

Empowerment of Anak Tidak Sekolah (ATS) through Thematic KKN in Sugihmas Village

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Abstract:

The problem of Anak Tidak Sekolah (ATS) is still a challenge in the development of human resources in rural areas, including in Sugihmas Village, Grabag District, Magelang Regency. This community service activity aims to collect more accurate ATS data and provide social-educational assistance to children and families to increase awareness of the importance of education. The activity is carried out through the Real Work Lecture (KKN) program with a community-based participatory approach. The methods used include door to door data collection, the use of verified village data, and direct communication with children and parents. The results of the activity showed that twenty-six (26) children who were included in the ATS category were identified, all of whom were school dropouts ranging from elementary school (SD) to junior high school (SMP). The main causative factors include family economic conditions, children's involvement in helping parents work, and low motivation to learn. This activity contributes to providing more valid ATS data and encourages awareness of the village community on the importance of the sustainability of children's education.

Keywords: ATS; Sugihmas Village; Thematic KKN; Educational Assistance; Community Empowerment

Received: 01 April 2026. Accepted: 09 July 2026

Introduction

Education is a basic right of every child. The state has an obligation to give every child the opportunity to go to school. However, the phenomenon of Anak Tidak Sekolah is still a serious problem in various regions in Indonesia, especially in rural areas. An out-of-school child is a child who is of school age but is not enrolled or does not actively participate in learning at a certain level of formal education (Yaneri, Suviani, & Vonika, 2022). This problem not only causes the loss of opportunities to get formal education, but also continuously affects the quality of human resources and the competitiveness of the next generation (Maulana, Abdurrouf, Habib, & Wulandari, 2026). In addition, this phenomenon is closely related to the constitutional rights of citizens, as stipulated in Article 31 of the 1945 Constitution, which guarantees that every citizen has the right to education (Lanawaang & Mesra, 2023).

Sugihmas Village in Grabag District, Magelang Regency, is one of the areas that faces similar challenges. Based on field observations and coordination with the village government, it was found that a number of school-age children did not continue or stop their formal education. This condition occurs due to several interrelated factors, such as family economic limitations,

lack of enthusiasm for learning, lack of parental attention to children's education, and limited access to learning activities that can help children's growth and development (Assa Riswan, 2022). In addition, the existing data collection system has not been able to describe the actual conditions in the field, so the available data is not completely valid and accurate.

Previous research has shown that Anak Tidak Sekolah generally arise as a result of a complex combination of internal and external factors (Kurniawan dkk., 2022). This confirms that family, social, economic, and environmental factors have a significant contribution to children's decisions not to attend school

The existence of valid data is the main foundation in designing a comprehensive handling strategy (Risallah, Aries Kurniawan, Beni Dwi Komara, & Putra Panji Respati, 2026). Accurate data collection not only serves as an administrative instrument, but also as a basis for decision-making and proper resource allocation (Paizal & Siti Romadoni, 2025). Identification of the learning needs of children who do not attend school needs to be carried out thoroughly so that the designed intervention is truly in accordance with the real conditions in the field (Pratiwi, 2023). The data collection method with a door to door approach is considered to be able to produce information that is closer to reality than conventional survey methods that rely on written reports or secondary data, as shown in various case studies in rural Indonesia (Lidhya Dwi Darsih, 2025).

On the other hand, the handling of Anak Tidak Sekolah cannot be done partially. Interventions that are integrated and involve various parties, ranging from village governments, educational institutions, community leaders, to families, are the key to the success of the program. A community-based approach that prioritizes active citizen participation and the utilization of local potential, such as the *Asset Based Community Development* (ABCD) framework, is expected to be able to produce sustainable solutions that are in accordance with local socio-cultural characteristics.

The Thematic Real Work Lecture Program (KKN) initiated by the University of Muhammadiyah Magelang seeks to respond to these problems through data collection assistance activities and handling Anak Tidak Sekolah in Sugihmas Village. This program is designed as a form of implementation of the Tri Dharma of Higher Education, especially the dharma of community service, as well as supporting the Magelang Regency government program in the Magelang Gemerlang Bunga movement which emphasizes increasing children's educational participation. KKN as a form of implementation of community-based education in higher education has proven to be able to make a real contribution to community development (Nurmayasari, Andryana, Safitri, Sahfitri, & Rizky, 2024). This activity is also a means of strengthening students' character and resilience in facing social challenges in the field (Dariyo, 2023).

Through collaboration between lecturers and students with the village government and local communities, this program is expected to produce a comprehensive database of Anak Tidak Sekolah, increase public awareness of the importance of education, motivate children to return to learning, and build a sustainable mentoring system. This article aims to present the implementation process, field findings, and results of the mentoring program as a reference for similar efforts in other regions facing similar challenges.

