

Implementation of Community Empowerment-Based Community Service Lectures in Supporting Sustainable Village Development in Sentul Hamlet, Ngropoh Village, Temanggung Regency

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ABSTRACT

Community Service Program (KKN) is an implementation of the Tri Dharma of Higher Education that acts as a medium for community empowerment through the direct application of knowledge in the community environment. The implementation of KKN not only aims to help solve various problems faced by the community but also builds collaboration between universities, village governments, and communities in realizing participatory and sustainable development. This study aims to analyze the implementation of the Community Service Program based on community empowerment in Sentul Hamlet, Ngropoh Village, Kranggan District, Temanggung Regency, and identify the program's contribution to improving the quality of education, health, village governance, and the socio-religious life of the community. The study uses a qualitative approach with a descriptive research type. Data were collected through observation, interviews or discussions, and documentation, then analyzed using the interactive analysis model of Miles, Huberman, and Saldaña, which includes data collection, data condensation, data presentation, and drawing conclusions. Data validity was obtained through source triangulation and technique triangulation. The results of the study indicate that the implementation of the Community Service Program (KKN) was able to provide a positive contribution to community empowerment through improving the quality of formal and non-formal education, strengthening religious education, increasing public health awareness through Posyandu activities and stunting prevention socialization, strengthening the capacity of administrative services and digitalization of village government, and increasing community participation in various social and religious activities. The success of the program was supported by high community participation, a culture of mutual cooperation, and synergy between students, village government, and the community, although obstacles were still encountered in the form of limited human resources, budget, weather conditions, and the suboptimal use of information technology. This study confirms that a participatory-based community empowerment approach integrated with KKN activities can be an effective strategy in supporting inclusive, collaborative, and sustainable village development. The research findings are expected to serve as a reference for universities and village governments in developing community service models that are more adaptive to the needs of local communities.

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1. INTRODUCTION

Community development is a process that places the community as the main subject in creating sustainable social, economic, educational, and religious changes [1], [2]. In the Indonesian context, community development is not only oriented towards improving infrastructure, but is also directed at strengthening the quality of human resources, social cohesion, and community capacity in facing increasingly complex social changes [3]. Universities have a strategic responsibility to contribute to this development through the implementation of the Tri Dharma of Higher Education, especially community service, which is realized in various empowerment programs based on local needs [4].

Community Service Program (KKN) is a form of real implementation of community service designed to integrate education, research, and community empowerment in a series of activities. [5], [6]. Through KKN, students not only apply the knowledge gained during the lecture process, but are also required to be able to identify problems, develop alternative solutions, implement programs, and evaluate the impact of activities with the community [7]. This approach makes KKN a contextual learning medium that is able to strengthen students' academic and social competence in responding to real problems in society.

As the social dynamics of Indonesian society evolve, the implementation of Community Service Programs (KKN) has also undergone a transformation from an administrative activity to a more participatory, collaborative, and sustainability-oriented empowerment program. One widely developed approach is KKN based on religious moderation. This approach is considered relevant because community development requires not only increased economic welfare but also strengthening character, tolerance, social harmony, and moderate religious life as the foundation for creating an inclusive and empowered society [8], [9].

Despite this, various villages in Indonesia still face multidimensional issues that require integrated approaches. Observations in Sentul Hamlet, Ngropoh Village, Kranggan District, Temanggung Regency, revealed that the community possesses considerable social potential, including a culture of mutual cooperation, active religious activities, the existence of youth groups, and various formal and non-formal educational institutions. However, this potential has not been fully utilized due to various obstacles in education, economics, institutions, and community resource management.

In the field of education, there are still limitations in human resources, a lack of teaching staff, and inadequate learning facilities. In addition, in religious education at TPQ, there are still limitations in the number of teaching staff and a suboptimal learning organization management system, so that the teaching and learning process is not structured. [10]. This condition has the potential to affect the quality of children's learning as well as the process of forming the community's religious character from an early age [11]. Other issues of concern are the still high rate of early marriage in Ngropoh Village, the low utilization of information technology in village services due to the suboptimal management of the village website, and limited public awareness in developing local economic potential. On the other hand, social changes due to the development of industrial areas are also beginning to influence community life patterns, including changes in social and religious activities. These conditions indicate that community development requires an approach that not only solves one problem partially, but is able to integrate aspects of education, social, cultural, religious, health, and village governance simultaneously.

