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Playing *Gamelan* Educational Tourism: Tourism Product Development In Banyu Mudal Tourism Village

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Abstract

Nowadays, villages with the label of Tourism Village have emerged to develop tourism potential in the area and increase income. Tourism Village is a self-help and self-subsistent community that tries to increase their understanding of tourism in their social activities. It contributes to the increasing value of tourism development within its territory, contributing to growing value for tourism and its empowerment of welfare, also participating in contributing to the success of tourism development. The uniqueness of a tourism village is essential to distinguish it from others. Banyu Mudal Tourism Village is a Tourism Village in the Moga District, Pemalang Regency, Central Java Province. It has natural and cultural tourism resources, including its potential and tourist attraction, community, human resources, and institutional. However, the Focus Group Discussion (FGD) result showed the absence of tourism products as a unique attraction at Banyu Mudal. On the other hand, a gamelan craftsman had a gamelan studio. So playing gamelan educational tourism can be a potential superior tourist product at Banyu Mudal Tourism Village. The authors conducted tourism product development through training to develop Banyu Mudal as a Tourism Village. We recommend improved facilities, infrastructure, and marketing, also human resources improvement, and mentoring.

Keywords: Tourism product development; Tourism Village; Educational Tourism; *Gamelan*

Abstrak

Pada saat ini untuk meningkatkan pendapatan dan juga pengembangan potensi wisata di daerah bermunculanlah desa-desa dengan berlabel Desa Wisata. Desa Wisata adalah sekelompok masyarakat swadaya dan swakarsa yang didalam sosial aktivitasnya berusaha menambah pemahaman diri akan kepariwisataan, membuat wadah bagi peran dan berpartisipasi masyarakat didalam membangun kepariwisataan di wilayahnya, turut menambah nilai akan kepariwisataan, serta pemberdayaannya untuk kesejahteraan masyarakat, ikut sertaannya didalam turut mensukseskan pembangunan kepariwisataan. Dalam hal ini dibutuhkan suatu produk wisata yang memiliki ke khasan dari desa tersebut sehingga dapat membedakan dengan desa yang lainnya. Desa Wisata Banyu Mudal merupakan suatu desa wisata yang masuk di wilayah Kecamatan Moga, Kabupaten Pemalang, Propinsi Jawa Tengah yang mempunyai potensi sebagai Desa Wisata dengan daya tarik keindahan alamnya. Dengan adanya sarana dan prasarana seperti jalan, dan transportasi serta sumber daya manusia dan kelembagaannya. Disamping potensi tersebut juga terdapat kekurangan dan masalah-masalah yang ada di desa tersebut. Dengan diadakannya *Focus Group Discussion (FGD)* didapatkan bahwa saat ini desa Banyu Mudal tidak mempunyai suatu produk wisata yang khas. Di desa wisata Banyu Mudal terdapat seorang pengrajin gamelan yang mempunyai sanggar untuk latihan nabuh gamelan. Potensi ini diangkat menjadi suatu produk unggulan wisata edukasi nabuh gamelan. Walaupun banyak hal yang masih harus di benahi dari sisi sarana dan prasarana juga pemasaran dan kualitas dari sumber daya serta membutuhkan pendampingan.

.Kata Kunci: Desa Wisata; Wisata Edukasi; Gamelan.

INTRODUCTION

Many villages have sprung up with various attractions in the current tourism development. However, sometimes the rapid growth of existing tourist villages does not consider the existence of other tourist villages. So that it makes tourists bored because tourist villages have the same attraction. Therefore, the uniqueness of tourism villages is essential in developing tourist destinations.

A tourism village is a form of unification between attractions, accommodation, and supporting facilities in a structure of community life that becomes one with existing procedures and traditions (Nuryanti, 1993). In addition, the village can live independently with its potential and sell various tourist attractions without investors' intervention.

Local wisdom is the knowledge of a community that comes from the high value of cultural traditions in community life regulation to achieve community progress, both in creating peace and increasing community welfare (Khusniati, 2014). It may include local knowledge, skills, intelligence, resources, social processes, ethical norms, and customs. Indonesia comes from a diverse society, so the motto of *Bhineka Tunggal Ika* was born as local wisdom. Each region has its local wisdom. Local wisdom needs to be preserved by the younger generation as a form of responsibility towards ancestral heritage. Therefore, local wisdom can be used as an approach or packaging in developing an educational tourism model (Winarto, 2016). Furthermore, to understand this paper, it is necessary to understand the meaning of a tourism village, educational tourism, and *gamelan*.

a. Tourism Village

Village tourism is when a small group of tourists live in or close to a traditional atmosphere, usually in remote villages. In addition, the tourists learn about rural life and the local environment (Inskeep, 1991). Therefore, the Tourism Village is a place that has specific characteristics and values as a unique attraction for tourists who have a particular interest in rural life. This definition shows that the main attraction of a tourism village is the extraordinary village life that cannot be found in urban areas.

b. Educational tourism

Educational tourism is a tourism concept that presents a combination of non-formal education with tourism (entertainment) to tourists. In this concept, tourists will get entertainment (recreation) and gain experience or learn with fun methods (Saepudin, Budiono, and Halimah, 2019). Through edutainment, learning will be more quickly understood by visitors. It is in line with Rodger's opinion; He states that educational tourism is a program where participants travel to a particular place in a group to gain learning experiences directly related to the locations visited (Rodger, 1988). According (Ritchie, J.B. & Crouch, 2003), educational tourism is a tourist activity conducted by individuals or groups in a specific place to gain a learning experience.

c. Gamelan

The word *gamelan* comes from the Javanese, "*gamel*" means to beat, followed by the suffix "*-an*" to make it a noun. Gamelan is a set of musical instruments consisting of *saron* (including *saron panerus*, *saron barung*, *saron demung*), *gambang*, *kendang*, and *gong*. The term gamelan refers to the whole unit that is sounded together. Gamelan is generally used to accompany *wayang kulit* performances or official events such as palace ceremonies, weddings, thanksgiving, etc. However, currently, *gamelan* is only used by most people on the island of Java – especially East Java, Central Java, Yogyakarta, West Java – and Bali. We must preserve gamelan as a musical instrument produced by Indonesian culture. The process of maintaining *gamelan* as a regional art must run continuously from generation to generation throughout the life of our nation (Nuruningsih, 2019). *Bhineka Tunggal Ika* (n): the official national motto of Indonesia. The phrase comes from the Old Javanese language, translated as "Unity in Diversity." *Saron* (n): a musical instrument in the gamelan. It usually has seven bronze bars placed on a resonating frame. It is usually about 20 cm (8 in) high

and is played on the floor by a seated performer. Saron typically come in a number often sizes, from most petite to largest:

1. *Saron panerus* (also: *peking*)
2. *Saron barung* (sometimes just *saron*)
3. *Saron demung* (often just called *demung*)

Each one of those is pitched an octave below the previous.

Gambang (n): a xylophone-like instrument in gamelan.

Kendang (n): a two-headed drum instrument in gamelan.

Gong (n): a percussion instrument in gamelan. Gongs are flat, and circular metal discs are typically struck with a mallet. *Wayang kulit* (n): a traditional form of a puppet-shadow play initially found in the cultures of Java and Bali in Indonesia

GENERAL DESCRIPTION OF THE COMMUNITY, PROBLEMS, AND TARGET SOLUTIONS

Banyu Mudal Tourism Village is a tourism village at Moga District, Pemalang Regency, Central Java Province. Geographically, Banyu Mudal Tourism village is located 10 Kilometers north of Mount Slamet, 45 Kilometers South of Pemalang City, and 30 Kilometers east of the Guci Hot Spring Tourism Object at Tegal. The name of Banyu Mudal village was formed since Mataram kingdom, meaning abundant water source, refers to Cempaka Wulung Spring. To date, Banyu Mudal villagers still preserve the spring. Banyu Mudal village climate, like other villages in Indonesia, has dry and rainy. Thus, it directly influences the planting pattern at Banyu Mudal village, Moga District. Land used in Banyu Mudal Village is mainly reserved for paddy fields, while the rest is for buildings and other facilities. Banyu Mudal village has diverse life in politics, socio-cultural, and religion. There is a tourism location, namely Cempaka Wulung, a natural tourism location of springs and nature reserve forest covering an area of 4 hectares.

Problems

The problems faced by Banyu Mudal village were:

1. Incompatibility of tourism products with market taste.
2. No tour packages that integrate tourist attractions
3. Lack of coordination with the government
4. No brand in marketing promotions, no network, and nonoptimal use of information technology



Figure 1. A building for gamelan studio



Figure 2. People practice playing *gamelan* in a *gamelan* studio

Target Solutions

From the existing potential, all Focus Group Discussion (FGD) participants agreed to promote playing *gamelan* educational tourism as a superior tourism product to attract tourists. Educational tourism will be beneficial when visitors get new knowledge, experience, and fun at a tourist attraction at the same time. Therefore, applying the 3E principles, environmental factors, engagement, and exploration are essential (Sharma, 2015).



Figure 3. Discussion in FGD to formulate a unique tourist attraction at Banyu Mudal Village



Figure 4. All FGD participants in formulating the final decision

METHOD

a. Assessment of Various Potential at Banyu Mudal Tourism Village

a) Attraction

1. *Gamelan* educational tourism

In Banyu Mudal Tourism Village, there was a place to make *gamelan* and a studio to learn also play the instrument. It can be developed as a cultural attraction whereby learning *gamelan* is one of the traditional musical instruments.

2. Cempaka Wulung Tourism

Nature Tourism has an area of 4 hectares consisting of natural springs and forest reserves and pine forests belonging to Perum Perhutani (state forest company). There are also various types of animals that are still preserved. One of the animals that are the mainstay of tourism in Cempaka Wulung is the presence of wild monkeys that inhabit the Nature Reserve area, which is also one of the tourist attractions every year. There are 200 wild monkeys in the Cempaka Wulung tourist location, and residents around the tourist site always guard them.

b) Facilities and Accommodation

Facilities are resources explicitly created and needed by tourists to engage in the Tourism Village. Tourist facilities affect consumer perceptions and expectations. Improved facilities are expected to increase tourists' interest in visiting (Supraptini and Supriyadi, 2020). These facilities can take advantage of the resources already owned by the village. In addition, the village can build new facilities tailored to the needs of tourists but do not throw away its characteristics and uniqueness. The primary transportation tool Banyu Mudal villagers used was motorcycles where the road conditions were adequate and could be traversed by four-wheeled vehicles. Accommodation is a facility used as a place to stay for tourists. The inn can use part of the community's residence and homestay. A homestay is a unit built adapted to the concept of residence by residents. Homestay management requires an integrated synergy between the government and stakeholders, also the community. They move together to develop and manage homestays in community-based tourism destinations (Palupiningtyas, Yulianto, and Wijoyo, 2021). Accommodation in Banyu Mudal Village was minimal with no Homestay.

c) Amenity

(a) Public Infrastructure

1. Public infrastructure such as electricity was very affordable
2. Phone signal and data coverage was adequate
3. Water could be from the local village (spring)

(b) Public Facilities

1. Mosques were located in every corner of the village, while in the tourist area there were few public facilities
2. Public health centers and Bank did not exist
3. Security from local security guards and tourism police did not exist yet

(c) Tourism Facilities

1. Homestays and restaurants did not exist
2. Information board did not exist yet
3. Souvenir shops did not exist yet, but some products could be directly purchased in places to make *rengginang* and cassava chips

d) Potential of human and institutional

Human resources in Banyumudal Village Moga District was 15,665 people. Population by levels of education were:

Tabel 1 Description of human institutional

Education Level	
Elementary	5,342
Junior High School	2,012
Senior High Schools	983
Vocational	172
University	5
Population by occupation were:	
Farmer	1.228
Trader	2.112
Employee	3.209
Indonesian National Armed Forces/ Police of the Republic of Indonesia	
Civil servants	18
Entrepreneur	826
Others	816

b. Evaluation of Existing Problems

Focus Group Discussion (FGD) was held to discuss the problems in Banyu Mudal village as a tourism village. Focus Group Discussion (FGD) is a systematic and directed discussion about an issue or concern (Achmad Rizal H. Bisjoe, 2018). Then, the authors conducted tourism product development through training to develop Banyu Mudal as a Tourism Village.

