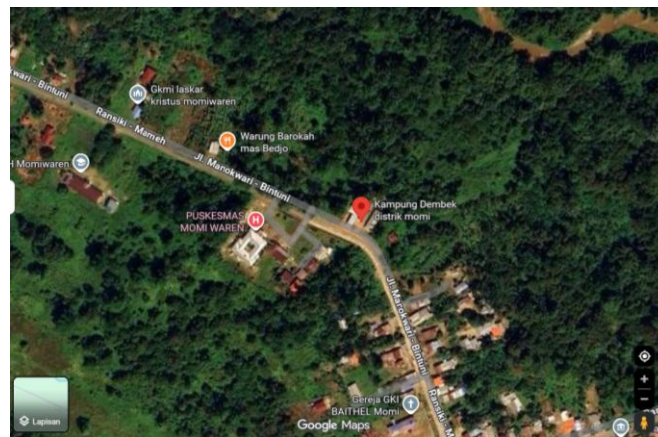
1. INTRODUCTION

Holistic and sustainable national development demands comprehensive synergy between the government, civil society entities, and higher education institutions. STIH Momi Waren does not merely function as an ivory tower where theoretical discourse is produced, but must also be present as an agent of change (*agent of change*) that directly responds to social problems at the grassroots level. This social transformation is realized through the Community Service instrument, where the initiatives of lecturers and academics become the most concrete manifestation of the application of science, technology, and the arts across disciplines. This initiative provides a space for academics to articulate their theoretical understanding into tactical solutions to empower remote communities, strengthen local institutional capacity, and catalyze the development of village infrastructure and superstructure.

The West Papua Province, particularly South Manokwari Regency, faces highly complex and multidimensional sociocultural and geopolitical dynamics. While the region is blessed with

abundant natural resources and social capital in the form of local wisdom deeply embedded in traditional structures, massive structural challenges hinder the acceleration of human development, such as limited basic infrastructure, disparities in the quality of primary and secondary education, and a lack of legal and administrative literacy among rural communities. Dembek Village, located in Momi Waren District, represents a microcosm of this reality.

Geographically and demographically, Momi Hamlet, the core hamlet in Dembek Village, is located adjacent to the district center. Its accessibility is strategic, as it is directly crossed by the Manokwari-Bintuni Trans-Highway, making it a hub for macroeconomic movement and social interaction for the surrounding hamlets, including Wariab and Inggorias Hamlets. With an estimated area of 8.5 square kilometers and a diverse population, this area is supported by trade, services (traditional markets, motorcycle taxis, workshops), homestead farming, and civil service sectors. Ironically, this relatively progressive geographical condition has not been directly proportional to the level of awareness of the rule of law and orderly public administration among its residents.



Picture 1: Map of Dembek Village

Based on the results of social mapping (social mapping) and preliminary observations carried out intensively by the STIH Manokwari lecturer team in Dembek Village, five main problem spectrums were identified that triggered the urgency of intervention. First, a literacy crisis in primary education. It was found that the majority of primary school students in Wariab Hamlet still demonstrate literacy (reading, writing) and numeracy (calculation) skills that are far below the equilibrium standard of national educational competencies. This cognitive gap is triggered by the accumulation of minimal learning support facilities at home, a lack of intensive guidance from families busy in the agricultural sector, and limited access to innovative pedagogical mentoring.

Second, the low level of community compliance in Wariab and Inggorias Hamlets with the urgency of orderly population administration. Sociological facts on the ground show a high number of marriages held purely based on customary or religious legal justification without being registered with the state civil registration institution. The implications of this bureaucratic marginalization result in the complexity of determining the legal status of children, naming anomalies on birth certificates, and extreme obstacles for the community in accessing various essential public services, such as health insurance, education, and social assistance. **Third**, a lack of communal understanding regarding legal protection for vulnerable groups, specifically women and children.