Various previous studies have shown that the implementation of KKN can provide a positive contribution to increasing community capacity through educational programs, economic empowerment, strengthening village institutions, and increasing community participation [7], [11]. These studies also explain that the success of the KKN program is greatly influenced by the match between community needs and the designed program, active community involvement during the implementation of activities, and collaboration between students, village governments, and various stakeholders [12]. However, most studies still focus on evaluating sectoral programs, so there are not many studies on the implementation of KKN based on religious moderation as a comprehensive community empowerment approach.

Furthermore, research on religious moderation focuses more on conceptual aspects, character education, and its implementation in formal educational institutions. Studies specifically integrating religious moderation values into community empowerment programs through Community Service Programs (KKN) are still relatively limited. Yet, religious moderation holds significant potential as a foundation for building tolerance, strengthening social solidarity, increasing community participation, and supporting the success of inclusive and sustainable village development.

Based on the description, this study aims to analyze the implementation of the Community Service Program based on religious moderation in supporting community development in Sentul Hamlet, Ngropoh Village, Kranggan District, Temanggung Regency. This study examines the process of identifying community problems, program planning, implementation of activities in various fields, supporting and inhibiting factors, and the program's contribution to strengthening community capacity through a participatory approach.

This research is important because it provides an empirical overview of the implementation of religious moderation as a community development approach at the village level. The results are expected to not only serve as evaluation material for the implementation of religious moderation-based Community Service Programs (KKN), but also serve as a reference for universities, local governments, and the community in designing more adaptive,

participatory, and sustainable community service models tailored to the characteristics and needs of local communities.

2. METHOD

This study uses a qualitative approach with a descriptive research type. The qualitative approach was chosen because it aims to gain a deep understanding of the implementation process of the Community Service Program (KKN) based on community empowerment, while analyzing the contribution of various activities carried out to solving social, educational, religious, health, and village governance problems in Sentul Hamlet, Ngropoh Village, Kranggan District, Temanggung Regency. Descriptive research is used to systematically describe the condition of the community, the program implementation process, the dynamics that occur during the activities, and the results achieved based on empirical facts in the field [13].

The research location is in Sentul Hamlet, Ngropoh Village, Kranggan District, Temanggung Regency, Central Java. The research was conducted in conjunction with the Real Work Lecture (KKN) activities of UIN Salatiga Group 106 from January to February 2023. The selection of the KKN location was based on the suitability of the area with the program objectives, because in the area there are various potentials as well as relevant problems, including aspects of education, religious education, public health, village administration services, village information technology development, and community empowerment through social and religious activities.

The research subjects included various parties directly involved in the implementation of the program, namely Ngropoh Village officials, the Head of Sentul Hamlet, TPQ administrators, school teachers, Posyandu cadres, religious leaders, community leaders, Karang Taruna, the Sentul Hamlet community, and KKN students as program implementers. The determination of informants used a purposive sampling technique, namely selecting informants who were considered to know the conditions of the community, understand the problems faced, and actively participate in the process of implementing the empowerment program [14], [15].

Data collection techniques were conducted through observation, interviews, or discussions, and documentation. Observations were conducted directly to identify the social conditions of the community, village potential, facilities and infrastructure, community activities, and various issues that became the basis for developing the work program. Furthermore, interviews and discussions were conducted with village government officials, hamlet heads, community leaders, religious leaders, educational institution administrators, and the community to obtain more comprehensive information regarding needs, priority problems, and community expectations regarding the implementation of the KKN program. Documentation was used as supporting data in the form of activity photos, administrative documents, program implementation schedules, activity reports, and archives related to the implementation of the community service program.

