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trn:oid:::1:3504599384

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International Journal of Community Service
 ISSN 2961-7162 (online)
<https://ejournal.ipinternasional.com/index.php/ijcs>



Vol. 4, Issue 1, 2025

DOI: <https://doi.org/10.55299/ijcs.v4i1.1389>

Village Rise Movement: An Integrated Solution to Improve Family Economy and Educational Literacy in Underdeveloped Areas

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ABSTRACT

Sukamantri Village in Cariu District, East Bogor Regency, is one of the underdeveloped areas that faces fundamental problems in terms of family economy and educational literacy. Low household income and minimal access to learning resources and educational participation are the main obstacles in the process of building an independent and competitive community. Through this Community Service (PkM) activity, the service team designed the "Village Rising Movement" program as an integrated solution targeting these two important sectors. This activity was carried out with a participatory and sustainable approach, including local potential-based entrepreneurship training, development of micro-business units, increasing the capacity of teachers and parents, and strengthening the literacy ecosystem through the establishment of village reading corners and development of community libraries. The results of the activity showed an increase in community participation in productive economic activities, the emergence of independent learning initiatives, and the formation of synergy between local partners and the service team in supporting the sustainability of the program. This program is expected to be a model for village community empowerment that can be replicated in other areas with similar challenges.

Keywords: Family Economy, Educational Literacy, Village Empowerment, Rising Village Movement.

Received: 31.05.2025	Revised: 13.06.2025	Accepted: 05.07.2025	Available online: 16.07.2025
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Suggested citations:

Tewu, T., & et al., (2025). Village Rise Movement: An Integrated Solution to Improve Family Economy and Educational Literacy in Underdeveloped Areas. *International Journal of Community Service*, 4 (1), 177-191. DOI: <https://doi.org/10.55299/ijcs.v4i1.1389>

INTRODUCTION

Inclusive and sustainable national development cannot be separated from the active role of rural communities. In the context of Indonesia, villages are an important foundation in the social, cultural, and economic structure of the nation. However, the current reality shows that the inequality between urban and rural areas, especially in underdeveloped areas, is still a challenge that needs to be addressed strategically and collaboratively. (Ministry of Villages, 2020) Sukamantri Village, located in Cariu District, East Bogor Regency, is one of the areas facing complex challenges in development, especially in the aspects of family economy and educational literacy.

Geographically, Sukamantri Village is included in the category of marginal villages where accessibility to public facilities, education, and the economy is still limited. Based on the results of initial observations and communication with village officials, it is known that the majority of the population relies on subsistence agriculture and informal work for their livelihoods. (Bappenas, 2019) Lack of access to skills training and markets causes family economic productivity to stagnate and is unable to significantly boost welfare. In addition, the level of educational literacy, both among children and parents, is still low. Many children do not have adequate access to learning, while parental participation in supporting the education process at home is also very limited due to the low level of formal education they have ever received. (Kemdikbudristek. (2021)

This problem is not only sectoral, but also interrelated. Low educational literacy weakens the capacity of individuals and families to manage economic resources optimally. Conversely, economic limitations are an obstacle to providing adequate educational facilities for children. Therefore, a comprehensive and integrated approach is needed that does not only intervene in one aspect, but simultaneously targets economic capacity building and improving the quality of education in rural communities. (World Bank, 2020)

Through this Community Service program entitled "Gerakan Desa Bangkit", we strive to present concrete solutions that are integrated between improving family economy and educational literacy. This program is designed in the form of entrepreneurial skills training activities based on local potential, empowering family economy through MSMEs, and strengthening educational literacy through teacher training, child learning assistance, and active involvement of parents in the education process. Not only that, this program also encourages the formation of a village learning ecosystem through the development of literacy corners, strengthening the role of village libraries, and collaboration with community leaders as local agents of change. (Coordinating Ministry for PMK, 2022)

This activity is based on the spirit of the tridharma of higher education, especially community service that is oriented towards empowerment and sustainability. A participatory approach is the main principle in implementing activities, involving village officials, residents, and local communities from the planning stage to evaluation. It is hoped that through the Rising Village Movement, a gradual but real social transformation will be created: from a passive village to an active village, from limitations to independence, and from backwardness to empowerment. (Sari, DP, & Widiastuti, T. (2021)

1

16

With targeted, data-based, and collaborative interventions, this activity is expected to not only provide short-term solutions, but also foster collective awareness and sustainable development practices among the Sukamantri Village community. The long-term hope of this program is the creation of a village empowerment model that can be replicated in other underdeveloped areas in Indonesia.