Method

This community service activity was carried out in Sugihmas Village, Grabag District, Magelang Regency, Central Java Province. Sugihmas Village is located in the eastern region of

Magelang Regency with a distance of approximately 25 kilometers from the center of Magelang and about 18 kilometers from the campus of the University of Muhammadiyah Magelang. The village location can be accessed through the main Magelang-Grabag route with adequate paved road conditions, so that the mobility of the implementation team is relatively smooth. The implementation of the program lasts for one month in the January-February 2026 period, which includes the preparation stage, the implementation of field activities, and the evaluation and preparation of reports.

The program uses an *Asset Based Community Development* (ABCD) approach that emphasizes the identification and optimization of local potential for community development. The ABCD approach was chosen because it is relevant to the condition of Sugihmas Village which has strong social capital, active community institutions, and adequate village government support. The implementation of the ABCD model has been proven effective in various community assistance programs, including in the fields of education and religion. Bibliographic studies show that this approach consistently results in sustainable change because it relies on the internal strengths of the community itself (Hidayat, Yaqin, Yaqin, Alam, & Fairus, 2025). Through this approach, society is not seen as a passive object, but as an active subject who has the capacity and resources to overcome the problems faced. The implementation of the program is carried out in a participatory manner by involving various stakeholders, ranging from village governments, community leaders, educational institutions, to families with Anak Tidak Sekolah. The implementation of activities is divided into three main stages that are interrelated, namely the planning stage, the implementation stage, and the reporting and follow-up stage. Each stage is designed to ensure the program runs systematically and produces optimal impact on the target community.

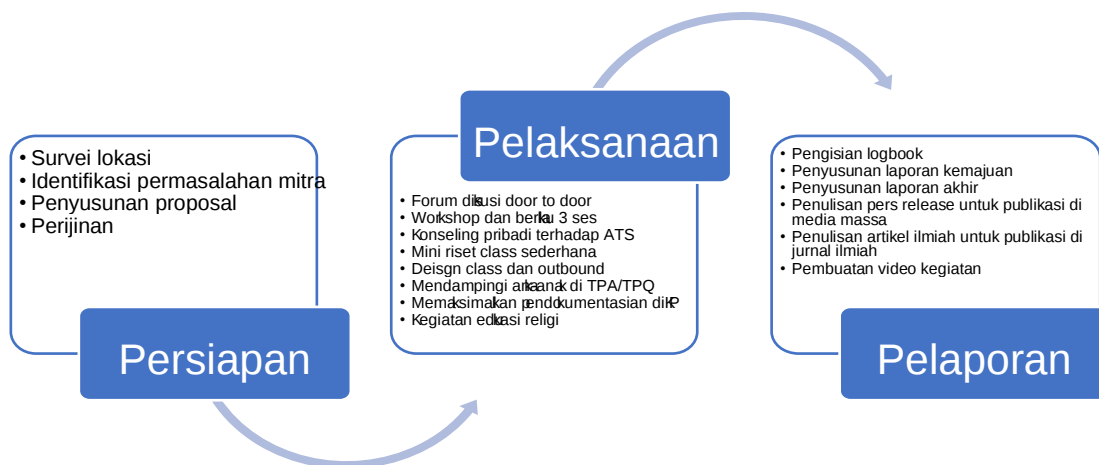


Figure 1. Stages of Thematic KKN implementation

1. Planning Stage

The planning stage began with coordination between the implementation team from the University of Muhammadiyah Magelang and the Sugihmas Village government to identify priority problems to be addressed. Field observations were carried out to understand the social, economic, and educational conditions of the local community. Furthermore, an activity proposal was prepared that contained an analysis of the situation, program objectives, activity plans, and success indicators. At this stage, data collection instruments in the form of questionnaires and interview guides were also prepared which will be used in

the data collection process for Anak Tidak Sekolah. Coordination with village officials and community leaders is carried out to ensure support and active participation from various parties. The role of KKN students in village development through active involvement in the planning stage has been proven to increase the sense of community ownership of the programs carried out (Helenerius Ajo Leda, Oskardus Rhengi, 2025).

2. Implementation Stage

The implementation stage is the core of the program which includes a number of strategic activities. First, data collection of Anak Tidak Sekolah is carried out thoroughly through the door to door method to the homes of residents who have school-age children. The data collection process is carried out by direct interviews with parents or guardians to find out information about the reasons for children not attending school, family economic conditions, and expectations for children's education. Education-based strategies accompanied by a direct approach to families have proven to be effective in overcoming the problem of school dropouts in various regions (Destiana, Suchyadi, & Anjaswuri, 2020). Social and economic factors have also been proven to have a significant influence on the low interest in education in rural areas, so the KKN program needs to actively increase public education awareness (Olivia dkk., 2024). The collected data is then validated and compiled in the form of a digital database that can be accessed and updated by the village government.