In environments with dominant patriarchal hierarchical structures, discourse on violence against women and children is often reduced to a common domestic issue that is taboo for public exposure. This blocks victims' access to restitution and formal justice. Fourth, the degradation of national insight among the younger generation at the secondary school level due to the disruption of globalization. A conceptual and practical understanding of the foundations of the state is crucial to preventing the infiltration of narratives of intolerance and disintegration. Fifth, damage to

academic support facilities and infrastructure in the STIH Momi Waren environment, such as malfunctioning water circulation machines, the absence of privacy door latches, structural damage to the roof/ceiling, and connecting bridges that have not been tiled, thus threatening the safety and smooth mobility of the academic community.

A comprehensive literature review confirms that interventions to address similar issues have been initiated in various service settings, but often neglect the integration of cultural and physical engineering. In the area of population administration, service innovations such as the Kalimasada program in Surabaya focus on digitizing services through a mobile-based application that expedites bureaucratic processes down to the neighborhood association (Rukun Warga) level. In developed villages, the implementation of a web-based system (Open SID) has been proven to improve the orderliness of demographic data. However, in remote Papuan areas like Dembek, digital literacy and network infrastructure barriers make such digitalization premature; a cultural approach through face-to-face socialization is considered more fundamental for breaking down traditional paradigms before adopting technological instruments.

In the realm of women and children protection, previous literature highlights the importance of adopting the Palermo Protocol and the Anti-Trafficking in Persons (TPPO) Law in the context of transnational crime and local exploitation, as well as the integration of dispute resolution through customary institutions. That's it, Leok in Manggarai. In South Papua, studies confirm that patriarchal culture, poverty, and low education trigger early marriage and violence, the solution of which absolutely requires community education campaigns and social empowerment-based approaches. In the domain of education and national insight, the implementation of additional tutoring during the pandemic and post-pandemic period has been empirically proven to restore the motivation and cognitive learning outcomes of children in rural areas.

Meanwhile, the dissemination of the Four Basic Consensus (Four Pillars) is crucial for the younger generation to foster social resilience, a spirit of national defense, and mitigate the impact of the reduction in moral values due to limitless digitalization. In the educational infrastructure sector, empirical studies confirm that the effectiveness of the knowledge transfer process at STIH Momi Waren is positively correlated with the ergonomic and hygienic conditions of the physical facilities.

Through Community Service (PKM) held on March 13-14, 2026, a holistic orchestration of the five program pillars, namely: strengthening literacy, restructuring legal awareness, administrative order, instilling state ideology, and restoring infrastructure that is contextualized specifically with the demographic and sociological characteristics of indigenous communities in Momi Waren District, West Papua. The integration of normative-empirical legal methods with participatory counseling ensures that the intervention not only provides reactive solutions to current institutional deficits but also lays a strategic foundation for citizen independence in claiming their civil, political, and social rights in the future. The purpose of this paper is to analyze the chronology of design, implementation mechanisms, and evaluation of the impact of this comprehensive community service program on the transformation of civilization and community governance in Dembek Village.

2. IMPLEMENTATION METHOD

The methodological framework used in this activity is based on the paradigm Participatory Action Research, combined with the approach Asset-Based Community Development. Use of paradigms Participatory Action Research-based on the epistemological basis that society is no longer positioned as a passive entity or merely a recipient of benefits (beneficiaries), but rather as an epistemic subject who has the capacity to identify their own suffering and formulate emancipatory strategies independently. This approach is particularly relevant to the cultural context of West Papua, where external, instructional interventions often trigger sociological resistance. Asset-Based Community Development is combined to ensure that each intervention maximizes the potential of existing local resources, whether in the form of human capital, kinship

institutions, natural resource abundance, or physical space, rather than lamenting the village's structural deficit.

The chronology of the implementation of this community service research is systematically arranged and includes three main phases: design and preparation, procedural implementation, and evaluation mechanisms. First phase, identification of needs is done through the method Rapid Rural Appraisal, which includes precise physical observation, in-depth interviews (*in-depth interview*) with *key informants*, as well as the implementation of *Focus Group Discussion* with strategic stakeholders. Demographic analysis focused on Momi Hamlet, representing the center of activity in Dembek Village, to understand audience capacity before developing outreach materials.

hamlet	Number of families	Man	Woman	Total Population	Information
Pearl	57	128	123	308	Village Apparatus Estimates, dominance of trade, services, and yard farming sectors

Table 1. Simulation of Population Data for Momi Hamlet as Demographic Target

These demographic data sources guided the community service team to adapt persuasive communication methods that took into account gender balance and the livelihood landscape of residents.