a) Focus Group Discussion

Banyu Mudal village offered a lot of potentials. In addition, there was the spirit of the Tourism Awareness Group (*Pokdarwis*) to optimize all possibilities. Their goal was to turn potential into business opportunities to improve the local economy. The results of the FGD were:

1. Existing tourism resources in the tourist village of Banyu Mudal, both natural and cultural, consist of:
 - 1) The potential for attraction of tourist villages, both physical (unique plantations and campsites) and non-physical (unique and distinctive cultural traditions), to attract tourists to visit the village;
 - 2) Community of people living in the village. They had a strong attitude of acceptance and commitment as hosts to tourists. They could interact, appreciate and benefit each other;
 - 3) The potential of human and institutional resources to support the management and development of tourism villages;
2. The problems faced by Banyu Mudal Village were:
 - 1) Incompatibility of tourism village products with market tastes;
 - 2) No tour package that integrates tourist attractions;
 - 3) Lack of coordination with the government;
 - 4) No brand in marketing promotions, no network, and nonoptimal use of information technology.

b) Formulation of a Unique Tourist Attraction at Banyu Mudal Village

The results of the Focus Group Discussion (FGD) and stakeholders photographed the potential of the tourism village in the target village area, then continued with a discussion to create a unique attraction for Banyu Mudal Village. From the existing potential, all participants of the Focus Group Discussion (FGD) agreed to promote playing *gamelan* education tourism as a superior tourism product to attract tourists. Educational tourism will be beneficial when visitors get new knowledge, experience, and pleasure in a tourist attraction at once. Therefore, applying 3E principles, environmental factors, engagement, and exploration are

essential (Sharma, 2015). *Gamelan* is a traditional musical instrument from Indonesia. It has a distinctive sound characteristic from every region in Indonesia (Herington, N., Elford, D. P., Swallowe, G. M., Chalmers, L., Perrin, R., & Moore, 2010). However, *Gamelan* musical instruments have begun to be abandoned by the current generation in Indonesia. Ironically, many foreign researchers are researching *Gamelan* musical instruments. Professor Sinin Hamdan from Malaysia is one of the *Gamelan* researchers. He reveals that it is an honor in Malaysia if a university has *Gamelan* musical instruments (Himarosa, Ramadhan, and Yulianti, 2019). There are several values in the *gamelan* (Agratama, 2019), consist of:

1. Aesthetic value. *Gamelan* is a beautiful masterpiece of Indonesian culture. The beauty of music gives a unique sense. It is a mixture of ethnic, spiritual nuances of culture, flexibility, and education.
2. History value. Javanese *gamelan* in its development also changes. Changes occur in the making process, while its development concerns its quality.
3. Cultural value. *Gamelan* is one of the cultural arts inherited by the predecessors and still much loved and pursued.
4. Social value. *Gamelan* music provides a social nuance that is the connection between *gamelan* players.
5. Philosophical value. *Gamelan* values the harmony of human relationships horizontally and vertically with God.
6. Psychological value. People who used to dabble in the musical world have a sense of solidarity, soft greetings, and polite behavior.
7. Democracy value. According to *pancasila*, *gamelan* is related to the fourth principle, Democracy guided by the inner wisdom in the unanimity arising out of deliberations among representatives

Rengginang (n): a kind of Indonesian thick rice cracker made from cooked glutinous sticky rice and seasoned with spices, made into a flat and rounded shape, and then sun-dried. The sun-dried *rengginang* is deep-fried with cooking oil to produce a crispy rice cracker. *Pancasila* (n): the official, foundational philosophical theory of Indonesia.

RESULTS AND DISCUSSION

There was a *gamelan* craftsman in Banyu Mudal Village named Mr. Parmo. He produced various kinds of *gamelan* from different raw materials, depending on consumer demand. Besides making *gamelan*, he also had a studio where people could learn to play *gamelan* in a good rhythm. The observation results showed the potential to promote playing *gamelan* educational tourism where tourists are invited to play the *gamelan* together. This educational tourism will be an exciting and impressive experience. Then, the authors assessed the strengths were:

1. There was no playing *gamelan* educational tourism around Banyu Mudal village, even in Moga District.
2. Adequate road access
3. Available place and trainers, conducted by Mr. Parmo himself

While the weaknesses were:

1. Inadequate facilities in the studio
2. The lack of accommodation
3. No Marketing and branding

This community service aims to invite the community to preserve cultural heritage. *Gamelan* can be managed as a cultural tourism destination that will bring many tourists and increase sources of income for residents. The community should improve *gamelan* studio becomes an exciting location. In addition, they should create a trend to love cultural heritage as a tourist attraction. Furthermore, they could utilize technology and social media networks to build cultural trends as prestigious actualization. *Gamelan* can be packaged as traditional

music education for tourists and even research facilities. In general, the development of Tourism Village uses the following strategies (Saepudin, Budiono, and Halimah, 2019):

1. Increasing active community participation in developing tourism villages starting from the planning, implementation to program evaluation stages;
2. Developing a unique tourism village based on the natural, social and cultural potential of the local community;
3. Increasing the capacity of community institutions as tourism village management institutions to establish coordination and communication between the government, the community, and donor agencies;
4. Developing tourism promotion media through various media;
5. Improving human resources through structured and organized education and training programs;
6. Providing structured assistance from related agencies/agencies

In developing *gamelan* educational tourism, promotion through various media is very important. Tourism managers must promote tourism products to tourists to be interested in these products. (Suryadana, M. Liga, 2015) argues that promotion in tourism is "a one-way flow of information created to direct prospective tourists or tourism business institutions to actions capable of creating exchanges (trades) in the marketing of tourism products". Thus, promoting tourism products' marketing supports transactions by informing, persuading, reminding, and distinguishing the promoted tourism products from other tourism (Saepudin, Budiono, and Halimah, 2019). The steps for promoting tourism products include:

1. Identify tourism products. Tourism village products are a tourist experience during activities in the tourism village. Experiences are gained from what people see, do, and what travelers buy. Therefore, the first step that the tourism managers must do is identify what can be seen, done, and purchased by tourists in the tourism area.
2. Formulate and build unique superior products. The uniqueness of travel products should be formulated based on identifying products that tourism managers have done. Travel products offered should provide benefits to the targeted tourists.
3. Set a target market. Developing a target market should be tailored to the travel products owned, especially the superior products. In searching for market segments, tourism village managers can use various segmentation techniques, such as segmentation based on tourist destinations, geography, demographics, psychographics, behavior, or product-based.
4. Formulation of positioning. Positioning is a strategy in instilling tourists' image of tourist villages in mind, to be perceived uniquely compared to other tourist villages.
5. Building the identity (brand) of the tourism village must have an identity as a unique feature and differentiator with other travel products. A tourism village's identity should be unique and memorable by the market. In building an identity, the first thing to do is establish a brand. After owning the brand, then the tourism managers campaigned through marketing communications.
6. Set the price after the tourism products are packaged. The tourism village manager must calculate the cost that must be incurred in providing travel products
7. Build a marketing communication channel. The marketing channel is an intermediary tourism village in offering tourism products to prospective tourists. The marketing channel can be an official website destination of cultural tourism. The website can be the foundation to develop all cultural activities that can be used as tourist attractions (Himarosa, Ramadhan, and Yulianti, 2019).

In addition to marketing, another target is to improve the quality of human resources that manage tourism villages by empowering the community. Community empowerment in developing tourism villages must pay attention to Enabling, Empowerment, and Protecting principles. Enabling creates an atmosphere or climate that allows the potential of the community to develop. In addition, empowerment strengthens the prospects or

power of the community. Furthermore, protecting prevents unequal competition and intense exploitation of the weak.

Structured manner mentoring from institutions/agencies is also essential. Mentoring is a community empowerment activity by a companion as a facilitator, communicator, motivator, and dynamist. Thus, the mentoring process is an effort to encourage community involvement in developing its potential and environment and overcoming obstacles. The implementation of mentoring is based on grouping, sustainability, and independence principles. These principles promote togetherness in building self-reliance. In addition, it uses the concept of "growing from, by, and for the benefit of the community". As a result, togetherness will be awakened.

CONCLUSIONS AND SUGGESTIONS

In conclusion, Banyu Mudal village is a developing tourism village. Banyu Mudal tourism village has natural and cultural resources, including its potential and tourist attraction, community, human resources, and institutional. It has an opportunity to develop a tourism village according to its characters. However, a problem faced by Banyu Mudal village as a label of tourism village was the absence of tourism products as a unique attraction. On the other hand, a gamelan craftsman had a gamelan studio. So, playing gamelan educational tourism can be a potential superior tourist product in Banyu Mudal Tourism Village.

We recommend improved facilities, infrastructure, and marketing, also human resources improvement, and mentoring. In addition, tourism village managers should build synergy with village institutions and the government. Furthermore, they must promote tourism products to be interested in these products. To improve the quality of promotions, they also need to develop networking with tourism stakeholders. In addition, they must use multimedia be creatively and innovatively to package tourism products and create events. Last, tourism managers can intern in advanced tourism villages to improve the quality of the human resource.

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ICARE Based Training: A Strategy to Empower Writing Skills in Classroom Action Research among Teachers in Tuban District, East Java, Indonesia

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Abstract

Many sources showed the low quality of education in Indonesia. One way to improve education quality is classroom action research (CAR). The core of CAR is evaluation in the learning process. In addition, Teachers can get credit points for promotions or certification through writing a scientific paper. The targeted community was teachers in the Tuban Regency under the auspices of Pusat Belajar Guru (PBG). This paper aims to improve comprehension and writing skills in CAR through Introduction, Connection, Application, Reflection, and Extension (ICARE) based training among teachers. The result showed increased teachers' comprehension after the training. In addition, it also indicated that the highest writing skill in the CAR was in learning innovation. Meanwhile, the lowest writing skill was in the literature study and reference. In conclusion, ICARE based training increases comprehension and writing skills in CAR among teachers. Further training should provide a deeper understanding of online and offline literature search and write it down in reference.

Keywords: Classroom Action Research; Training; ICARE; and Teachers

Abstrak

Banyak sumber menunjukkan rendahnya kualitas pendidikan di Indonesia. Salah satu cara untuk meningkatkan kualitas pendidikan adalah penelitian tindakan kelas (PTK). Inti PTK adalah evaluasi dalam proses pembelajaran. Selain itu, Guru bisa mendapatkan poin kredit untuk kenaikan pangkat atau sertifikasi melalui penulisan karya ilmiah. Masyarakat yang menjadi sasaran adalah para guru di Kabupaten Tuban yang berada di bawah naungan Pusat Belajar Guru (PBG). Tulisan ini bertujuan untuk meningkatkan pemahaman dan keterampilan menulis PTK melalui pelatihan berbasis Pengenalan, Koneksi, Aplikasi, Refleksi, dan Ekstensi (ICARE) di kalangan guru. Hasil penelitian menunjukkan peningkatan pemahaman guru setelah pelatihan. Selain itu, juga menunjukkan bahwa keterampilan menulis tertinggi pada PTK ada pada inovasi pembelajaran. Sedangkan keterampilan menulis yang paling rendah adalah pada studi kepustakaan dan referensi. Kesimpulannya, pelatihan berbasis ICARE meningkatkan pemahaman dan keterampilan menulis PTK di kalangan guru. Pelatihan lebih lanjut harus memberikan pemahaman yang lebih dalam tentang pencarian literatur online dan offline dan menuliskannya dalam referensi.