Second, socialization and educational motivation activities are carried out in elementary and junior high schools (Maulana, Nur Azizah, Damayanti, & Ridho Pangestu, 2025). This activity aims to provide students with an understanding of the importance of continuing education to a higher level, opportunities that can be achieved through education, and strategies to overcome obstacles that may be faced. Socialization is carried out by an interactive method that involves discussions, educational games, and testimonials from alumni who have successfully continued their education.

Third, a learning assistance program for school-age children is held through homework guidance, additional learning, and learning assistance outside school hours. This activity is carried out voluntarily by KKN students with the aim of helping to improve academic achievement and foster children's motivation to learn. The role of KKN students in the development of children's education in the village has been proven to have a positive impact on children's enthusiasm for learning and confidence (Saltifa & Putri, 2021). Student involvement in educational activities in primary schools also showed significant results in encouraging student learning participation (Supriadin, Irfan, & Harsono, 2024). In addition, the implementation team is also actively involved in community and religious activities such as TPA assistance, recitations, and PKK activities to strengthen relationships with the community while conveying the message of the importance of education through an informal approach.

Fourth, efforts are made to increase awareness and participation of parents through an interpersonal communication approach and informal socialization. In daily interactions, the implementation team conveys information about the importance of formal education for children's futures, the long-term impact of children not attending school, and the role of parents in supporting the sustainability of children's education. Empowering parents through strengthening understanding of the urgency of education has proven to be an effective preventive effort in preventing school dropouts (Rusyada, Miswaty, Hayati, & Pranasa,

2023). This approach is carried out by involving religious leaders and community leaders as parties who have a strong influence on family decisions.

3. Reporting and Follow-up Stages

The final stage of the program is the preparation of an activity report that contains a description of the implementation, results achieved, obstacles faced, and recommendations for the sustainability of the program. The database of Anak Tidak Sekolah that has been compiled is submitted to the village government as the basis for policy making and planning for follow-up intervention programs. In addition, a joint evaluation was conducted with partners to identify aspects that need to be improved and potential for future program development. Documentation of all activities is published through social media and digital platforms as a form of transparency and a means of disseminating information to the wider community, as is done in similar KKN programs in various regions of Indonesia (Rossa dkk., 2024). The establishment of good cooperation between universities and village governments opens up opportunities for collaboration on sustainable community service programs, both in the fields of education and other community empowerment (Assaad, Hasanah, & Agustina, 2026).

Results and discussions

The results of the implementation of the data collection assistance program and the handling of Anak Tidak Sekolah in Sugihmas Village include ATS databases, socialization and motivation activities, and increasing public awareness. The discussion explained the implementation of solutions, program outputs as indicators of success, as well as supporting and inhibiting factors for program implementation. The overall results of the Thematic KKN II of the University of Muhammadiyah as a whole are presented in Table 1.

No.	Programs/Activities	Purpose	Form of Implementation	Results
1.	Data Collection of Anak Tidak Sekolah (ATS)	Identify the number and conditions of the ATS	Door to door surveys and family interviews	26 ATS children were recorded in Sugihmas Village
2.	Socialization of the Importance of Education	Increase students' awareness of education	Counseling in Elementary and Junior High School	Students better understand the importance of continuing education
3.	Learning Assistance	Increase children's motivation and learning ability	Tutoring and schoolwork help	Children's motivation to learn increases
4.	ATS Counseling and Assistance	Providing motivation to school dropouts	Individual counseling and family discussions	Children and parents are more open to education
5.	Parent Education	Increasing the role of families in children's education	Socialization and home visits	Parental awareness increased
6.	Community and Religious Activities	Strengthening relationships with the community	TPA, studies, PKK, posyandu, etc.	Community support for the program increases

Table 1. Program Implementation

1. Database of Anak Tidak Sekolah

Data collection of Anak Tidak Sekolah is carried out thoroughly through the door-to-door method by visiting the homes of residents who have school-age children. The results of data collection succeeded in identifying the number, location, and characteristics of Anak Tidak Sekolah in Sugihmas Village. The data collected includes the economic condition of the family, the level of education of the parents, the reasons for the child not attending school, and the obstacles faced by the family. The database is compiled in digital format and submitted to the village government to facilitate access and periodic data updates.