In addition, the problems faced by partners in this community service activity, namely Sukamantri Village in Cariu District, East Bogor Regency, reflect the typical challenges faced by many underdeveloped regions in Indonesia. Sukamantri Village has quite large natural resource potential, especially in the agricultural and agricultural sector, but has not been optimally managed due to low managerial capacity and limited market access. The majority of the population works as farmers and casual laborers with relatively low levels of education, so that entrepreneurial skills and the use of modern technology to support economic activities are still very minimal. In addition, the low purchasing power of the community makes it difficult to develop family businesses or MSMEs independently.

Another fundamental problem is the low level of educational literacy among children and parents. Lack of learning facilities, lack of motivation to learn in the home environment, and minimal active involvement of parents in children's education contribute to the worsening quality of education in this village. Schools still face limited facilities and teaching materials, while educators often have difficulty reaching households that need special assistance. The link between vulnerable economic conditions and low participation in education is a circle of problems that need to be broken comprehensively. (Ministry of Education, Culture, Research, and Technology. (2023) Therefore, partners really need an empowerment program that touches on both aspects simultaneously: strengthening the family economy and increasing community educational literacy.

12

This community service activity aims to provide holistic solutions to the two main problems faced by the Sukamantri Village community, namely low family economic productivity and weak educational literacy. In general, the purpose of this activity is to encourage the empowerment of village communities independently and sustainably through an integrated approach. The specific objectives of this program include: (1) increasing family economic capacity through skills training, entrepreneurship, and mentoring of local potential-based micro-businesses; (2) strengthening educational literacy through local teacher training, mentoring children's learning, and involving parents in educational activities; and (3) creating an active learning ecosystem at the village level by providing literacy corners and strengthening the role of village libraries as centers of community knowledge. (Kominfo, 2022)

Meanwhile, this activity is expected to provide direct and indirect benefits for the various parties involved. For the people of Sukamantri Village, the main benefit is increasing the economic capacity of families and increasing awareness and involvement in the education of their children. Thus, the community is not only a beneficiary, but also a main actor in the village development process. For partners, such as village officials, local educational institutions, and community business groups, this activity provides added value through strengthening institutional capacity and expanding collaboration networks with external parties. Meanwhile, for the service team from universities, this activity is a vehicle for applying science and technology in a real

context, and provides space for academic reflection on scientific contributions to community problems. Overall, this activity is expected to create a mutually beneficial reciprocal relationship, as well as build a collaborative foundation for the development of advanced programs in the future.

LOCATION AND PARTNERS OVERVIEW

Sukamantri Village is one of the villages located in the administrative area of Cariu District, East Bogor Regency, West Java Province. Geographically, this village is located in a hilly area with quite limited access to the district town center. Sukamantri Village has a fairly dense population, most of whom work in the informal sector, such as farmers, farm laborers, and casual workers. Basic infrastructure such as village roads, education services, and health facilities are still under development and have not evenly reached all hamlet areas. Culturally, the people of Sukamantri Village have high mutual cooperation values, with a social structure that still prioritizes family and local wisdom. In recent years, village officials have shown enthusiasm to encourage accelerated development through partnerships with various parties, including higher education institutions.