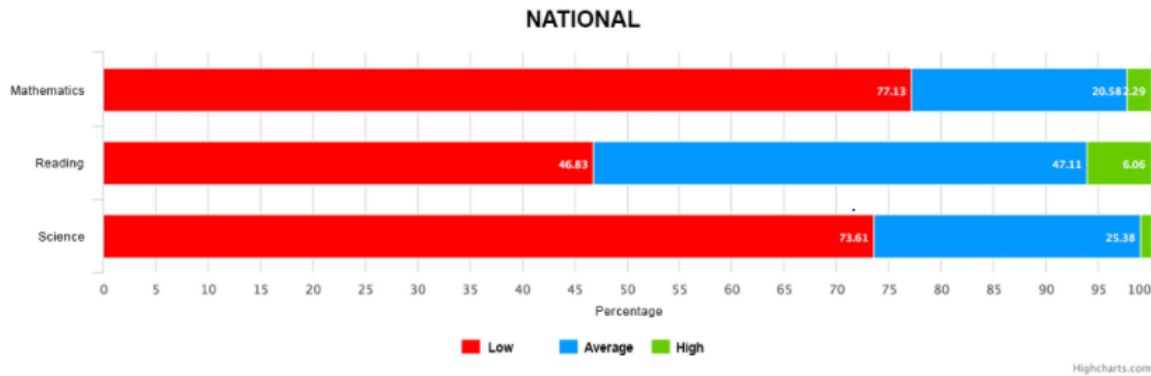
Kata kunci: Penelitian Tindakan Kelas; Pelatihan; AKU PEDULI; dan Guru

INTRODUCTION

According to Indonesia National Assessment Programme (INAP), the quality of Indonesian education was still low (See Figure 1) (Usman and Kurniasih, 2019). The latest news shocked the world of education that research results showed the low educational attainment of Indonesia, and even tend to decline. Various national-level analyses also mentioned how weak teacher competence and education policies are in the regions (See Figure 2) (Luhur, 2021).

One way to identify and improve education quality is through classroom action research (CAR). Classroom action research has a pivotal role in enhancing learning quality. It is a systematic procedure carried out by

teachers to collect information about how teachers plan, teach, and how students learn. Furthermore, teachers seek to improve the quality of learning (Cresswell, 2013).



Results of the 2016 Indonesia National Assessment Programme (INAP) held by the Ministry of Education and Culture (MoEC). The MoEC's Educational Evaluation Center (Puspendik)/Research and Development Unit (Balitbang).

Figure 1. Percentage of Science, Reading, and Mathematics Ability in Indonesian Students

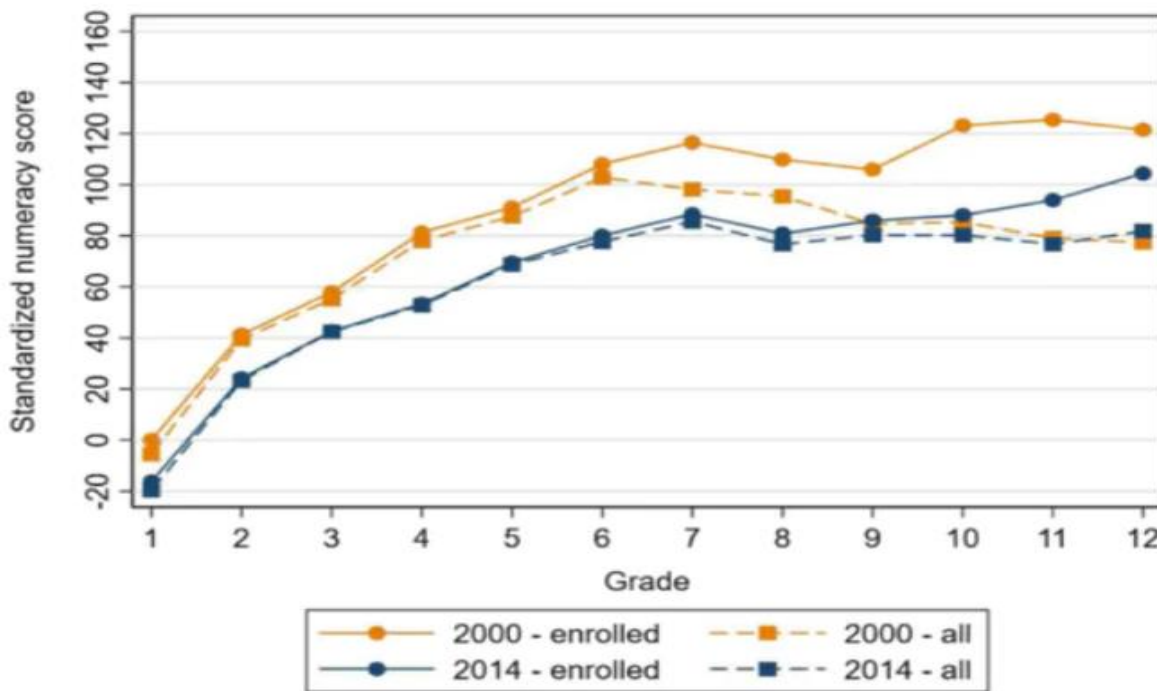


Figure 2. The comparison of student achievement on each grade from 2000 to 2014

Recent evidence showed that teachers had low writing skills in classroom action research (Pambudi, 2018; Mahfud, 2019). On the other hand, the teachers are one component of learning that holds a strategic position in improving the quality of education. They are essential in implementing quality learning (Mudlofir, 2012). The task of a teacher is not only as a transmitter of knowledge but also as a learning designer. Teachers must design productive, effective, efficient, and innovative learning processes (Abdullah Sani, 2013). In addition, teachers must carry out their duties professionally (Suyanto and Jihad, 2014). Professionals are people who can carry out their responsibilities by always upholding professional ethics (Koehn, 2000).

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The development of teacher professionalism is closely related to scientific paper writing. Teachers can get credit points for promotions or certification through writing a scientific paper (Sujana and Laksamana, 2001). In addition, it helps improve the quality of learning services, classroom management and increases the professionalism of teachers. So, it impacts student learning outcomes. However, writing an article, especially a scientific paper, is not easy (Mahfud, 2019). This paper aims to improve comprehension and writing skills in CAR through Introduction, Connection, Application, Reflection, and Extension (ICARE) based training among teachers in Tuban District, East Java, Indonesia.

GENERAL DESCRIPTION OF THE COMMUNITY, PROBLEMS, AND TARGET SOLUTIONS

General Description

Tuban Regency is one of the 38 regencies and cities in the administrative area of East Java Province. The Tuban Regency area is located on the northern coast of Java Island. In addition, its area is 1,904,700 kilometers, and the length of the beach reaches 65 kilometers. Its population is about 1 million people. Tuban is called the City of *Wali* because Tuban is one of the cities in Java that became the center of the spread of Islamic teachings. Still, some people nickname the city of *tuak* and *legen*, beverages from *siwalan*. Some of the attractions in Tuban that many tourists visit are the Tombs of the *wali*, for example, tombs of *Sunan* Bonang, *Sheikh* Maulana Ibrahim Asmaraqandi, *Sunan* Bejagung, etc. Furthermore, Tuban is known as the City of a Thousand Caves because of its location in the North Limestone Mountains. Even some caves in Tuban have stalactites and stalagmites. The famous caves in Tuban are Akbar Cave, Putri Asih Cave, etc. Tuban is located on the coast of the northern part of the island of Java, with regional boundaries: North of the Java sea, east of Lamongan, south of Bojonegoro, and west of Rembang and Blora, Central Java (*Profil Kabupaten Tuban*, 2018).

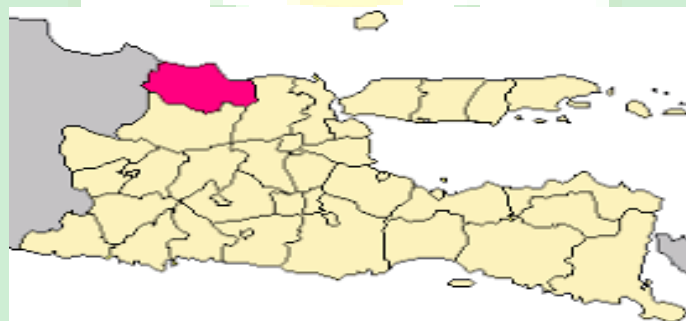


Figure 2. Location Map of Tuban Regency



Figure 3. Administrative Map of Tuban Regency

The *Pusat Belajar Guru* (PBG) is a place to increase professionalism for the community of teachers, school principals, and supervisors formed by the Putera Sampoerna Foundation in collaboration with Exxon Mobil

Cepu Limited and the Tuban Regency Education and Youth Sports Office, and the Tuban Regency Ministry of Religion (*Pusat Belajar Guru Tuban*, 2021).



Figure 4. The office of *Pusat Belajar Guru*, Tuban Regency

Problem

The problem experienced by the teachers was low writing skills in CAR. Thus, it impacts weak evaluation of learning in the classroom because of the teacher's lack of understanding in evaluating and reflecting. So they could not develop innovative learning strategies even though they had innovative learning models. In addition, the sustainability of their careers also correlates with writing skills in CAR.

Target solution

By preparing the action research classroom, the assisted teachers can compile simple articles as a concrete form of reflective practice in daily learning and present the research results in seminars, a form of a scientific forum. In addition, articles in journals and seminars in this program also aim to help teachers to speed up getting credit scores for certification

Wali (n): saints of Islam in Indonesia, especially on Java, because of their historic role in the Spread of Islam in Indonesia.

Tuak (n): a traditional alcoholic drink made from the fermentation of *siwalan*

Legen (n): a drink that is tapped from the tip of a *siwalan* tree

Siwalan (n): a type of palm tree that grows in many coastal regions in a hot and dry area with the sea breeze is blowing a little stronger.

Sunan (n): the shorter version of "*Susuhunan*", both used as honorific in Java Indonesia.

Sheikh (n): chief of a tribe or a royal family member in Arabian countries, in some countries, it is also given to those of excellent knowledge in religious affairs as a surname by a prestigious spiritual leader from a chain of Sufi scholars.

METHOD

Demographic Characteristics of the Target Community

Table 1. Demographic characteristics of the target community by institution and field of study

	Frequency (Percentage)	Gender	
		Male	Female
Institution			
<i>SMAN</i> Sooko	25 (33.33%)	7	18
<i>SMPN</i> 1 Palang	19 (25.33%)	11	8
<i>SMKN</i> 1 Palang	5 (6.67%)	2	3
<i>SMP</i> Islam Bina Anak Soleh	8 (10.66%)	0	8
<i>SMPN</i> 2 Palang	10 (13.33%)	1	9
<i>MTs</i> Al-Mustofawiyah Palang	8 (10.66%)	3	5
Field of Study			
Exact Science	20 (26.66%)	6	14
Social Science	17 (22.66%)	4	13
Language Science	18 (24%)	6	12
Islamic Science	6 (8%)	5	1
Uncategorized	14 (18.67%)	9	5

ICARE Based Training

This training was based on the Introduction, Connection, Application, Reflection, and Extension (ICARE) model. The ICARE model provides opportunities for participants to have the chance to apply what they experience in learning. The stages of ICARE Based Training were:

- 1) Introduction. At this stage, the trainers imparted an understanding of CAR to the teachers. This section explained the training objectives and the output in every meeting.
- 2) Connections. The trainers tried to connect new knowledge with the teacher's understanding based on the previous learning experience. The trainers conducted demonstrations, questions, and answers. For example, trainers asked the teacher to tell what they remembered from the last meeting.
- 3) Applications. This stage was the essential stage of the training activity. After teachers acquired new knowledge or skills through the connection stage, they needed to practice or apply them. The application stage should take a long time in the training process. Teachers must carry out experimental activities or use their knowledge in teaching.
- 4) Reflection. This section summarized the training. Teachers had the opportunity to reflect on what they had learned. The trainers assessed the extent of the objectives. Reflection or summary activities could involve group discussions, independent writing activities to summarize the training results, or a short quiz. Trainers could ask questions based on the training materials. In addition, they also needed to provide opportunities for teachers to express what they have learned.
- 5) Extensions. The trainers provided activities that the teachers could do after the lesson ended to strengthen and broaden the teacher's understanding. In school, extension activities are usually called homework. The extension activity in this training was compiling a CAR report.

Schedule and Material

The workshop material consisted of 15 training materials (See Table 2). The training materials were delivered in 12 meetings from February 2018 to February 2019. Each session was held once a month every weekend.