In the second phase, operational implementation is classified into three activity groups based on the urgency of the problem mapping results: Priority Programs (physical infrastructure development), Flagship Programs (socialization of legal protection and national insight), and Companion Programs (basic literacy guidance for elementary schools and assistance with academic governance). Procedurally, legal counseling and population administration are carried out by legal academics through educational lecture methods integrated with real case studies (case-based learning), which allows the public to review the comparison between customary law case resolution and positive criminal/civil procedures.

In the elementary school education program, pedagogical procedures are applied, including Communicative Language Teaching and game-based learning methods, to deconstruct the rigidity of conventional teaching and learning processes, reduce boredom, and accelerate the absorption of basic vocabulary and numerical logic. Meanwhile, the facility improvement program is realized through supervision and collaborative work, involving the integrated distribution of physical tasks to foster a sense of ownership (sense of belonging) to the rehabilitated public space.

The third phase involves the acquisition of post-intervention data to measure the program's effectiveness. Testing instruments are qualitative and functional observational. For cognitive programs (socialization and tutoring), effectiveness is measured through post-assessment informal, increasing the frequency of voluntary attendance of students, and the intensity of community participation in interactive dialogue sessions. For infrastructure outputs, functionality testing is conducted through visual inspections of facility feasibility (such as water pump flow stability, roof waterproofing, and bridge structural safety), which are then cross-validated based on testimonials from academics and academic service staff regarding smooth activity. The synergy of these three methodological phases ensures that the transformations occurring on the ground are rooted in objective needs and are technically and socially sustainable.

3. RESULTS AND DISCUSSION

The implementation of the framework in Dembek Village, Momi Hamlet, and the surrounding academic environment has generated positive disruptions that have transformed sociocultural paradigms, increased intellectual competitiveness, and restored supporting infrastructure. The discourse on the achievements of this field research is analyzed in depth through five fundamental dimensions, consistent with the planned program nomenclature.

A. Restructuring of Population Administration Awareness and Harmonization of Legal Identity

Population administration recording is an invisible infrastructure that is paramount to transparent, modern, and inclusive governance. In remote areas with hegemonic customary law traditions, the validity of population events (especially marriages) is often decided unilaterally by customary institutions without consensus from state institutions. Empirical reality in Wariab and Inggorias Hamlets reveals a high percentage of residents who have been married for years without a state marriage certificate, resulting in the status of illegitimate children from a positive legal perspective.

This legal identity vacuum triggers a snowball effect, which is destructive: children lose their constitutional right to obtain an accurate birth certificate, have difficulty registering for formal educational institutions, and lose access to social safety net services, health insurance coverage, and other government subsidized facilities. Furthermore, customary interventions often result in inconsistent shifts in nomenclature or child names, which further distort the *database's* regional population.



Figure 2. Socialization of population administration recording

Through interactive outreach activities, the team of lecturers attempted to create a dialectic between the concept of legal certainty and the nature of customary law without discrediting either. The comprehensive discussion explored the importance of civil administration based on law, conveying the understanding that the state does not eliminate the sanctity of customary processes but rather exists to provide protective protection to these families from the risk of future civil disputes. Significant findings during the mentoring process indicate that this administrative dysfunction is not a form of absolute resistance by citizens against the state, but rather a manifestation of bureaucratic fatigue due to information asymmetry and geographical distance that makes access to the Population and Civil Registration Service (Dukcapil) center difficult.

In response to these obstacles, literature reviews from other areas, such as programs door-to-door, Kalimasada in Surabaya, or the implementation of J-Lahbako independent village services, were introduced as a strategic comparative framework. The concept of delegating document collection authority to neighborhood association (RT/RW) officials, a "pick-up-the-ball" mechanism, has successfully inspired residents and officials in Dembek village to be more proactive in collecting data on their residents. This cognitive transformation

is crucial for preventing the phenomenon of "ghost citizens" and encouraging data integration vital for precise development policy design.