The research phase begins with a preliminary study through field observations and coordination with the village government to identify community needs. Based on the identification results, a work program is developed that takes into account the level of urgency of the problem, program benefits, community potential, village government support, availability of infrastructure, and the timing of the activities. The designed programs are then implemented in a participatory manner through various sectoral and cross-sectoral activities covering education, religion, health, community services, strengthening village institutional capacity, and community empowerment. After all programs are implemented, an evaluation of the implementation process, level of community participation, supporting and inhibiting factors, and the achievements of each program is conducted as a basis for developing recommendations for sustainable program development.

Data analysis uses the interactive analysis model of Miles, Huberman, and Saldaña, which includes four stages, namely data collection, data condensation, data display, and conclusion drawing and verification [16]. In the data collection stage, all information obtained through observation, interviews, discussions, and documentation is systematically collected [17]. The data condensation stage is carried out by selecting, grouping, simplifying, and focusing the data according to the research theme [18]. Furthermore, the data is presented in the form of descriptive statistics to make it easier for researchers to identify relationships between phenomena. The final stage, namely drawing conclusions, is carried out through an interpretation process that is continuously verified throughout the research, so that the research results have a high level of accuracy and consistency [19].

Data validity was maintained through source triangulation and technical triangulation techniques [17]. Source triangulation was conducted by comparing information obtained from the village government, community leaders, TPQ administrators, teachers, Posyandu cadres, Karang Taruna, and the community. Meanwhile, technical triangulation was conducted by comparing the results of observations, interviews, discussions, and activity documentation so that the data obtained could strengthen each other and produce credible findings. In addition, the validation process was conducted through discussions with members of the KKN team and field supervisors as a form of evaluation of program implementation and interpretation of research results.

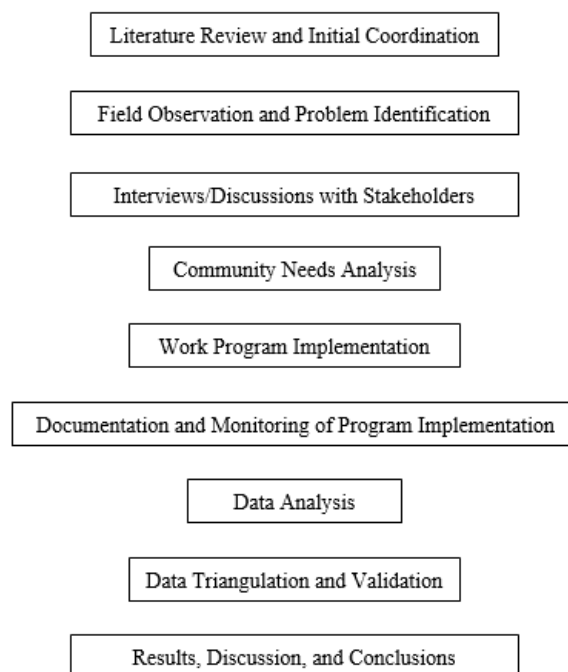


Figure 1. Research Flow

3. RESULTS AND DISCUSSION

3.1. Overview of the Research Location

The research was conducted in Sentul Hamlet, Ngropoh Village, Kranggan District, Temanggung Regency, as the location for the Real Work Lecture (KKN) of UIN Salatiga Group 106. Based on the results of field observations, Sentul Hamlet is a rural area that has quite good social potential, indicated by the high culture of mutual cooperation, community organization activities, the existence of youth groups, routine religious activities, and harmonious social relations in the community. These conditions become social capital that supports the implementation of various community empowerment programs.

In terms of education, the majority of the community has completed high school, although some still only complete junior high school due to family financial constraints. Opportunities to continue their education to higher education are also relatively low, as most high school graduates choose to work to support their families. In addition to formal education, the community also has religious educational institutions, such as TPQ (Islamic Quranic Recitation Center), which provide a means for children to learn the Quran. However, TPQ still faces a shortage of teaching staff and lacks an optimal management system, resulting in a less structured learning process.

In terms of social aspects, the community remains active in religious activities such as tahlilan (recitation of the Koran), yasinan (religious recitation), pengajian (religious study), and various other social activities. Furthermore, the community possesses cultural potential in the form of the jaran kepang (traditional Javanese dance) art form, managed by the youth organization (karang taruna). The existence of these various activities demonstrates the community's strong social capital, which serves as a foundation for developing participatory empowerment programs.