Although classified as a disadvantaged area, Sukamantri Village has a number of potentials that can be developed. In the economic sector, this village has natural resources in the form of extensive agricultural, horticultural, and plantation land. Some residents also have handicraft skills, but have not been organized in the form of productive businesses. This potential has not been optimally utilized due to limited market access, low entrepreneurial skills, and minimal assistance for micro businesses. On the other hand, education is a significant challenge in this village. The level of school participation is still low, especially at the secondary education level. Many children only complete basic education due to limited funds, facilities, and lack of awareness of the importance of education. Reading and writing literacy is also a concern, not only for children but also for parents, who generally do not have adequate formal educational backgrounds. These economic and educational problems influence each other: low family income is an obstacle to the continuation of children's education, while low educational literacy hinders the community's efforts to escape poverty independently. Therefore, interventions that target both of these aspects simultaneously are urgently needed to build community independence comprehensively.

In the implementation of the "Gerakan Desa Bangkit" program, the presence of local partners is a very strategic aspect in ensuring the effectiveness and sustainability of activities. The main partner in this activity is the Sukamantri Village Government, which plays a role in providing administrative support, facilitating coordination with the community, and providing social and economic data on village residents as a basis for program planning. In addition, other partners are the PKK Group, Karang Taruna, and local farmer communities who are actively involved in the process of training and empowering the family economy, especially in the development of products based on local potential such as agriculture, handicrafts, and home cooking. In the education sector, partners include local elementary school teachers and village library managers, who collaborate in implementing literacy training, mentoring children's learning, and strengthening non-formal learning facilities. This collaboration is participatory and needs-based, where partners are not only recipients of the program, but also participate

in designing, implementing, and evaluating activities. This collaborative approach is expected to foster a sense of ownership and shared responsibility for the success of the program, as well as open up space for local innovation and adaptation in responding to village problems in a sustainable manner.

IMPLEMENTATION METHOD

1. Integrated Solution Approach

The “Gerakan Desa Bangkit” program is designed with an integrated solution approach that targets two fundamental aspects of village community development, namely family economy and educational literacy. This approach is based on the understanding that increasing welfare cannot be achieved optimally if only one sector is intervened separately. (Bappenas (2020) Therefore, this activity was developed through integration between economic empowerment and strengthening community educational capacity simultaneously and supporting each other.



Figure 1. Handicrafts in the form of weaving

In terms of improving the family economy, this program focuses on strengthening household business skills and capacity through MSME training. Training activities include handicrafts, household farming, processing of local natural products, and simple business management. Through this training, communities are encouraged to develop local potential into competitive products of economic value. In addition to training, interventions are also carried out in the form of marketing digitalization, by providing assistance in the use of social media, e-commerce platforms, and digital promotion techniques so that local products can reach a wider market outside the village.

Meanwhile, in terms of improving educational literacy, this program involves various elements of society, from teachers, parents, to children. Training for teachers and parents is carried out to strengthen their role as educational facilitators in the school and family environment. Teachers are given contextual pedagogical reinforcement, while parents are provided with an understanding of the importance of their involvement in the child's learning process.



Figure 2. Educational literacy

The family learning program is also implemented to create a home environment that supports fun and sustainable learning. As a supporter of literacy activities, this program also includes book donation activities and revitalization of village libraries so that they can again become centers of community learning activities. Libraries that were previously less active will be developed as inclusive and inspiring public spaces, where children and villagers can access reading materials, take literacy classes, and foster a culture of lifelong learning. With this integrated approach, it is hoped that there will be significant changes, not only in improving the family economy, but also in the mindset of the community regarding the importance of education as a foundation for independent and sustainable village development.

2. Implementation Technique:

The implementation technique of this activity is designed in a structured and participatory manner to ensure active community involvement and the success of sustainable interventions. The initial step is carried out through Focus Group Discussion (FGD) activities with representatives of village communities, village officials, teachers, MSME actors, and local figures. (UNESCO (2017) This FGD aims to dig deeper into existing problems, map local potential, and align program activities with the real needs of the community. After the identification and joint planning stage, it is continued with the implementation of training and workshops that focus on two main pillars, namely improving family economy and educational literacy. This training includes entrepreneurial skills, small business management, local product marketing strategies, and increasing the capacity of teachers and parents in assisting children's learning process.