B. Deconstructing the Culture of Impunity: Advocating for Legal Protection of Women and Children

Women and children in rural and indigenous communities are particularly vulnerable to alienation by patriarchal power relations, which manifest themselves in a wide spectrum of violence, gender discrimination, and domestic exploitation. In the observation area, the concept of violent crime is often reduced to an overly narrow definition, limited to severe physical abuse, while verbal and psychological violence, financial repression, and neglect of children's basic rights are institutionalized as "cultural normality" and are considered internal household problems that are taboo to expose (*culture of silence*). This reproduces the cycle of crime without punishment, considering that family resolution rarely provides retributive justice or psychological rehabilitation for victims.

The intervention was implemented by a team of academics targeting the Kampung Dembek community, the academic community, and involving authoritative figures from the police. This outreach program was designed using legal sociology and grounded in human rights protection instruments, such as the Law on the Elimination of Domestic Violence (KDRT) and the Child Protection Law. Participants were informed that silence regarding the tyranny of domestic violence does not correlate with maintaining family honor, but rather is a form of toleration of crime.

Analysis Indicators	Pre-Intervention Construction	Post-Intervention Transformation
Definition of Violence	Limited to serious physical injuries.	Covers physical, psychological, economic, and verbal dimensions.
Social Issue Status	Private/domestic matters are taboo for outside entities to interfere with.	Public/legal affairs that have the potential to violate positive criminal provisions.
Dispute Resolution	Exclusive family cultural mediation without binding sanctions.	Adopt a formal reporting mechanism, integrated with parallel mediation by village officials.
Victim Subject Position	Carrying a moral burden/stigma, repressed to passively maintain harmony.	Aware of the guarantee of state protection, demanding psychological rights and restitution.

Table 2. Paradigm Shift Matrix for the Protection of Women and Children Post-Intervention

The integration of law enforcement with community leaders in this outreach program creates a strong social legitimacy. Internalized understanding not only broadens conceptual horizons but also builds collective resilience to prevent recurrence of cases among survivors in the Momi Waren District.

C. Revitalizing the Ideological Resilience of the Young Generation Through the Four Pillars of Nationality

Facing an era of digital disruption, transnational cultural penetration, and exponential information turbulence, the social and national defense structures of the younger generation are at their most vulnerable. In regions with special autonomy geodynamics like Papua, a

shallow understanding of ideological literacy risks creating a generation alienated from Indonesian identity, fueling radical polarization, apolitical attitudes, and even the threat of national disintegration.

In response to this urgency, the Four Pillars of Nationality program was implemented at the secondary school level. Based on the analysis that the conventional one-way pedagogical indoctrination model had lost its relevance, the teaching team implemented persuasive communication methods and a Focus Group Discussion (FGD) that is egalitarian. The material is presented contextually, linking the abstract values of the national consensus with concrete challenges faced by students in their daily lives, such as social media ethics, the dangers of hoaxes, religious moderation, and the importance of inclusive conflict resolution.

The implementation of the program indicates that students actually have the seeds of great national affection, but often experience a deficit of discussion space and role models. The internalization of the concept of National Defense emphasized that modern patriotism is realized through academic achievement, rejection of intolerance, preservation of local ecosystems, and economic independence. Through this participatory forum, students demonstrated a metamorphosis from passive subjects to proactive individuals voicing national arguments. Strengthening this insight is crucial in forming a cognitive shield so that the younger generation of Papua remains rooted in diversity.

D. Pedagogical Intervention: Community-Based Literacy and Numeracy Tutoring

The primary foundation of a civilization's progress is rooted in the basic literacy skills of its population. In various remote areas of the archipelago, including Wariab Hamlet, the quality of elementary school education outcomes remains stagnant, marked by low equivalence in reading, writing, and arithmetic (calistung). This phenomenon is not an indicator of children's intrinsically low intellectual potential, but rather a synthesis of poor access to literature, limited effective learning time, and minimal educational assimilation within their households, as parents are required to fully focus on meeting daily subsistence needs.