Table 2. Training Materials

Chapter	Material
1	Classroom Action Research (CAR) concept
2	Problem identification in CAR
3	Thinking framework and hypothesis in CAR
4	The stages in CAR
5	Initial design in CAR
6	Research method in CAR
7	Drafting a proposal
8	Preparation of research instruments
9	Analysis of the CAR results
10	Analysis of achievement indicators from CAR
11	Quantitative descriptive analysis of CAR
12	Preparation of reports
13	Preparation of presentation
14	Preparation of article
15	Presentation

Evaluation

The evaluation was carried out before and after the meeting to evaluate teachers' understanding of the training materials, using a scale of 10-100. In addition, the measurement was also based on the writing skills in the classroom action research report.

Table 3. The writing skills in the CAR report

Num.	Component
1	Problem identification in classroom action research
2	Literature study
3	Research instrument
4	Learning innovation
5	Analysis of the CAR results
6	Analysis of achievement indicators from CAR
7	References

SMAN (n): Public High School

SMPN (n): Public Middle School

SMKN (n): Public Vocational Secondary Schools

SMP (n): Junior high school

MTs (n): Junior high school characterized by the Islamic religion

RESULTS AND DISCUSSION

ICARE was first introduced in 1997 by Bob Hoffman and Donn Ritchie at San Diego State University. Initially, this ICARE learning model was designed for online learning at San Diego State University. Still, over time this learning model has grown so that it is possible to apply it in schools. In Indonesia, in 2006, the Decentralized Basic Education (DBE) program began to introduce and use ICARE's pedagogic framework in teacher training and the learning process in schools.

Previous research concluded that the ICARE learning model was more effective than expository learning in improving mathematical connection ability in students (Astuti and Mariani, 2021). ICARE learning strategy could also be an alternative way to solve problems in the classroom, especially for writing skills (Setiawan and Latifa, 2021). In addition, the implementation of learning using the ICARE approach improved students' ability

to collaborate (Siahaan, Dewi, and Suhendi, 2020). ICARE was influential not only for students but also for teachers. The ICARE approach was very effective in helping the teachers improve their knowledge in creating an assessment instrument of creative thinking skills in science (Jusuf *et al.*, 2019).

The uniqueness of the ICARE method was the cooperation between all participants in doing the CAR report. The teachers were divided into small groups to discuss the material and solve the problems during the activity.

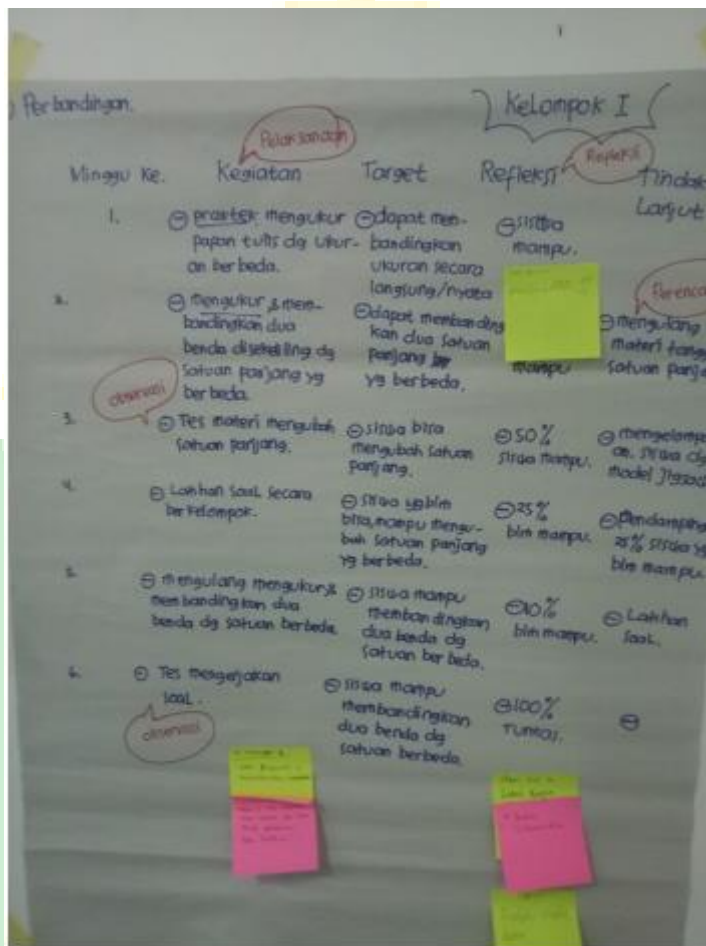


Figure 5. Documentation of group work among participants in ICARE Based Training
 ICARE method strongly supported the improvement of writing skills among teachers in CAR. The results showed increased comprehension at each meeting session after the training (See Table 4). In addition, Table 5 describes the writing skill in the CAR report.

Table 4. The teachers' comprehension in ICARE based training

Meeting	Training Material	The mean pre-test score	The mean post-test score	Description
1	Classroom Action Research (CAR) concept	70	83	Increased Score
2	Problem identification in CAR	75	79	Increased Score
	Thinking framework and hypothesis in CAR	64	76	Increased Score
3	The stages in CAR	66	78	Increased Score
	Initial design in CAR	71	86	Increased Score
	Research method in CAR	75	80	Increased Score
4	Drafting a proposal	78	85	Increased Score
5	Preparation of research instruments	75	80	Increased Score

6	Analysis of the CAR results	70	80	Increased Score
7	Analysis of achievement indicators from CAR	70	80	Increased Score
8	Quantitative descriptive analysis of CAR	70	80	Increased Score
9	Preparation of reports	65	75	Increased Score
10	Preparation of presentation	75	85	Increased Score
11	Preparation of article	65	75	Increased Score
12	Presentation	80	85	Increased Score

Table 4 shows increased mean scores in the post-test. The most significantly improved score was in the first meeting. The training material in the first meeting was Classroom Action Research (CAR) concept. Previously, the teachers did not comprehend the CAR concept well. Many misunderstandings occurred, especially in understanding the implementation of cycles 1 and 2. Many teachers thought that the implementation of cycle 1 was a pre-cycle stage, or teachers had not implemented learning innovations.

Table 5. The writing skills in CAR report after ICARE based training

Num.	Components	Mean Score
1	Problem identification in classroom action research	75
2	Literature study	65
3	Research instrument	75
4	Learning innovation	89
5	Analysis of the CAR results	77
6	Analysis of achievement indicators from CAR	77
7	References	64

Table 5 shows that the highest writing skill in the CAR is in learning innovation. Teachers did not understand their potential in designing learning innovation before training. However, they finally opened their minds to develop learning innovation in teaching after ICARE based training. Meanwhile, the lowest writing skill was in the literature study and reference. Many teachers were still tricky in finding supporting literature for their research and writing it in reference.

CONCLUSION AND SUGGESTION

In conclusion, ICARE based training increases comprehension and writing skills in CAR among teachers. Further training should provide a deeper understanding of online and offline literature search and write it down in reference. So, it can support teacher professionalism and increase teacher insight.

ACKNOWLEDGMENTS

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The Role of Family Welfare Movement Team (TP-PKK) in Creating Child Protection in Fulfillment of Education Rights During the Covid-19 Pandemic

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Abstract

Covid-19 has a significant impact on the life of the Indonesian, including fulfilling the right to education for children. With the social distancing, the Ministry of Education in Indonesia issued a policy by closing schools and replacing the teaching and learning process using an online system. However, there are obstacles during online learning. One of them is parents' unpreparedness to accompany their children. It is necessary to build motivation for parents or families, especially mothers. Children as the goal of education and the realization of child protection have been regulated in legislation. The authors conducted the community service activity with an online legal counseling method to Family Welfare Movement Team (here and after called TP-PKK) in Regency/City throughout West Kalimantan. In conclusion, TP-PKK has a role in creating child protection in fulfillment of education rights during the Covid-19 pandemic. Legal counseling could be carried out widely and sustainably to motivate parents or families to assist their children in the online learning process, so child protection is realized.

Keywords: covid-19; fulfillment of education rights; child protection; the role of TP- PKK

Abstrak

Covid-19 berdampak signifikan bagi kehidupan bangsa Indonesia, termasuk pemenuhan hak atas pendidikan bagi anak. Dengan adanya social distancing, Kementerian Pendidikan Indonesia mengeluarkan kebijakan dengan menutup sekolah dan mengganti proses belajar mengajar dengan sistem online. Namun, ada kendala selama pembelajaran online. Salah satunya adalah ketidaksiapan orang tua untuk mendampingi anaknya. Untuk itu perlu dibangun motivasi bagi orang tua atau keluarga khususnya ibu. Anak sebagai tujuan pendidikan dan perwujudan perlindungan anak telah diatur dalam peraturan perundang-undangan. Penulis melakukan kegiatan pengabdian masyarakat dengan metode penyuluhan hukum online kepada Tim Gerakan Keluarga Sejahtera (selanjutnya disebut TP-PKK) di Kabupaten/Kota se-Kalimantan Barat. Kesimpulannya, TP-PKK memiliki peran dalam menciptakan perlindungan anak dalam pemenuhan hak pendidikan di masa pandemi Covid-19. Penyuluhan hukum dapat dilakukan secara luas dan berkelanjutan untuk memotivasi orang tua atau keluarga untuk mendampingi anaknya dalam proses pembelajaran online, sehingga terwujud perlindungan anak.

Kata kunci: covid-19; pemenuhan hak pendidikan; Perlindungan anak; peran TP-PKK

INTRODUCTION

Covid-19 is a virus from the Coronaviridae family, a family of SARS-CoV and MERS-CoV viruses (Isbaniah and Susanto, 2020). This disease started to become a pandemic in 2019-2020 with transmission

through droplets from the respiratory tract (Nurkholis, 2020). The prevalence of the Covid 19 virus spread to all ages, from teenagers to the elderly. The pandemic impacts economy, politics, health, society, and religion, including education (Harirah, 2020). More than 370 million children and adolescents do not study offline due to school closures as an effort to break the chain of the spread of COVID-19, resulting in psychological trauma that demotivates them in learning (Nurkholis, 2020).

This condition requires parents to accompany their children in the online learning process. Therefore, it is necessary to hold counseling to motivate parents to prioritize the conception of child protection, especially the right to education, by involving the role of the West Kalimantan TP-PKK (Family Welfare Movement Team). The Counselling provided enlightenment regarding child protection to the grassroots community or family. As a result, Mothers can optimize the process of character building, especially at the elementary school-age level children.

GENERAL DESCRIPTION OF COMMUNITY, PROBLEMS, AND TARGET SOLUTIONS

General Description

Due to the COVID-19 pandemic, social changes have taken place in the social order of life in society, including the world of education. Face-to-face learning in schools suddenly undergoes a very drastic change. The Ministry of Education in Indonesia issued a policy by closing schools and replacing the teaching and learning process using an online system. Previous research showed that students and teachers sometimes face various problems during online learning. For example, the teachers had not completed the learning materials, and then teachers replaced them with tasks. The students complained that teachers give more assignments (Siahaan, 2020). However, online learning is also has a positive impact. Students and teachers can master technology. In the era of increasingly sophisticated technological disruption, individuals must have the ability to learn technology.

Problems

A recent study revealed that ineffective learning in elementary school students during the COVID-19 pandemic was due to inadequate facilities and infrastructure such as smartphones and unstable internet networks. In addition, parental participation and the unpreparedness of parents in assisting the learning process also affected teachers in the learning process (Wuladari *et al.*, 2020). Students were sometimes misinformed because of the inadequate signal. As a result, they could not submit the assignments on time. In addition, teachers must check many projects, making gadget storage space increasingly limited. The application of online learning also made educators rethink the learning models and methods. They had to change the learning model (Siahaan, 2020). There is an assumption that when the online teaching and learning process during the COVID-19 pandemic occurs in the long term, it impacts not only the physical aspect of students but also their mental condition.

A crucial problem that deserves attention is parents' unpreparedness to accompany their children to participate in the online learning process, especially for elementary school children. On the other hand, the Child Protection Law states that education right to children deserves attention for its fulfillment. Education will build children's character, especially in intellectual and emotional intelligence. So that the education implementation is essential, although there is socialization restriction during the Covid-19 Pandemic. Therefore, online learning is a solution to fulfill education for children.