3.2. Identification of Community Problems

The initial stage of the research was conducted through field observations, interviews, discussions with village officials, hamlet heads, community leaders, and documentation of regional conditions. Based on these identification results, several key issues were identified that formed the basis for developing the KKN work program. The first issue relates to education. The limited number of teaching staff at the TPQ (Religious Education Institution) has prevented the religious learning process from running optimally. Furthermore, the lack of an organizational structure for managing the TPQ has resulted in an unsystematic teaching and learning schedule, resulting in low learning effectiveness. This situation is a major concern, given that religious education is one of the foundations for character development for the younger generation in Sentul Hamlet.

The second issue relates to social and public health issues. According to information from the village government, Ngropoh Village is an area with a relatively high rate of early marriage, necessitating community education efforts regarding the social and health impacts of early marriage. This issue underpins the implementation of early marriage prevention outreach activities, linked to stunting prevention efforts.

The next issue relates to village governance. Village websites, which should serve as a medium for disseminating public information, have not been utilized optimally due to a lack of human resources capable of sustainably managing content. As a result, information about village potential, community activities, and government services remains largely inaccessible to the public and external parties.

In addition to these three problems, observations also show the need to improve the quality of education services, village administration services, public health activities, youth empowerment, and strengthen community participation in various village development activities.

3.3. Implementation of Community Empowerment Programs

Based on the identification of community needs, various work programs were developed, grouped into sectoral and cross-sectoral programs. All activities were implemented using a participatory approach, involving village governments, community leaders, educational institutions, youth organizations, and the community as primary partners.

In the education sector, the program focuses on improving the quality of learning through tutoring activities for kindergarten, elementary, and junior high school students, extracurricular Scouting support at Ngropoh 1 Elementary School, and learning support at the TPQ (Religious Education Center). The presence of KKN students helps address the limited teaching staff, allowing for a more structured and intensive learning process. In addition to providing academic materials, students also foster character building, discipline, cooperation, and religious values.



Figure 2. Program implementation

In the religious field, programs implemented include teaching the Quran at several TPQ (Islamic boarding schools), participating in regular community Quranic recitations, Yasinan (the recitation of the Yasin), tahlilan (the recitation of the Qur'an), Isra Mi'raj activities, and organizing the Isra Mi'raj Celebration, which involves residents from various hamlets. These programs not only improve children's Quran reading skills but also strengthen social ties between students and the community through joint religious activities.

The health sector is implemented through support for integrated health service posts (Posyandu), assessing toddler nutritional status, providing vitamins, and conducting outreach programs on "Prevent Stunting by Avoiding Early Marriage." The program aims to raise public awareness about the importance of maternal and child health and the prevention of stunting risk factors from adolescence.

In the area of village governance, students assist with administrative services through on-duty activities at the Village Hall and support the management of the village website by uploading various information and providing training to village officials so that the village information system can be managed sustainably.

In addition, various social activities such as community service, group exercise, mosque cleaning, youth organization empowerment, and community cultural activities are also carried out as a form of strengthening community participation in village development.

3.4. Supporting and Inhibiting Factors of the Program

The implementation of all programs received excellent community support. Their enthusiasm was evident in their active involvement in every activity, from planning to implementation. The program's success was influenced by high levels of community participation, village government support, a culture of mutual cooperation, and the enthusiasm of children and youth in participating in the activities. These factors indicate that the success of community empowerment is more influenced by the strength of social capital than the availability of material resources.

On the other hand, program implementation also faced several obstacles, including limited activity budgets, frequent rainy weather conditions that hampered outdoor activities, and low awareness among some parents about the importance of formal and religious education. These obstacles demonstrate that the success of the empowerment program depends not only on the quality of planning but also on external factors beyond the control of program implementers.

From the perspective of participatory development theory, these obstacles are common in community empowerment activities. Therefore, program sustainability requires synergy between village governments, educational institutions, community organizations, and universities so that the results achieved can be further developed after the KKN program ends.