Figure 3. Literacy and Numeracy Tutoring

In response to this educational disparity, a team of academics initiated additional tutoring outside of class hours for elementary school students. Understanding that forcing repetition of conventional pedagogical methods will create cognitive resistance (mental burnout) in young children, the adopted strategy relies on Communicative Language Teaching and game-based learning methods (game-based learning/fun learning). Learning is packaged in an interactive, kinetic, and linguistic manner, which includes narrative storytelling activities, guessing communicative vocabulary, and sharpening comparative mathematical logic.

The findings from this mentoring indicate a decrease in the affective filter, which is very sharp in children. The vertical asymmetrical relationship was successfully broken down

and replaced with an egalitarian learning partnership relationship. As a result, the enthusiasm curve skyrocketed, retention of new vocabulary accelerated, and the ability to solve simple arithmetic algorithms became much more reactive. This complementary intervention provides empirical evidence that the literacy crisis in rural areas demands flexible methods and strengthened synergy between academics and structural teaching staff to ensure the continuity of intellectual traditions.

E. Physical Infrastructure Restoration and Academic Bureaucratic Performance Optimization

The physical space or infrastructure in an educational environment is not merely a backdrop, but rather an independent variable that influences the productivity, discipline, operational safety, and psychological atmosphere of all institutional constituents. The success of STIH Momi Waren's knowledge transfer and bureaucratic services is significantly proportional to the quality of its facilities. At the local institution, the team recorded a number of facility pathologies that reduced the comfort level of academic spaces: malfunctioning water pump circulation systems, the absence of safety door latches in bathrooms, structural damage to the roof, the absence of mechanical air circulation in classrooms, and dangerous circulation bridges connecting buildings.

In response to these conditions, a priority program focused on infrastructure rehabilitation was executed through intensive supervision by a community service team. This activity led to three multidimensional achievements: First, functional security and privacy engineering. The installation of tile coatings on the connectivity bridge mitigated the risk of slipping incidents and facilitated visibility for mass mobility. The installation of door fittings and structural repairs to the bathroom ceiling successfully restored the basic utility space to meet sanitary hygiene standards and ensured privacy. Second, the climate of pedagogical comfort was improved. The holistic replacement of leaking roofs prevented further deterioration of the property assets.

This collaboration has been proven to disrupt long bureaucratic queues, distribute the workload evenly, and provide efficient, orderly, and more responsive public services. The convergence between the restoration of the quality of physical space and managerial support has succeeded in reviving the institutional image (*institutional branding*), which is much more dignified. This also serves as a medium for sociological warning that preventive care (*preventive maintenance*) towards educational infrastructure demands continuous allocation of attention.

4. CONCLUSIONS

Based on a comprehensive analysis of the PKM program implementation series in Dembek Village and the STIH Momi Warens area, it was concluded that interventions with a participatory paradigm proved highly determinant in triggering the transformation of social resilience and institutional capacity in rural communities. The concept initiated in the preliminary problem formulation stage aligns with the results achieved. First, in priority programs, the revitalization of physical infrastructure (bathrooms, ceilings, water facilities, and academic bridge circulation) has been proven to have direct implications for improving hygiene indicators, utilities, structural safety, and comfort of teaching and learning circulation, which in parallel increases the quality capabilities of the university bureaucracy.

Second, in the flagship program domain, the initiation of a dialogical approach by academics successfully dismantled the hegemony of cultural disinformation. The socialization of legal protection successfully deconstructed the label of "family shame" and built collective resilience to ensure a safety net for vulnerable groups of women and children from the clutches of gender-based violence. In line with this, the Four Pillars of National Insight education provided a crucial foundation of ideological immunity for high school students to navigate the disruptions of globalization without losing the roots of local patriotism. The socialization of orderly civil registration resulted in a paradigmatic metamorphosis of pre-administrative communities into

citizens aware of the importance of legal legality and identity synchronization. Finally, through complementary tutoring, the phenomenon of literacy deficits in early childhood education in marginal villages was gradually resolved by rekindling intrinsic motivation and accelerating children's logical reasoning. This research reveals the important prospects for developing further intervention schemes for academic entities, particularly in the digitalization of rural bureaucratic services.

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