The implementation of online learning certainly requires the active role of parents or families in accompanying their children so that the fulfillment of rights for children can run optimally. Therefore, the role of TP-PKK to assist the implementation of online education for children during the COVID-19 pandemic is crucial. Based on the reality above, this paper aims to optimize the role of TP PKK in fulfilling the right to education for children during the COVID-19 pandemic.

Target Solution

This paper built the motivation in parents or families through the TP-PKK's role. The authors did legal counseling on child protection to fulfill the right to education during the covid-19 pandemic.

METHOD

This activity used a community empowerment approach. The target was mothers in West Kalimantan TP-PKK through legal counseling. Legal counseling is a policy to develop people's cultural attitudes to be obedient and obedient to the law (Puslitbang Hukum and R, 2018). Counseling methods can be carried out in various forms, as illustrated in the following chart (Yenny, Yuliastini, and Setiawati, 2020).

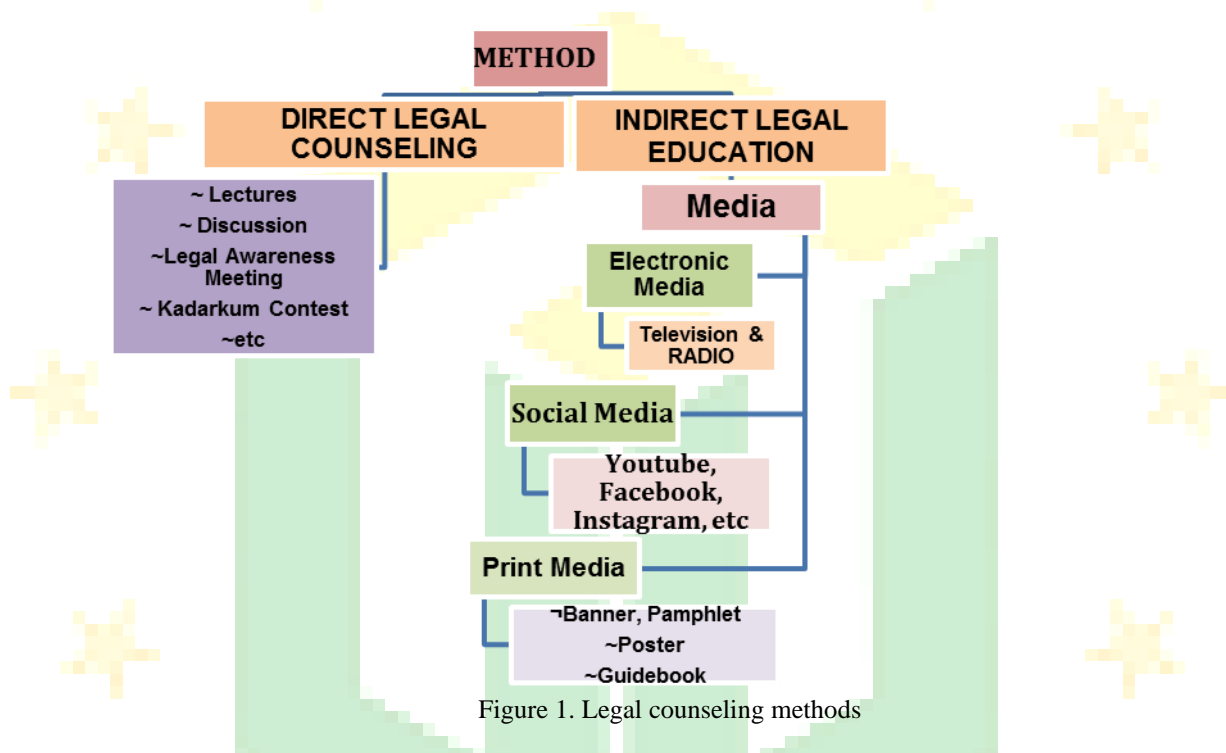


Figure 1. Legal counseling methods

Legal counseling can be an effort to develop a legal culture in the community (AS and Setiawati, 2019). It must be carried out by carrying out the purpose and character simultaneously. Its purpose is to build public legal awareness, especially in child protection, to fulfill the right to education. It is necessary to create motivation for parents or families to understand the concept of child protection through a parenting approach with love and affection so that parents can assist in the fulfillment of the right to education for children. Legal counseling activities were carried out in lectures and discussions through zoom meetings.

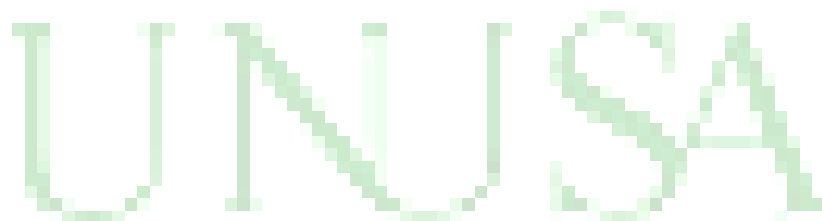




Figure 2. The Chairman of West Kalimantan TP-PKK opened online legal counseling

RESULTS AND DISCUSSION

Right to Children's Education in the Perspective of Child Protection

Education is one part of human rights (Fattah, 2017). Article 12 of the Law Number 39/1999 concerning Human Rights states that "Everyone has the right to protection of his self-development, to obtain an education, to educate himself, and to improve the quality of his life to become responsible, content, and prosperous people, in accordance with his human rights". The law's mandate aligns with schools' function in determining children's future. The article above has provided a sign that primary education is a right for children to achieve under any conditions. Education is a crucial means for human survival. The sector can create human intelligence in life (Sirait, 2017). The right to primary education is the State's responsibility in its implementation and management. The right to education requires the State to prepare an adequate education system (Fattah, 2017).

The State's obligation related to human rights is to protect, promote, fulfill and respect. The State has a responsibility that everyone has the right to education without discrimination. In addition, the State must combat all existing injustices in accessing education. It can be realized through making regulations or other means to promote equality in education (Itasari, 2020). The Nine Year Basic Education Programme is a Government policy to fulfill education rights. It is a national movement based on Law Number 20 of 2003 on the National Education System.

Children are the main priority in education regarding child protection because they are very vulnerable to human rights violations. Children require adult assistance in protecting their rights. Child protection not only reaches the fulfillment of the right to life but also includes all activities to guarantee and protect their rights. So that they can grow, develop, and participate optimally following human dignity (Sirait, 2017). In addition, they must receive protection from violence and discrimination, especially in education rights. The rights to education are part of economic, social, and cultural rights. The fulfillment of rights to education is part of the State's obligation to its people (Itasari, 2020).

Children's education during the Covid-19 pandemic

During the COVID-19 Pandemic, life and economic activities must continue. All countries, including Indonesia, are ready to face the new normal. The impact of COVID-19 has forced society into new conditions. Globally, social life creates a new order called new normal (Habibi, 2020). The covid-19 pandemic has led to various policies to break the chain of the spread of the COVID-19 virus in Indonesia. One of the efforts made by the government in Indonesia is policy to physical distancing. Physical distancing is an appeal to maintain distance between people, avoid activities in all forms of crowds, and avoid gatherings involving many people.

The COVID-19 pandemic also impacts in education aspect. With the social distancing, the Ministry of Education in Indonesia issued a policy by closing schools and replacing the teaching and learning process

using an online system. Students and teachers sometimes face various problems during online learning. In addition, parents must concern about the family economy and accompanying children to study. They have to increase the family income so that their children can continue to learn online. Furthermore, they must transform and adapt to become mentors for their children.

The Covid-19 pandemic is an opportunity to make every parent aware that the children's education is not the teachers' responsibility only. Learning is a process to change attitudes and behavior through teaching and training. Parents are role models for changing attitudes in students to deal with problems. Parents should be able to re-learn with their children at home. At the same time, they must instill a positive mindset to face the pandemic. Students must be accustomed to being lived new normal as a pattern of life with strict protocols (Siahaan, 2020).

The Role of the TP-PKK through the Child and Adolescent Parenting Program to Realize Children's Education.

Family Welfare Empowerment (here and after called with PKK) is a social organization that is a national movement for family development. It is based on *Pancasila* and the 1945 Constitution of the Republic of Indonesia. It carries out continuous activities to simultaneously collect, mobilize and foster the community by implementing 10 Main Programs of PKK. The target of PKK is the family as the smallest unit in society. The purposes of PKK are to create a prosperous family that always lives in a peaceful, orderly, and prosperous atmosphere in the Unitary State of the Republic of Indonesia (Anshar, 2017).

PKK is a community-based education, a manifestation of the democratization of education through expanding educational services for the community's benefit. Empowerment is the concept we use most often in setting up a better direction.

PKK recruits members to the low levels of society. PKK is expected to be able to lead to a prosperous family condition. A prosperous family condition is a family that can meet basic human needs both materially, socially, mentally, and spiritually. Meanwhile, the empowered family is a family that lives in prosperity, progress, and independence (Handayani, 2008). One of the PKK roles is fostering law-conscious family groups formed through cadres. The program is very strategic for disseminating and providing legal education to the community about the importance of fulfilling the right to education for children during the covid-19 pandemic. The TP-PKK forms this program from the village to the Regency/City PKK to protect the children. In addition, their rights to education are fulfilled, although parents face many challenges regarding access to education for their children, which must be done online.

Legal counseling to motivate parents or families to assist their children's education rights during the COVID-19 pandemic was carried out in an integrated manner by involving the TP-PKK in regencies or cities throughout West Kalimantan. The Chairman of West Kalimantan TP-PKK opened this activity. The counseling presented psychologists and legal counselors from the Regional Office of the Ministry of Justice and Human Rights of West Kalimantan and the PPM Team of the Faculty of Law, Panca Bhakti University, Pontianak, through a zoom meeting. Figure 3 shows online legal counseling .





Figure 3. Legal counseling to motivate parents or families to assist their children's education rights during the COVID-19 pandemic

This activity changed the perception that education is a right for every child, even during the COVID-19 pandemic. The pandemic impacted the suboptimal learning process. Still, parents or families must always be prepared to face the online learning process with all the obstacles. Respondents' opinions regarding the importance of parental assistance in the online learning process during the Covid-19 Pandemic were in the following table 1.

Table.1 Respondents' Opinion regarding The Importance of Parental Assistance in the Online Teaching and Learning Process during the Covid-19 Pandemic

Num	Alternative Answers	Frequency	Percentage (%)
1	Important	34	100
2	Not Important, because it is the teacher's job	0	0
	Total	34	100

Table.1 shows that parent or family assistance in implementing children's online learning processes during the covid-19 pandemic is essential to fulfilling children's right to education. In addition, the teacher's main task is carrying out education and teaching. However, parents or families faced obstacles in assisting children during the online learning process, as revealed in table 2.

Table.2 Obstacles faced by parents or families in assisting children in the online learning process during the Covid-19 Pandemic

Num	Obstacles	Frequency	Percentage (%)
1	Difficulty in sharing time due to work or household affairs	8	23.53
2	Lack of understanding regarding the learning materials	10	29.41
3	Lack of understanding regarding online learning system	6	17.65
4	Lack of wifi devices and costs	4	11.76
5	Others (a combination of alternatives 1,2,3 and 4)	6	17.65
	Total	34	100.00

Table.2 shows parents' unpreparedness in online learning. In this activity, psychologists taught the importance of motivating parents or families to fulfill the children's rights to education during this covid-19 pandemic.

The COVID-19 pandemic has given wisdom to all community members, including parents or families with children in the elementary or junior high school levels. Parents must know and be willing to learn with the online learning system. TP-PKK has a strategic role in building motivation for parents/families to accompany and direct their children in the online learning process with love and affection through the parenting program in children and teenagers. As a result, all individuals can face the COVID-19 pandemic.

The results of this activity certainly cannot be seen directly. Still, it is hoped that it can sustainably take place and continue to the family levels in the community. So there is an understanding that the fulfillment of education rights in children is essential to be fulfilled.

Pancasila (n): the official, foundational philosophical theory of Indonesia

CONCLUSIONS AND SUGGESTION

TP-PKK has a role in creating child protection in fulfillment of education rights during the Covid-19

pandemic. Legal counseling could be carried out widely and sustainably to motivate parents or families to assist their children in the online learning process, so child protection is realized.