After the training, the activity continues with intensive mentoring for individuals and target groups. The service team makes regular visits to residents' business locations, children's learning centers, and target households to ensure that the transfer of knowledge is truly applied in everyday life. This mentoring is dialogic and solution-oriented, so that the community feels supported and does not walk alone in the empowerment process. To close each activity cycle, periodic monitoring and evaluation are carried out. This process involves collecting qualitative and quantitative data, joint reflection with residents and partners, and adjusting the program if necessary. Monitoring and evaluation techniques are also directed at identifying changes in behavior, economic achievements, and improvements in educational literacy, so that the

results of the activities can be measured and used as a basis for developing long-term programs.

SCHEDULE OF ACTIVITIES

The implementation of the “Gerakan Desa Bangkit” activity is designed for five months, namely from January to May, with structured and integrated stages between the family economic improvement program and strengthening educational literacy. Each month has a focus of activities that are adjusted to the short-term and long-term goals of the program, with a collaborative and participatory approach with local partners. All activities are carried out by paying attention to local wisdom, community free time, and local social dynamics so as not to interfere with the main activities of residents.

In the first month (January; Week 1 to Week 4), activities began with initial coordination with the village government, community leaders, educational institutions, and housewife groups. The service team conducted direct observations and rapid surveys to map the needs, local potential, and main obstacles of the community in two main sectors: economy and education. The results of this mapping became the basis for compiling contextual training materials and modules, both for micro-business training and educational literacy training. In addition, a local volunteer team was formed who would be actively involved in implementing the program.

The second month (February; Week 5 to 8) was the initial stage of program implementation. In the family economic sector, basic skills training was conducted such as handicraft production, local food processing, and productive utilization of village natural resources. Participants, who were mostly housewives and village youth, were trained to recognize simple value chains and microfinance management. At the same time, the literacy team conducted training for teachers and parents related to creative learning techniques at home and increasing children's interest in reading. Children's learning communities were also formed and implemented gradually, with joint reading activities, light discussions, and activities based on local folklore.

The third month (March; Week 9 to 12) is a continuation of the training process and material deepening. On the family economy side, participants are trained in small business management, simple financial recording, and product marketing strategies through social media and local e-commerce. Some training is carried out in direct practice with village product marketing simulations. In the education sector, children's learning communities are starting to be active with mentoring from teachers and volunteers. Parents are also involved in literacy parenting sessions, in order to build a culture of learning at home. This month, an intermediate evaluation (midline monitoring) is also carried out to measure the community's initial response and the effectiveness of the training.

Entering the fourth month (April; Week 13 to 16), the program entered the intensive mentoring phase. The service team conducted regular field visits to monitor the development of fostered MSMEs, provide further technical guidance, and support local product branding. At the same time, the family literacy program was strengthened by providing reading corners at several strategic points in the village such as community halls and elementary schools. Evaluation of children's learning was carried out to see the increase in learning motivation and parental participation. Interaction between the

service team and local partners was strengthened to prepare for the final phase of the program.

Finally, the fifth month (May; Week 17 to 20) is the stage of reflection, final evaluation, and preparation of sustainability plans. In this month, open discussions and presentations of activity results are held to all village stakeholders, including village officials, participating communities, and partners. Activity achievement reports are delivered transparently, accompanied by narrative and visual documentation. In addition, the team and partners jointly prepare a community-based follow-up action plan that includes post-mentoring MSME management, routine schedules for children's learning communities, and the role of local volunteers as drivers of literacy and the economy. With this approach, it is hoped that activities will not only be completed administratively, but also continue in real practice for independent and empowered communities. The following is a table of the implementation of the "Village Rising Movement" activities for five months (January–May) 2025:

Table 1. Implementation of the "Village Rising Movement" Activities

Month	Implementation Week	Main Activity Focus	Activity Details
January	Week 1–4	Initial Preparation & Coordination	<ul style="list-style-type: none"> - Coordination with village government, community leaders, and educational institutions - Quick survey & mapping of community needs - Preparation of economic and literacy training modules - Formation of local volunteer teams
February	Week 5–8	Implementation of Training Phase 1	<ul style="list-style-type: none"> - Basic skills training: crafts, local food processing, and utilization of natural resources - Microfinance management training - Literacy training for teachers and parents - Formation of children's learning communities
March	Week 9–12	Implementation of Phase 2 Training & Initial Monitoring	<ul style="list-style-type: none"> - Small business management training, financial record keeping, and digital marketing strategies - Product marketing simulation - Activation of learning communities and literacy parenting sessions

Month	Implementation Week	Main Activity Focus	Activity Details
			- Midline monitoring & evaluation
April	Week 13–16	Intensive Mentoring	- Field visits & mentoring for MSMEs - Local product branding assistance - Strengthening family literacy & village reading corners - Evaluation of children's learning and parental involvement in learning communities
May	Week 17–20	Reflection, Evaluation, and Sustainability Plan	- Presentation of achievements & discussion with partners and stakeholders - Preparation of final reports & activity documentation - Community-based follow-up program planning - Sustainability commitment with local partners

Note: All activities are carried out with a participatory approach and adjusted to the community's free time, so as not to disrupt the economic and social activities of village residents.

IMPLEMENTING TEAM AND ITS DUTIES

Here is the susTeam service and job descriptions for each:

Table 2. the susTeam service and job descriptions

No.	Member's name	Task
1	Denny Tewu	Team Leader: Overall coordinator of activities, main facilitator, responsible for reports and partner relations
2	Bernadette	Deputy Coordinator: Coordination of educational literacy activities, management of literacy training modules, and evaluation of children's learning.
3	Lis Shinta	Members: Family economic training implementers, MSME assistants, activity documentation, and inter-agency reporting
4	Leon Sinaga	Members: Logistics managers, technical field activities, as well as assistance in digitalizing businesses and strengthening marketing.

In implementing this Community Service activity, an implementing team consisting of four people with complementary scientific backgrounds and field experience was formed. Each member has clear duties and responsibilities, but still works synergistically to ensure that all activities run according to the planned goals and schedules.

The head of the implementation team is Mr. Denny Tewu, who acts as the main coordinator in all activities. His responsibilities include strategic planning, monitoring the program, facilitating communication between the team and local partners, and preparing the final activity report. As the main facilitator, he is also directly involved in several training sessions and impact evaluations, as well as ensuring the integration between economic activities and educational literacy in the integrated approach carried out by this program.

Mrs. Bernadetha serves as Deputy Coordinator, focusing on educational literacy. She leads the development and implementation of literacy improvement programs, including the preparation of literacy training modules for children and parents, as well as coordinating training with local volunteers. In addition, she is responsible for evaluating children's learning outcomes and monitoring parental involvement in the family education process. Her role is very important in building literacy awareness as part of strengthening human resources in the village.

Lis Shinta acts as a team member who focuses on the family economic empowerment aspect. She is tasked with designing and implementing business skills training for the community, assisting the formed micro business groups (MSMEs), and assisting in the documentation process and periodic reporting of activities. She also acts as a liaison between village MSME actors and external resources such as entrepreneurship coaches or local marketing sources.

Meanwhile, Leon Sinaga is a team member responsible for technical and logistical matters. He handles the operational needs of field activities, from providing training tools and materials to managing activity spaces and facilities. In addition, Leon is also involved in assisting small business digitalization through training in the use of social media and online marketing applications, as well as supporting local village product promotion activities to a wider market.

Overall, the team works on a collaborative and role-based principle, where each member supports each other in carrying out their respective functions. A clear division of tasks allows for effective program implementation, while communication and coordination between members are the keys to success in achieving service goals. With a solid team structure and strong commitment, it is hoped that the "Gerakan Desa Bangkit" activity can provide a real impact on the Sukamantri Village community in a sustainable manner.