3.5. Implementation of a Participatory Community Empowerment Approach

The research results show that the implementation of the Community Service Program (KKN) in Sentul Hamlet applies a community empowerment approach that places the community as the primary subject in every stage of the activity. This is evident from the process of identifying community needs, compiling work programs, implementing activities, and evaluating the program, which is carried out through coordination with the village

government, hamlet heads, religious leaders, community leaders, youth organizations, and the local community. This approach demonstrates that the success of a community service program is determined not only by the quality of the program designed but also by the level of community participation in the entire development process.

According to the community empowerment theory put forward by Jim Ife, empowerment is a process of increasing the capacity of individuals and groups to be able to identify problems, make decisions, and manage their resources independently [20]. Based on this theory, the KKN activities in Sentul Hamlet have fulfilled the principle of empowerment because students do not act as the main implementers of development, but rather as facilitators who help the community find solutions to various problems they face.

The findings of this study also show that social capital in the form of a culture of mutual cooperation, harmonious social relations, and community openness to innovation are important factors in the success of program implementation [21]. This social capital accelerates the process of student adaptation to the community so that various programs can be implemented effectively. Thus, this study supports Robert Putnam's theory, which states that the success of community development is greatly influenced by the level of trust, social networks, and norms of cooperation that develop in society [22].

The results of this study align with those of Amaludin and Aris (2025), who explained that community empowerment programs will produce more sustainable impacts if the community is involved as the main actor from the planning stage to evaluation [23]. However, this study expands on these findings by showing that a participatory approach can also strengthen the relationship between higher education institutions and the community through community service activities based on local needs.

3.6 Program Contribution to Improving the Quality of Education and Religious Education

One of the key findings of this study was increased support for both formal and non-formal educational activities following the implementation of the Community Service Program (KKN). Tutoring programs, extracurricular support, and teaching at the TPQ (Islamic boarding school) provided additional human resources that were previously limited. The presence of students not only facilitated the learning process but also provided a variety of learning methods, thereby increasing student motivation.

From the perspective of the Human Capital theory proposed by Becker (2009), investment in education is one of the main strategies for improving the quality of human resources [24]. The KKN program, which focuses on education, indirectly becomes a social investment because it strengthens the academic abilities, character, and skills of students. Although its implementation is relatively short, the program is able to provide a positive stimulus to improve the quality of learning in the community.

In terms of religious education, teaching activities at TPQ (Islamic Religious Education Center) not only aim to improve Quranic recitation skills but also strengthen the internalization of religious values in children. Mentoring at TPQ helps address the limited number of teaching staff and creates a more structured learning environment. This demonstrates that the presence of students as mentors significantly contributes to increasing the effectiveness of religious education in the community.

These findings are in line with research by Randan et.al. (2025), which states that the quality of community education is not only influenced by the availability of learning facilities, but also by the adequacy of teaching staff and a conducive learning environment [25]. However, this study expands on previous studies because it shows that KKN students can act as catalysts for improving the quality of education through collaboration-based community empowerment.

3.7 Strengthening Religious Moderation through Social and Religious Activities

The implementation of various religious activities such as religious studies, Yasinan (the recitation of the Yasin), tahlilan (the recitation of the Qur'an), Al-Qur'an learning, and the Isra' Mi'raj Celebration demonstrates that the Community Service Program (KKN) is not only oriented towards improving the community's academic competence, but also aimed at strengthening religious character and religious moderation. Religious moderation, in the context of this research, is realized through strengthening the values of togetherness, tolerance, mutual cooperation, and respect for the local community's religious traditions.

According to the Ministry of Religious Affairs of the Republic of Indonesia (2019), religious moderation is a perspective, attitude, and practice of religion that prioritizes balance, tolerance, respect for diversity, and rejection of extreme attitudes [26]. Based on this concept, religious activities carried out during KKN become a social learning medium that strengthens interactions between community members without changing the local traditions that have developed.

Student participation in community activities also strengthens the emotional bond between the university and the community. This interaction fosters two-way communication, enabling the community to view students not as outsiders but as part of a community working together to solve various village problems. This reinforces the success of an empowerment approach oriented toward social development.