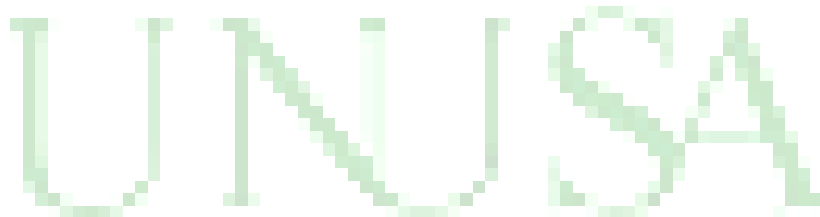
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The logo for UNUSA (Universitas Negeri Siliwangi) features a large, stylized green letter 'U' with a white sun-like shape in the center. Below the 'U' is the acronym 'UNUSA' in a green, blocky font. The entire logo is set against a white background with faint yellow star-like patterns.

Community Empowerment through the Economic Development of Processed Bananas Products in Murung Raya Village, Banjarmasin, South Kalimantan

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Abstract

A preliminary survey showed that most women in Murung Raya Village managed banana processed products to help their husbands improve family income. It makes the products a superior product at Murung Raya Village. However, the targeted community lacked economic development, especially in brand design, marketing management, packing, and entrepreneurship management. This Community Service Activity aims to increase productive economic groups' knowledge, skill, and participation in the targeted community. The method used a community empowerment approach through discussion, training, and mentoring in economic development, especially entrepreneurship and business management. This paper used descriptive qualitative analysis with a checklist instrument. The result showed increased success indicators, especially in knowledge, skills in product management, packaging, online marketing, and family income. In conclusion, community empowerment through the economic development of processed bananas products increases knowledge, skills, and productive economic groups' participation in developing products with added value.

Keywords: Community empowerment; Economic development; Processed Bananas Products

Abstrak

Survei pendahuluan menunjukkan bahwa sebagian besar perempuan di Desa Murung Raya mengelola produk olahan pisang untuk membantu suami meningkatkan pendapatan keluarga. Hal tersebut menjadikan produk tersebut sebagai produk unggulan di Desa Murung Raya. Namun, masyarakat yang menjadi sasaran kurang berkembang secara ekonomi, terutama dalam desain merek, manajemen pemasaran, pengemasan, dan manajemen kewirausahaan. Kegiatan Pengabdian kepada Masyarakat ini bertujuan untuk meningkatkan pengetahuan, keterampilan, dan partisipasi kelompok ekonomi produktif di masyarakat sasaran. Metode yang digunakan adalah pendekatan pemberdayaan masyarakat melalui diskusi, pelatihan, dan pendampingan dalam pengembangan ekonomi khususnya kewirausahaan dan manajemen usaha. Makalah ini menggunakan analisis deskriptif kualitatif dengan instrumen checklist. Hasil penelitian menunjukkan peningkatan indikator keberhasilan terutama pada pengetahuan, keterampilan dalam pengelolaan produk, pengemasan, pemasaran online, dan pendapatan keluarga. Kesimpulannya, pemberdayaan masyarakat melalui pengembangan ekonomi produk olahan pisang meningkatkan pengetahuan, keterampilan, dan partisipasi kelompok ekonomi produktif dalam mengembangkan produk yang bernilai tambah.

Kata kunci: Pemberdayaan masyarakat; Pertumbuhan ekonomi; Produk Olahan Pisang

INTRODUCTION

A preliminary survey showed that most women at Murung Raya Village managed banana processed products to help their husbands improve family income. It makes the products a superior product at Murung Raya Village. These various processed bananas could produce 40-50 kilograms of banana chips every week for IDR 35.000 per kilogram packed in polyethylene (PE) plastic bags. In addition, it also had 35 packs of crispy bananas packed using mica for Rp. 18.000 per pack and six pans of banana bread for Rp. 75.000 per pan. However, the packaging of banana chips and crispy bananas was often damaged during product packaging or marketing in traditional stalls. The plastic used to package banana chips was a thin PE plastic bag instead of a thick plastic bag to package dry food. In addition, the packaging of crispy bananas used mica glued using only with a staple.

Processed banana products began with processing raw materials, production, packaging, and marketing. Packaging was carried out manually using a thin PE plastic bag, then sealed plastic with a candle flame. Unfortunately, processed bananas products did not have a brand and have not been exported. Marketing was done in minimarkets, traditional stalls, and schools at Murung Raya Village. Processed bananas were also marketed during religious events like Eid al-Fitr and New Year. Therefore, the targeted community needed assistance and training in product design development and production businesses, especially in attractive packaging design, online marketing, and health-based processing of processed bananas.

GENERAL DESCRIPTION OF THE COMMUNITY, PROBLEMS, AND TARGET SOLUTIONS

General Description

Murung Raya Village is located in the South Banjarmasin District, Banjarmasin City, South Kalimantan Province. The total population was 13,587 people in 2019, consisting of 6,092 males and 6,662 females. In the north, it is bordered by Kelayan Dalam Village, while in the east by the Antasan River, Pemurus Baru Village, and Pekapuran Raya Village, East Banjarmasin District. To the south, it is bordered by the Kelayan Antasan River, Tanjung Pagar Village, while in the west by the Kelayan River, East Kelayan Village. Partners in this community service were mothers who produced processed banana products at Murung Raya Village, South Banjarmasin District, Banjarmasin City, South Kalimantan Province.

Table 1 Characteristics of Society at Murung Raya Village by Occupation

Num.	Occupation	Male	Female	Total
1	Unemployment	2325	2058	4383
2	Housewife	0	3104	3104
3	Student	866	704	1570
4	Retired	16	7	23
5	civil servant	57	26	83
6	Indonesian National Armed Forces	6	0	6
7	Police	3	0	3
8	Seller	59	33	92
9	Farmer	23	7	30
10	Breeder	4	1	5
11	Fisherman	1	0	1
12	Construction worker	2	0	2
13	Transportation worker	6	0	6
14	Private sector employee	571	173	744

15	Employee of State-owned enterprises	2	1	3
16	Employee of Regional owned enterprises	2	0	2
17	Honorary Employee	19	28	47
18	Freelance	915	59	974
19	Farm workers	19	3	22
20	Labor	2	0	2
21	Stockman	2	1	3
22	Barber	5	0	5
23	Electrician	2	0	2
24	Bricklayer	17	0	17
25	Carpenter	35	1	36
26	Cobbler	3	0	3
27	Welder	5	0	5
28	Tailor	10	17	27
29	Hairdresser	3	0	3
30	mechanic	13	0	13
31	Physician	1	0	1
32	Imam of the Mosque	1	0	1
33	chaplain	4	0	4
34	Cooker	2	0	2
35	Members of the House of Representatives	1	0	1
36	Lecturer	1	1	2
37	Teacher	16	35	51
38	Midwife	0	2	2
39	Nurse	3	6	9
40	Radio announcer	1	0	1
41	Sailor	1	0	1
42	Driver	27	0	27
43	Broker	1	0	1
44	Trader	127	108	235
45	self-employed	1746	276	2022
	Total	6,925	6,662	13,587

Source: Murung Raya Village Office (2019)

Problems

The targeted community lacked economic development, especially in managing banana processed products as a superior product at Murung Raya Village.

Target solutions

The authors assisted banana processed product processing to the targeted community through training in brand design, marketing management, packing, and entrepreneurship management.

Imam (n): Muslim religious leader.

METHOD

The method of Community Service Activity was by community empowerment approach through discussion, training, and mentoring on the concept of entrepreneurship and business management. In

addition, the authors made packaging designs and marketing systems using social media or online to partners. We also used simulation, observation, and interviews during the activity. We did the activity at Murung Raya Village, South Banjarmasin District, Banjarmasin City, South Kalimantan Province. The stages of Community Service Activities were:

1. The preparation stage consisted of a knowledge survey about the concept of entrepreneurship, business management in banana processed product processing, product safety, hygiene, and the marketing system
2. The implementation phase included the implementation of training and mentoring
3. The evaluation stage after Community Service Activities was by evaluating success indicators, namely knowledge, skills, and family income

RESULT AND DISCUSSION

The result of Community Service activity included changes in the success indicator stated in table 2.

Table 2 Result of Community Service activity

Success indicators	Pre	Post
Product design knowledge and skills	not enough	good
Marketing reach	Limited to the nearest shops at Murung Raya Village	The convenience store
Knowledge and skills to create an online marketing system	not enough	good
Ability to use online marketing	not enough	good
Entrepreneurship Management	not enough	good
Safe and healthy entrepreneurial management	not enough	good
Family Income	not enough	good

Table 2 explains that community service activity positively impacts the targeted community, especially in generating insight (knowledge and perception) and fostering positive behavior. It is in line with researches by Ananda, R. and Rosyidi, H. (2021) and Masita, E. D., & Amalia, R. (2018). They stated that empowerment was communication and counseling that can create good behavior. In addition, table 2 also describes the changes in entrepreneurial management skills and the ability to utilize social media as a marketing medium. Training is a form of communication, counseling, good attitude, and direct applying. It affects changes in knowledge, confidence, and skills (Masita, E. D., Isnaini, Y., & Lestari, P. C. A., 2021)

CONCLUSION & SUGGESTIONS

Community empowerment through the economic development of processed bananas products increases knowledge, skills, and productive economic groups' participation in developing products with added value in Banjarmasin City, South Kalimantan Province. The women processing banana processed products at Murung Raya Village should increase marketing by promoting online partner empowerment to improve the family economy.

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Social Return On Investment (SROI) Analysis in Empowering Pepper Farmers Program in Petaling Banjar Village

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Abstract

Pepper farmers in Petaling Banjar Village, Mendo Barat District, Bangka Regency, Bangka Belitung Islands Province are the Pepper Farmer Empowerment Program members. That program is a community group assisted by the CSR (Corporate Social Responsibility) of PT Refined Bangka Tin (here and after called PT RBT). As a social investment, the CSR activities in the long term will bring business returns in the form of profits for the company. Social Return on Investment (SROI) is a method used to measure the social impact of CSR activities that does not only calculate the value of profits in the form of money. In addition, it also includes a broader concept that includes social, economic, and environmental values. This study involved representatives of crucial stakeholders consisting of 10 pepper farmers, six general public, one community leader, and two people from the Petaling Banjar village government. Data were collected using in-depth interview techniques, Focus Group Discussion (FGD), field observations, and the use of secondary data from documentation of PT RBT's CSR program. The results showed that the overall SROI value was 1.76. Thus, it indicated that every 1 IDR invested could generate a benefit value of 1.76 IDR. In conclusion, the program is socially feasible to implement.

Keywords: Social Return on Investment (SROI), Corporate Social Responsibility (CSR), the impact of social investment, pepper farmers

Abstrak

Petani Lada di Desa Petaling Banjar, Kecamatan Mendo Barat, Kabupaten Bangka, Provinsi, Kepulauan Bangka Belitung merupakan anggota Program Pemberdayaan Petani Lada. Program tersebut merupakan kelompok masyarakat binaan CSR (Corporate Social Responsibility) PT Refined Bangka Tin (selanjutnya disebut PT RBT). Sebagai investasi sosial, kegiatan CSR dalam jangka panjang akan membawa keuntungan bisnis berupa keuntungan bagi perusahaan. Social Return on Investment (SROI) merupakan metode yang digunakan untuk mengukur dampak sosial dari kegiatan CSR yang tidak hanya menghitung nilai keuntungan berupa uang. Selain itu, juga mencakup konsep yang lebih luas yang mencakup nilai-nilai sosial, ekonomi, dan lingkungan. Penelitian ini melibatkan perwakilan pemangku kepentingan penting yang terdiri dari 10 petani lada, enam masyarakat umum, satu tokoh masyarakat, dan dua orang dari pemerintah desa Petaling Banjar. Pengumpulan data dilakukan dengan teknik wawancara mendalam, Focus Group Discussion (FGD), observasi lapangan, dan penggunaan data sekunder berupa dokumentasi program CSR PT RBT. Hasil penelitian menunjukkan bahwa nilai SROI secara keseluruhan adalah 1,76. Dengan demikian, menunjukkan bahwa setiap 1 Rupiah yang diinvestasikan dapat menghasilkan nilai manfaat sebesar Rp 1,76. Kesimpulannya, program ini layak secara sosial untuk dilaksanakan.