BUDGET PLAN

The activity budget plan is prepared based on the actual needs for the implementation of each stage of the activity, with a focus on efficiency and benefits for the community. The following is a breakdown of needs and financing:

Table 3. Activity budget plan

No.	Activity Components	Details	Estimated Cost (Rp)
1	Team transportation and accommodation	Round trip transport, team accommodation in the village	5,000,000
2	Family Economic Training	Speaker's honorarium, stationery, training materials, consumption	6,500,000
3	Educational Literacy Training	Literacy Modules, stationery, teacher & parent training	4,000,000
4	Creation of Literacy Corner & Book Donation	Bookshelves, reading rugs, children's literacy books	3,500,000
5	MSME Assistance and Product Promotion	Packaging printing costs, digital marketing	3,000,000
6	Monitoring, Evaluation and Reporting	Questionnaire, documentation, final report	2,000,000
7	General operations (stationery, banners, etc.)	Activity banners, certificates, general stationery	1,500,000
TOTAL BUDGET			25,500,000

The activity budget plan is prepared based on the principles of efficiency, relevance, and direct benefits for the target community. Each budget component is designed to support the implementation of field activities optimally, taking into account the geographical conditions of Sukamantri Village and the real needs of the community. The following is a detailed description of each budget item:

1. Team Transportation and Accommodation (IDR 5,000,000) This component covers the cost of round-trip transportation for the service team from their original location to Sukamantri Village, including accommodation needs during the implementation of activities in the field. Given the village's location which is quite far and is in the hilly area of East Bogor Regency, accommodation is important so that the team can carry out activities optimally for several days without logistical obstacles.
2. Family Economic Training (IDR 6,500,000) This post is one of the main components that targets increasing the economic capacity of families in the village. Funds are allocated for honorariums for resource persons who have competence in the field of entrepreneurship and economic empowerment, procurement of office stationery (ATK), training materials such as modules and visual media, and consumption for participants during the training. This activity aims to provide practical skills to residents so that they are able to develop micro-businesses based on local potential.
3. Educational Literacy Training (IDR 4,000,000) This fee is intended for activities to improve educational literacy among teachers, parents, and children. Funds are used for the creation and duplication of training modules, stationery, and technical support in implementing training sessions. The focus of this activity is to build

parental awareness of the importance of their involvement in children's education and to strengthen basic teaching methods for educators in the village.

4. Creation of Literacy Corner & Book Donation (IDR 3,500,000) This budget is allocated to create a child-friendly and functional reading space in the village environment. Needs include purchasing bookshelves, sitting mats for the reading area, and procuring children's literacy books that are appropriate for age and local context. This activity is part of a strategy to build a learning ecosystem that supports the improvement of literacy culture in the village in a sustainable manner.
5. MSME Assistance and Product Promotion (IDR 3,000,000) Funds in this post are used to assist residents in starting and managing small businesses and strengthening the marketing of local products. Activities include printing attractive and professional product packaging, as well as digital marketing training to expand market reach. The main goal is to increase the selling value of local products and open wider economic access for the community.
6. Monitoring, Evaluation, and Reporting (IDR 2,000,000) This budget is allocated for the implementation of monitoring and evaluation (Monev) activities for the entire program series. Funds are used to procure questionnaires, documentation tools, and prepare final reports as a form of accountability for activities. This monitoring is important to measure the impact of the program and assess the sustainability of activities with local partners.
7. General Operations (Rp 1,500,000) This item covers light operational needs that support the implementation of activities such as making activity banners, participant certificates, and general stationery. This component is supportive but important in maintaining the smoothness and completeness of the administration of all community service activities.

The total budget planned for this activity is Rp 25,500,000. This fund is projected to be used efficiently and transparently, with high accountability to support the success and sustainability of the "Gerakan Desa Bangkit" program in Sukamantri Village.

SUCCESS INDICATORS

The success of a community service activity, especially one that is integrated and oriented towards medium and long-term empowerment, must be measured comprehensively through output indicators (direct output) and outcomes (long-term results) that are measurable and relevant to the objectives of the activity. In the "Gerakan Desa Bangkit" program, success indicators are divided into two main domains, namely improving family economy and strengthening educational literacy.