This research supports the findings of Lessy et al. (2020), which explain that religious moderation will be more effective when implemented through social activities rather than simply through the delivery of religious material [27]. However, this study expands on these findings by showing that religious moderation can also be integrated into all community empowerment programs, thus providing a broader social impact.



Figure 3. Implementation of the Coloring and Memorization Program

3.8 Program Contribution to Village Governance

Research findings indicate that village administration and website management assistance contribute to improving information technology-based public services. Prior to the program's implementation, village websites were not being optimally utilized due to limited human resources. Through training and mentoring provided by students, village governments gained knowledge in digital information management, enabling them to begin using the website as a medium for publishing village activities and information.

From an e-government perspective, digitalization of public services is an important indicator in increasing transparency, accountability, and effectiveness of village government [28]. The presence of students as mentors accelerates the process of transferring knowledge about information technology to village officials so that the capacity of village institutions improves compared to before the program was implemented.

This finding aligns with research by Rijal et.al. (2023), which explains that the successful implementation of information technology in the public sector is highly dependent on increasing human resource capacity [29]. This research shows that technology development does not always require large infrastructure investments, but can be initiated by increasing the competence of village officials in managing existing information systems.

3.9 Research Implications and Novelty

This research is novel because it not only evaluates the implementation of the KKN program as a form of community service but also demonstrates that a participatory empowerment approach can be integrated with the values of religious moderation within a single community development model. This integration results in a program that not only improves the quality of education, health, and public services but also strengthens social cohesion, religious character, and community participation in village development.

Theoretically, this research expands the concept of community empowerment by positioning religious moderation as a crucial dimension of social development. Practically, the research findings can serve as a reference for universities in designing community service programs that are more adaptive to local community needs and capable of generating sustainable impacts. Furthermore, the empowerment model implemented in Sentul Hamlet can be replicated in other villages with similar social characteristics, while still considering the local conditions and potential of each region.

4. CONCLUSION

This study shows that the implementation of the Community Service Program (KKN) based on community empowerment in Sentul Hamlet, Ngropoh Village, Kranggan District, Temanggung Regency has been running effectively through a participatory approach involving the village government, community leaders, educational institutions, community organizations, and the community as key partners. The research stages, which include problem identification, needs analysis, program design, activity implementation, and evaluation, are able to produce a work program that is appropriate to the conditions and needs of the local community.

The research results show that the implemented programs have made a positive contribution to various aspects of community development. In the education sector, tutoring activities, extracurricular support, and teaching at the Al-Qur'an Education Park (TPQ) have supported improvements in the quality of learning while also helping address the shortage of teaching staff. In the health sector, Posyandu activities and outreach on stunting prevention through education on the impact of early marriage have increased public awareness of the importance of maternal and child health. Meanwhile, in the governance sector, village administration support and the development of village websites are initial steps in increasing the capacity of information technology-based public services. Various social and religious activities have also contributed to strengthening the values of mutual cooperation, social solidarity, and religious moderation within the community.

The program's successful implementation was supported by high levels of community participation, openness in the village government, a culture of mutual cooperation, and strong synergy between students and various community elements. However, this study also identified several obstacles, including limited human resources in

several sectors, budget constraints, weather conditions during implementation, and low awareness among some communities about the importance of education and the use of information technology. Nevertheless, these obstacles did not diminish the program's success, as they were overcome through coordination, communication, and adjustments to implementation strategies in the field.

Theoretically, the results of this study reinforce the concept of community empowerment, which emphasizes the importance of active community participation as a key factor in successful development. This research also expands the study of Community Service Program (KKN) implementation by demonstrating that integrating religious moderation values into community empowerment programs can generate impacts that are not only educational, but also social, institutional, and cultural. Thus, the KKN program serves not only as a means for student community service but also as an effective model of collaboration in supporting participatory, inclusive, and sustainable village development.

Based on the research findings, it is recommended that future KKN programs be more focused on developing sustainable programs through collaboration between universities, village governments, educational institutions, and the community. Furthermore, continued support is needed for village website management, human resource capacity building, strengthening community institutions, and developing locally-based economic empowerment programs so that the program's benefits can continue to be felt by the community after the KKN program ends.

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