Kata kunci: Social Return on Investment (SROI), Corporate Social Responsibility (CSR), dampak investasi sosial, petani lada

INTRODUCTION

According to Pranoto & Yusuf (2014), Corporate Social Responsibility (CSR) is generally not only interpreted as a charitable or voluntary carried out by the company. However, the new CSR paradigm leads to a company's commitment to carrying out responsibilities or feedback to the community and the environment also sustainable independent economic development. Sustainable CSR programs should create a more prosperous and independent community life (Astri, 2012).

The strategic implementation of CSR in community development is a social investment approach for companies. Therefore, there is an interest in providing benefits to companies and stakeholders, especially beneficiaries, and focusing on vulnerable groups in society (Jalal and Kurniawan, 2013).

All companies must implement CSR activities to maximize profit for capital owners or shareholders and benefit the community, particularly the surrounding community. Various social, economic, and environmental impacts arising from establishing an industrial area require companies to be responsible to the public through noticeable activities (Budiarti and Raharjo, 2014).

GENERAL DESCRIPTION OF THE COMMUNITY, PROBLEMS, AND TARGET SOLUTIONS

General description

Pepper farmers in Petaling Banjar Village, Mendo Barat District, Bangka Regency, Bangka Belitung Islands Province are the Pepper Farmer Empowerment Program members. Pepper Farmer Empowerment Program is a community group assisted by the CSR of PT Refined Bangka Tin (here and after called PT RBT). The CSR of PT RBT has empowered about 25 people in the community through the pepper farmer empowerment program. The program has been implemented since 2019 and is planned until 2023. The program aims to improve the hygiene quality of pepper while increasing the welfare of the target community. The particular goal is the increased income of direct beneficiaries, which is expected more than the provincial minimum wage of the Bangka Belitung Islands.

Problem

According to Marnelly (2012), effective community empowerment makes people empowered, dynamic, and adaptive to changes in their environment. The community should have better access to appropriate technology, broaden-mind, global mindedness, and empathy for outsiders.

The evaluation implementation in the pepper farmer empowerment program was in the strengthening stage. At the end of the program, the pepper farmer empowerment community is expected to be empowered to utilize all the surrounding resources (technology, knowledge, productive businesses, institutions, and networks). So they can be more prosperous because they get income more than the provincial minimum wage.

Target solution

Based on the previous explanation, The CSR of PT RBT needs to measure the impact of the social investments. The excellent performance evaluation of a corporation's CSR program improves its position towards its stakeholders (Gauthier, 2005). Technically, program performance evaluation is an obligation of the company management to see how accurate the goals are and how much the achievement in output or program result (Buchholtz, Amason and Rutherford, 1999).

METHOD

Social Return On Investment (SROI) is a benchmark to help organizations understand and manage the social, environmental, and economic value that they generate. Therefore, SROI not only calculates the value

but also reduces ecological inequality and degradation. Besides, SROI can improve community welfare by including social and environmental costs and economic costs and benefits. SROI analysis can change the increased value of impacts based on selected indicators to determine economic, social, and environmental welfare into currency values (Silalahi, Santoso, & Suliantoro, 2018).

The SROI concept is not new, pioneered in America in the early 1990s, developed in England in 2008. Experts in England (Lawlor *et al.*, 2012) propose 7 SROI principles in building a framework, namely: (1) Involve the stakeholders, (2) Understand what the changes are, (3) Value essential things, (4) Include obvious material, (5) Avoid excessive claims, (6) Must be transparent, (7) Verify the results.

The impact assessment of the pepper farmer empowerment program in Petaling Banjar Village involved respondents who were representatives of stakeholders, consisting of 10 pepper farmers, six people from the general public, one community leader, and two people from the village government. The data were collected from in-depth interview techniques, Focus Group Discussion (FGD), field observations, and the use of secondary data from documentation of PT RBT's CSR program. Judgment was based on references from standard documents, government regulations, research results, community consensus, and examples of similar events according to the existing local context. Furthermore, the data were grouped and analyzed to get the calculation of the impact value and its financial value to get the present value.

$NPV \text{ [Net Present Value]} = \text{[Present value of benefits]} - \text{Value of investments}$

The data obtained were then processed to calculate the SROI ratio as follows:

$$\text{SROI Ratio} = \frac{\text{Present Value}}{\text{Value of Input}}$$

The evaluative calculation was done based on program achievements and some impacts that stakeholders have stated through in-depth interviews and FGDs. At the same time, the projection calculation (forecast) was based on harvest trends, business development planning, and pepper farmers' commitment to using the infrastructure program. The value projection was attempted to be as close and reasonable as possible by providing assumptions and examples of similar things or using standards in the community according to the context of the program.

RESULTS AND DISCUSSION

Based on the stakeholder mapping of the pepper farmer empowerment program or beneficiaries in Petaling Banjar Village, there were two categories: administrators and members of pepper farmer groups also the local communities. The following table contains a description of the impact mapping and monetization approach that has been implemented to obtain the value of social, economic, and technological impacts of the program.

Table 1. Stakeholder Mapping, Impact, and Monetization of Pepper Farmers Empowerment Program

Num	IMPACTS	CALCULATION APPROACH	MONETIZATION APPROACH	INTERVIEW RESULTS AND SECONDARY DATA
1		Administrators and pepper farmer group members		
1.1	The decrease in losing income risk of the pepper farmer group members due to immersion in ditches	Calculation of estimated clean pepper by 20% of a sack. 1 sack = 10 kilograms x 20 % = 2 kilograms of risk in losing pepper when immersed. 10% of sacks submerged.	Multiply the assumed amount of pepper lost by the per sack of pepper. The price of 1 kg dried pepper per sack : The year 2019: 60,000 IDR	The year 2019: 52,500,000 IDR The year 2020: 41,400,000 IDR The year 2021

Num	IMPACTS	CALCULATION APPROACH	MONETIZATION APPROACH	INTERVIEW RESULTS AND SECONDARY DATA
		The Year 2019 525 x 10% = 52,5 sacks The year 2020 414 x 10% = 41,4 sacks Yar 2021 470 x 10% = 47 sacks	The year 2020: 60,000 IDR The year 2021: 100,000 IDR	Rp 47,000,000 IDR
1.2	Save the cost of pepper washing	Calculation of estimated clean pepper by 20% of a sack. 1 sack = 10 kilograms x 20 % = 2 kilograms the number of days and the cost of the pepper washing process	multiplying the number of days by the labor wage per person/day. The labor wage per person/day The year 2019: 150,000 IDR The year 2020: 150,000 IDR The year 2021: 150,000 IDR	The year 2019: 2,100,000 IDR The year 2020: 1,800,000 IDR The year 2021: 1,950,000 IDR
1.3	The increased productive time for members of pepper farmer groups	Calculation of estimated clean pepper by 20% of a sack. 1 sack = 10 kilograms x 20 % = 2 kilograms the number of days for plant and field care from the productive time generated after the program The year 2019: 14 days The year 2020: 12 days The year 2021: 13 days	multiplying the number of opportunity days for plants and fields by the wages of labor to maintain plants & fields per day, 100,000 IDR (The year 2019, 2020, 2021)	The year 2019: 1,400,000 IDR The year 2020: 1,200,000 IDR The year 2021: 1,300,000 IDR
1.4	The increased pepper hygiene	Calculation of estimated clean pepper by 20% of a sack. 1 sack = 10 kilograms x 20 % = 2 kilograms The year 2019: 1050 kilograms The year 2020: 828 kilograms The year 2021: 940 kilograms	multiplying the assumed quantity of clean pepper by the price difference grade a and grade b, 20,000 IDR (2019, 2020, 2021)	The year 2019: 21,000,000 IDR The year 2020: 16,560,000 IDR The year 2021: 18,800,000 IDR
1.5	The decreased risk in loss/damage of pepper agricultural commodities when dried	Calculation of losing estimation of pepper loss/damage dried as around 10 % of a sack. 1 sack = 10 kg x 10 % = 1 kilogram The year 2021: 470 kilograms	multiplying the assumed risk of loss/damage of pepper when dried by the price of pepper. The year 2021: 100,000 IDR	The year 2021: 47,000,000 IDR
1.6	Farmers' time becomes more productive because of the drying house	Calculation of the days before there is a drying house according to the amount of rice/corn dried in the drying house, where 100 kg takes an average of 3 days. The year 2021: 141 days	multiplying the number of days by the wages of labor per day. the wages of labor per day The year 2021: 100,000 IDR	The year 2021: 14,100,000 IDR
2	Local communities			

Num	IMPACTS	CALCULATION APPROACH	MONETIZATION APPROACH	INTERVIEW RESULTS AND SECONDARY DATA
2.1	The decreased risk in loss/damage of pepper agricultural commodities when dried	Calculation of the estimation of loss/damage of the rice/corn loss/damage when dried up to 10%. The year 2020: 50 kilograms The year 2021: 50 kilograms	multiplying the estimated loss/damage of rice/corn by the price of rice/maize per kilogram The year 2020: 10,000 IDR The year 2021: 10,000 IDR	The year 2020: 500,000 IDR The year 2021: 500,000 IDR
2.2	The increased productive time for members of pepper farmer groups	Calculation of the days before there is a drying house according to the amount of rice/corn dried in the drying house, where 100 kg takes an average of 3 days. The year 2020: 15 days The year 2021: 15 days	multiplying the number of days by the wages of labor per day. The wages of labor per day The year 2020: 100,000 IDR The year 2021: 100,000 IDR	The year 2020 Rp 1.500.000 The year 2021: 1,500,000 IDR

The next stage was calculating all the information and estimation into financial value. The resulting benefit values would be converted into one value in present value by considering changes in currency values

Table 2. Calculation of Input and Outcome Values

DESCRIPTION	2019 (IDR)	2020 (IDR)	2021 (IDR)	Total (IDR)
I INPUT				
CSR PT RBT	70,000,000	110,000,000	100,000,000	280,000,000
Total	70,000,000	110,000,000	50,000,000	280,000,000
II OUTCOME				
1. Administrators & Pepper Farmer Group				
The decrease in losing income risk of the pepper farmer group members due to immersion in ditches	52,500,000	41,400,000	47,000,000	140,900,000
Save the cost of pepper washing	2,100,000	1,800,000	1,950,000	5,850,000
The increase of productive time for pepper farmer group members	1,400,000	1,200,000	1,300,000	3,900,000
The increase of pepper hygiene quality	10,500,000	8,280,000	9,400,000	28,180,000
The decrease of losing and damage risk of pepper agricultural commodities when dried			47,000,000	47,000,000
Farmers' time becomes more productive because of the drying house			14,100,000	14,100,000
The increase of pride/happiness in farming the pepper			300,000,000	300,000,000
2 Surrounding Community				
The decrease of loss and damage risk in pepper agricultural commodities (rice, corn)		500,000	500,000	1,000,000
Farmers have a more productive time		1,500,000	1,500,000	3,000,000
TOTAL OUTCOME	66,500,000	54,680,000	422,750,000	543,930,000

Table 3. Calculation of Present Value and SROI

TOTAL INPUT	70,000,000	110,000,000	100,000,000	280,000,000
TOTAL OUTCOME	66,500,000	54,680,000	422,750,000	543,930,000
Deadweight	-	-	-	-
Attribution	-	-	-	-
Drop Off	-	-	-	-
Total outcome Per year after dicount	66,500,000	54,680,000	422,750,000	543,930,000
Present value 2019 (r=5.63), 2020 (r=4.23), 2021 (r=3.58)	62,955,600	50,331,866	380,413,479	493,700,944
SROI	0.90	0.46	3.80	1.76

Generally, since implementing the pepper farmer empowerment program in 2019, 2020, and 2021, the SROI value tended not to fluctuate. In 2019 and 2021, it managed to increase by more than (Ristanti, A. D., & Masita, E. D. 2021). It means that every 1 IDR invested has a benefit of more than 1 IDR. Thus, the program was socially feasible to implement even though in 2020, the SROI value was less than 1 due to: 1) the pepper harvest reduction, 2) the minimum use of drying house infrastructure because the facilities had just been completed after the period of the pepper harvest period. Masita,(E. D., Isnaini, Y., & Lestari, P. C. A. 2021) The most significant proportion of benefits, respectively, lied in the decrease in losing income risk of the pepper farmer group members due to immersion in ditches, the high pepper hygiene quality, and decreased loss and damage risk in pepper agricultural commodities when dried. From a stakeholder perspective, the biggest beneficiaries of this program were the administrators and members of the pepper farmer groups. The direct beneficiaries received a benefit of 268,110,000 IDR or 98.5% of the total program benefits. Meanwhile, the local community only received a benefit of 4,000,000 IDR or 1.5% of the total program benefits. (Masita, E. D., Maimunah, S., & Abidah, S. N. 2019).