In the family economic aspect, the output indicator that is the main benchmark is the formation of new micro-business units at the family or group level, with a target of at least five new MSMEs based on local potential (such as processed agricultural products, handicrafts, or local services). In addition, the increase in the number of residents who participate in entrepreneurship and digital marketing skills training will also be measured, with a target participation of at least 30 active participants. Other outputs that will be achieved are the preparation of village potential-based business training modules and the creation of village economic forums (such as business development groups or small cooperatives) that function as a forum for the sustainability of post-program economic activities. The outcome of this aspect can be

seen from the increase in the income of participant families by at least 10-20% in 3-6 months after the activity, increased household financial independence, and increased access to digital markets for local products.

Meanwhile, in the domain of educational literacy, output indicators include the implementation of at least four literacy training sessions for teachers and parents, the establishment of a reading corner or mini library that is actively used by children and the general public, and the creation of at least two types of learning media (for example: local story books, educational posters, or simple learning videos). In addition, learning assistance activities for school-age children are also expected to result in an increase in the number of children participating in the program by at least 40 children of various age levels. Outcome indicators in the medium term include increasing reading interest among children and parents, increasing the number of families who actively accompany children's learning activities at home, and increasing learning motivation and simple academic achievement among children.

In addition to these sectoral indicators, there are also cross-sector success indicators, namely the creation of active partnerships between the service team, village government, local schools, and community groups that show synergy and commitment to the sustainability of the program. It is also hoped that there will be an increase in the institutional capacity of local partners in designing and implementing programs based on village needs. The overall level of community participation, the sustainability of post-mentoring activities, and documentation of best practices from the program are also important measures in assessing success qualitatively.

Thus, the success indicators of the "Gerakan Desa Bangkit" program are not only focused on short-term results, but also reflect the existence of sustainable social, economic, and educational transformation at the community level. All of these indicators will be evaluated through a participatory monitoring and evaluation approach that actively involves village partners, so that the evaluation process is not only a measuring tool, but also a joint learning process towards empowering independent and competitive villages.

CONCLUSIONS

The Community Service Program "Gerakan Desa Bangkit" in Sukamantri Village is a real manifestation of the university's commitment to empowering the community in an inclusive and sustainable manner. Through an integrated approach that touches on two fundamental aspects of community life—namely family economy and educational literacy—this program is expected to provide a significant long-term impact. We hope that this activity will not only result in increased individual capacity, but also form a productive and educationally aware culture at the community level. With the formation of independent business groups, increased participation in family education, and the presence of inclusive learning spaces in the village, we are optimistic that Sukamantri Village can be an example of empowerment that can be replicated in other underdeveloped areas.

As a form of sustainability responsibility, the service team is committed to continuing to establish active partnerships with the village government, community leaders, and local educational institutions. This commitment is realized through post-program assistance, providing access to online learning resources, and developing

cross-sector communication forums. Thus, this program does not stop at a series of short-term activities, but becomes part of a sustainable social transformation process, where the community is not only an object, but also a subject of the development they aspire to. Close collaboration between the service team and village partners will be a strong foundation to ensure the sustainability and expansion of the impact of the Rising Village Movement in the future.

Acknowledgement

We would like to express our heartfelt gratitude to all individuals and organizations that contributed to the success of the "Village Rise Movement" program in Sukamantri Village. Our sincere thanks go to the Sukamantri Village Government for their unwavering support and collaboration, which facilitated our activities and helped us engage effectively with the community. We also appreciate the local community leaders, educators, and parents who actively participated in our programs, demonstrating their commitment to improving the family economy and educational literacy. Special thanks to the members of the PKK Group, Karang Taruna, and local farmer communities for their invaluable involvement in the training and empowerment processes. Additionally, we extend our gratitude to the Indonesian Christian University and other educational institutions that provided resources and expertise throughout this initiative. Their commitment to community service and sustainable development has been instrumental in our efforts. Finally, we acknowledge the support from various stakeholders, including local businesses and volunteers, whose contributions enriched our program and fostered a spirit of collaboration and mutual growth. Together, we strive to create lasting change and empower the Sukamantri Village community.

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