

SOCIAL CONTRIBUTION PROGRAM IN PARAS HAMLET BY PMM 3 STUDENTS OF THE UNIVERSITY OF ISLAM MALANG

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ABSTRACT

This research discusses social contribution through implementing local economic development programs in Paras Hamlet. Through a participatory approach, villagers were involved in the planning and implementation process of economic initiatives, which included skills training, introduction to Indonesian culture, child empowerment, and socialization of environmental hygiene. The research results show increased cultural introduction to the local community and strengthened social ties and economic independence. The findings can provide insights for developing more inclusive and sustainable policies at the hamlet level. PKM Participatory Action Research (PAR) Approach. The Social Contribution Approach with Participatory Action Research (PAR) is an approach whose process aims to learn to solve problems and fulfill the practical needs of the community, as well as the production of science and the process of religious social change. Therefore, this approach is a means to raise collective critical awareness of the shackles of neoliberal globalization ideology and the shackles of normative religious paradigms that hinder the process of religious and social transformation. Data collection was carried out by survey by going directly to the field and interacting with the community, as this study concluded that the community must increase cultural recognition and local economic independence.

Keywords: Social, Culture, Economy, Society, Education

INTRODUCTION

Education is a very important investment to prepare human resources (HR), especially in the competition in the current global era. Through education, the Indonesian nation will be able to plan and prepare educated personnel who have the ability to compete with other countries. In addition, it is realized that universities are educational institutions that play a very important role in developing quality human resources (HR) to meet development needs. The quality of higher education that is equitable and in accordance with regional needs is important in regional development, especially in the era of regional autonomy. Therefore, programs in HEIs must look at the benefits and future of students.

In this regard, the government established three pillars of education policy through Law No. 20/2003 on the National Education System (UUSPN-2003), Presidential Regulation No. 7/2005 on the Medium-Term Development Plan (2005-2009) for education and supporting legislation. To implement these regulations and laws, the Ministry of National Education has established a Strategic Plan for 2005-2009 that contains programs related to the strategic program of educational research and development. The program refers to the pillars of equity and access expansion as well as improving the quality, relevance and competitiveness of higher education. Improving the quality, relevance, and competitiveness of higher education in order to respond to the needs of the labor market, as well as the development of science and technology, to contribute optimally to the improvement of public welfare and national competitiveness. In addition to education, culture is also one of the important things in improving the community's economy.

THEORETICAL BASIS

Contribution is a donation that a person makes in an effort to help a loss or help a shortage of things that are needed (T. Guritno: 2000). Social contribution is an individual or group effort to have a positive impact on society or the environment, either through charity, volunteerism, or projects that aim to improve general welfare. Social contribution activities are concrete actions in the form of community service with the aim that students gain experience with the community taking action to solve problems in the village.

METHOD

Social Contribution Participatory Action Research (PAR) Approach. The Social Contribution Approach with Participatory Action Research (PAR) is an approach whose process aims for learning in overcoming problems and meeting the practical needs of the community, as well as the production of science, and the process of religious social change. Therefore, this approach is a means to raise collective critical awareness of the shackles of neoliberal globalization ideology and the shackles of normative religious paradigms that hinder the process of religious social transformation. With this approach can be said to be Transformative Social Contribution. This is because it is a research process that is oriented towards empowerment and change. This argument is based on the fact that the transformative research process means:

1. A process of growing the power and capacity of the poor, marginalized and oppressed.
2. A process from, by and for the community. The position of the community is assisted/facilitated in making decisions and taking initiatives to be more independent in developing their quality of life.

3. Placing the community and its institutions as the basic force for economic, political, social, cultural and religious improvement.
4. Efforts to release various forms of cultural domination, political pressure, economic exploitation, and hegemony of religious institutions that shackle and hinder people's efforts to determine their way of life and improve their quality of life.

This choice of research that aims at social transformation, hence the more familiar term PAR, the research process is carried out with systematic, collaborative and sustainable efforts in order to create social transformation.

RESULTS AND DISCUSSION

During three days and two nights of social contribution in Paras Hamlet, Karangnongko Village, Poncokusumo Sub-District, Malang Regency, the authors gained experience with the local community. When doing social contribution activities, the authors can add relationships and insights into the culture that exists in Paras Hamlet. Social contribution activities can provide feedback and memories not only to the authors as a student but also to local residents. The experience can also expand social networks, increase understanding of social problems and gain new skills through interaction with various levels of society. The authors also gained experience managing the potential of the village or surrounding area with a socioentrepreneurship model based on independence and local wisdom. As for the National Cultural Dialogue activities, which added to the introduction of culture in social contribution activities in the Paras Hamlet. Memories and knowledge from social contributions are very influential in me until now.

CONCLUSION

Education is considered a crucial investment in preparing Human Resources (HR) to compete in the global era. The role of higher education in producing quality human resources is the focus, with an emphasis on equalizing access and improving quality. Education policy in Indonesia is regulated through various laws and regulations, with an emphasis on equitable access, quality improvement, and relevance of higher education. This policy is in line with the government's efforts to meet development and labor market needs. Social contribution in the village, especially in the context of students contributing through participatory activities, is recognized as a concrete step to improve community welfare. Understanding the concept of social contribution and culture is the basis for enriching interactions between students and local communities. The method used in social contribution is the Participatory Action Research (PAR) approach. This approach enables a collaborative, systematic, and sustainable research process to achieve learning, fulfillment

of community needs, and religious social change. The results and discussions reflect that the social contribution activities had a positive impact, both for the students and the local community. The intense interaction during the social contribution broadened horizons, enriched skills, and provided valuable experiences.

The conclusion of the whole presentation is that through social contribution, students can not only improve themselves through direct experience with the community, but also have a positive impact on village development and community welfare. The PAR approach in this activity emphasizes the importance of active community participation in the decision-making process and social change. In this context, social contribution in the village is not only an obligation, but also an investment in the formation of a generation that cares and contributes positively to their social environment.

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