CONCLUSIONS AND SUGGESTIONS

The SROI value of the pepper farmer empowerment program assisted by PT RBT's CSR from 2019 to 2021 was 1.76. Thus, it indicated that every 1 IDR invested could generate a benefit value of 1.76 IDR. In conclusion, the program is socially feasible to implement. The program benefits could be improved for the main target groups, the local community, and other stakeholders. Efforts to ensure the sustainability of the program's in the future are:

1. Capacity building program for the main target groups, especially regarding the management of pepper cultivation, starting from planting, care, post-harvest, processing, packaging, and product marketing.
2. Role strengthening of the Petaling Banjar pepper farmer cooperative in the community, especially in increasing the management and cooperative members' capacity to manage program funds, leadership, transparency, transaction, and cooperation contracts.

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Application Of Dietary Approaches To Stop Hypertension (Dash) Diet: An Effort To Lower Blood Pressure In Individuals With Hypertension

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Abstract

Diet DASH (Dietary Approaches To Stop Hypertension) is one method to lower blood pressure in individuals with hypertension. In addition, dietary factors (dietary compliance) are essential to consider. Individuals with hypertension should adhere to the DASH diet to prevent further complications. The implementation method in the community service program was providing health education on DASH diet application through lectures and questions and answers. The participants were 10 individuals with hypertension at Brigjen Katamso RT 23 RW 05 Kedung Rejo Village, Waru District, Sidoarjo Regency. Before health education on the DASH diet, most participants (60%) had stage 1 hypertension. Meanwhile, most participants (50%) were categorized in pre-hypertension after health education. The Wilcoxon Signed-Rank Test test resulted in $p= 0.003$. Thus, there was an effect of health education on the DASH diet on blood pressure. In addition, before health education on the DASH diet, most respondents (50%) had a food consumption pattern that triggers hypertension. Meanwhile, most respondents (90%) had a good food consumption pattern after the health education. Thus, there was a change in food consumption patterns in participants. Health education on the DASH diet increased knowledge in individuals with hypertension. Increased knowledge encouraged participants to adjust their eating patterns as recommended in the DASH diet guide book. In conclusion, health education on the DASH diet can lower blood pressure in individuals with hypertension. Further community service activity should increase the number of participants and be more routine in its implementation to be helpful for the wider community.

Keywords: DASH diet; Blood pressure; Hypertension

Abstrak

Diet DASH (Dietary Approaches To Stop Hypertension) merupakan salah satu metode untuk menurunkan tekanan darah pada individu dengan hipertensi. Selain itu, faktor diet (kepatuhan diet) sangat penting untuk dipertimbangkan. Individu dengan hipertensi harus mematuhi diet DASH untuk mencegah komplikasi lebih lanjut. Metode pelaksanaan dalam program pengabdian masyarakat ini adalah dengan memberikan pendidikan kesehatan tentang penerapan diet DASH melalui ceramah dan tanya jawab. Partisipan adalah 10 orang penderita hipertensi di Brigjen Katamso RT 23 RW 05 Desa Kedung Rejo Kecamatan Waru Kabupaten Sidoarjo. Sebelum pendidikan kesehatan tentang diet DASH, sebagian besar peserta (60%) memiliki hipertensi stadium 1. Sedangkan sebagian besar peserta (50%) termasuk dalam kategori pra hipertensi setelah pendidikan kesehatan. Uji Wilcoxon Signed-Rank Test menghasilkan $p= 0,003$. Dengan demikian, ada pengaruh pendidikan kesehatan tentang diet DASH terhadap tekanan darah. Selain itu, sebelum pendidikan kesehatan tentang diet DASH, sebagian besar responden (50%) memiliki pola konsumsi makanan yang memicu hipertensi. Sedangkan sebagian besar responden (90%) memiliki pola konsumsi makanan yang baik setelah diberikan pendidikan kesehatan. Sehingga terjadi perubahan pola konsumsi makanan pada peserta. Pendidikan kesehatan tentang diet DASH meningkatkan pengetahuan pada individu dengan hipertensi. Peningkatan pengetahuan mendorong peserta untuk menyesuaikan pola makan mereka seperti yang direkomendasikan dalam buku panduan diet DASH. Kesimpulannya, pendidikan kesehatan

tentang diet DASH dapat menurunkan tekanan darah pada individu dengan hipertensi. Selanjutnya kegiatan pengabdian kepada masyarakat hendaknya memperbanyak jumlah peserta dan lebih rutin dalam pelaksanaannya agar dapat bermanfaat bagi masyarakat luas.

Kata kunci: diet DASH; Tekanan darah; Hipertensi

INTRODUCTION

Hypertension still becomes a health problem in developed and developing countries (Kresnawan, 2011). It is a degenerative disease with a high morbidity and mortality level. High blood pressure is a strong risk factor for kidney disease and cardiovascular diseases such as stroke and ischemic heart disease (Kumala, 2014). Hypertension occupied the category of 10 leading causes of death in Indonesia, with a death rate of 42 thousand. According to Risesdas 2013, hypertension prevalence in Indonesia was relatively high, namely 25.8% (Health Research and Development Agency, 2013).

Hypertension or high blood pressure disease is a disorder in the blood vessels, resulting in the blocking supply of oxygen and nutrients to the body tissues (Dewifianita, 2017). Age, race, and family history are risk factors for hypertension that cannot be controlled. Meanwhile, risk factors for hypertension that can be controlled are excess body weight, lack of physical activity, smoking, excess sodium intake, lack of potassium, calcium, and magnesium intake, alcohol consumption, and stress (Kresnawan, 2011).

All people can suffer from hypertension from the lower, middle, and upper classes. Based on the cause, hypertension is divided into primary hypertension – hypertension with unknown causes – and secondary hypertension – hypertension with a known cause. The cause of hypertension is often not yet known. More than 90% of individuals with hypertension are classified as essential hypertension, while 10% is secondary hypertension. Primary hypertension usually occurs at the age of 30-50 years. It is due to lifestyle changes, consuming foods containing fat, cholesterol, smoking, and stress. Previous research showed that a lack of education caused dietary non-compliance in individuals with hypertension. They did not understand the negative impact of non-compliance with diet. Another cause was a low economic level correlated with food needs (Susanti, 2019).

One of the ways to manage hypertension is non-pharmacological treatment, including controlling diet, reducing salt intake, increasing potassium and magnesium consumption, and physical activity. Diet compliance is one of the factors that can prevent complications in hypertensive patients. The American Dietetic Association (ADA) states that diet can lower blood pressure and lower the risk of heart disease and stroke. One way to regulate hypertension is to use the Dietary Approaches to Stop Hypertension (DASH) diet (Nurmayanti & Kaswari, 2020). The low salt diet recommended by doctors follows the principles of the DASH diet. The DASH diet is a diet therapy recommended by the American Heart Association (AHA). A study in the United States conducted by Scott L. Hummel and colleagues in 2012 showed that mean blood pressure before diet therapy was 155/79 mmHg decreased to 138/72 mmHg after diet therapy (Triwibowo et al., 2016).

The DASH diet consists of eating vegetables, fruits, and whole grains. In addition, it limits foods that are high in saturated fat, sugary drinks, and sweets. Patients must consume foods low in saturated fat and sodium and rich in potassium, calcium, magnesium, fiber, and protein (Ismalia & Zuraida, 2016). Health education of DASH diet is an effort to control hypertension in middle-aged adults to prevent hypertension and improve health status and quality of life.

SITUATION ANALYSIS

General Description

This community service activity was conducted at Brigadier General Katamso 2 RT 23 RW 05, Kedung Rejo Village, Waru District, Sidoarjo Regency. Before the covid-19 pandemic, there were elderly integrated health post activities, but these activities did not run during the pandemic. Integrated health post activities were checking blood pressure and administering vitamins. On January 13, 2021, we started meeting cadres before the community service activity. In addition, the assessment data included participants' knowledge in hypertension, physical activity, and hypertension diet.

Problem

The target community often experienced hypertension, high cholesterol, and gout. Still, many of the residents in Kedung Rejo Village did not adhere to the diet for hypertension, so it was difficult to regulate blood pressure.

Target Solution

To overcome the above problem, the implementation of community service activity was health education on the DASH diet application to increase efforts to control hypertension.

METHOD

The implementation method in the community service program was providing health education on DASH diet application through lectures and questions and answers. In addition, initial activities were field surveys, counseling, and making a health education proposal. Then, the Authors did online and offline health education on January 28, 2021. Online health education used a laptop with the Zoom application. Meanwhile, offline health education was carried out in one of the residents' houses. The participants were individuals with hypertension in Kedung Rejo Village, Waru District, Sidoarjo Regency. There were ten participants, ages 36-60 years old. The health education materials were hypertension definition, hypertension classification, the DASH diet, foods consumed during the diet, the benefits of dieting, dieting tips, food, and drink menus. In addition, We gave the DASH diet guidebook to improve their comprehending.

RESULTS AND DISCUSSION

The blood pressure examination before and after health education on the DASH diet was shown in Table 1. In addition, the classification of hypertension was based on the ACC/AHA2017 Guidelines.

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Table 1. Blood pressure before and after health education on the DASH diet

Num.	Classification of Blood Pressure	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
1.	Normal	0	0%	3	30%
2.	Pre-hypertension/Elevated	3	30%	5	50%
3.	Stage 1 hypertension	6	60%	2	20%
4.	Stage 2 hypertension	1	10%	0	0%
5.	Hypertensive crisis	0	0%	0	0%
	Total	10	100%	10	100%

p = 0.003

Wilcoxon Signed-rank Test

Before health education on the DASH diet, most participants (60%) had stage 1 hypertension. Meanwhile, most participants (50%) were categorized in pre-hypertension after health education. The Wilcoxon Signed-Rank Test test resulted in *p* = 0.003. Thus, there was an effect of health education on the DASH diet on blood pressure.

Before health education on the DASH diet, most respondents (50%) had a food consumption pattern that triggers hypertension. Meanwhile, most respondents (90%) had a good food consumption pattern after the health education. Thus, there was a change in food consumption patterns in participants. Health education on the DASH diet increased knowledge in individuals with hypertension. Increased knowledge encouraged participants to adjust their eating patterns as recommended in the DASH diet guide book.

The DASH diet approach requires people to abstain from salt. In addition, it more emphasizes foods that can help lower blood pressure as alternative medicine. These foods consist of vegetables and fruits containing functional compounds to lower blood pressure. For example, potatoes, sweet potatoes, green vegetables, and beans contain high potassium elements. Potassium will encourage the disposal of sodium elements out of the body to regulate blood pressure (Irmaviani, 2019).

According to Notoatmodjo (2012), health education will increase knowledge. Then increased knowledge can form positive behavior. Individuals will change their behavior when they know the benefits of the behavior. In addition, the result of this paper is in line with a study by Kurniawati & Widiatie (2016) that reported a significant effect of providing health education on dietary compliance in patients with hypertension.

CONCLUSION AND SUGGESTIONS

In conclusion, health education on the DASH diet can lower blood pressure in individuals with hypertension in Kedung Rejo Village, Waru District, Sidoarjo Regency. Hopefully, the following community service activity can be carried out by students and developed according to technological advances. The next community service activity also could increase the number of participants and be more

routine in its implementation to be helpful for the wider community. As a result, individuals with hypertension can achieve a better level of public health. In addition, a further implementation should consider mental, physical readiness and good cooperation between personnel or teams in groups.

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