Figure 2. Data collection ATS (door to door)

Based on the results of data collection, five main factors were identified as causing children to miss school: (1) family economic limitations so that children are asked to help work; (2) low motivation for children to learn due to the lack of success examples through education; (3) lack of parental attention to the importance of education; (4) lack of positive activities for the development of children's interests; and (5) the preference of some people to follow religious education (mondok) or work directly rather than continue formal school. These findings are in line with the results of a study in Pekalongan City that identified a similar pattern, where the ATS handling strategy must be carried out in a multi-approach manner and involve all stakeholders (Astuti, 2024). A structured and collaboration-based return of children to school has also been successfully implemented in Subang Regency as a model that can be replicated in other areas

2. Socialization and Motivation of Education

Socialization activities were carried out in elementary and junior high schools using interactive methods. The methods used include group discussions, educational games, and testimonials from alumni who have successfully continued their education (Ardho & Maulana, 2022). This activity received a positive response from students and the school. Students showed high enthusiasm and asked critical questions regarding continuing education strategies, indicating their increased awareness of the importance of education.

The integration of religious education approaches in community empowerment programs has also been proven to strengthen community involvement.



Figure 3. Student Creation & Learning Motivation Activities

The learning assistance program is carried out regularly by KKN students to help children do schoolwork and understand the subject matter. The results of the program showed an increase in children's understanding of the subject matter and an increase in learning motivation. Children who participated in the program also showed increased confidence in facing academic tasks.

3. Community Participation and Awareness Raising

KKN students actively participate in various community and religious activities such as Al-Quran Education Park (TPA) assistance, routine recitation, and PKK activities. Participation in these activities strengthens the relationship between the implementation team and the community and facilitates the delivery of messages about the importance of education through an informal approach.



Figure 4. ATS Socialization and Education to Parents

The results of intensive interaction with the community showed that there was a change in attitudes in some parents who previously paid less attention to their children's education. Some families began to show a willingness to encourage their children to continue their schooling. This change in attitude indicates that a participatory and family-based approach is effective in changing people's perception of the importance of education. This is

strengthened by the finding that the KKN program that touches on the issue of education directly in the village is able to mobilize family awareness of the importance of continuing children's schooling

4. External Programs

The program produces several outputs as indicators of success. First, a comprehensive digital database of Anak Tidak Sekolah that can be accessed and updated by the village government. Second, documentation of activities in the form of photos and videos published through social media (Instagram and TikTok) with a total of 10-15 contents. Third, a complete documentary video uploaded to the YouTube platform as a reference for similar programs in other regions. Publication through social media serves as a form of transparency and accountability of the program as well as increasing the positive image of the University of Muhammadiyah Magelang in carrying out community service.

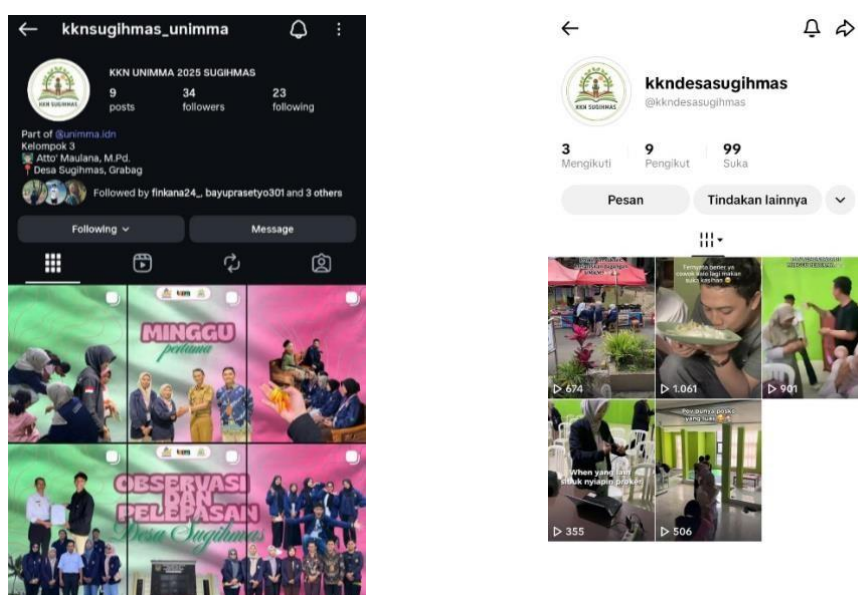


Figure 5. Social Media Thematic KKN II Sugihmas Village

5. Implementation of Solutions to Address Partner Issues

The implementation of the program uses the Asset Based Community Development (ABCD) approach that utilizes the local potential of Sugihmas Village. Strong social capital, support from community institutions, and the commitment of the village government are important assets in supporting the success of the program. The participatory approach applied involves various stakeholders ranging from village governments, community leaders, educational institutions, to families with Anak Tidak Sekolah (Rahmawati, Peachilia, Hanifah, & Humaedi, 2024).



Gambar 6. Pendampingan, Implementasi & Kolaborasi Program

The solutions offered to overcome partner problems are carried out through three main strategies. First, the provision of accurate data through thorough data collection to overcome the absence of a comprehensive database. Second, increasing awareness through socialization and mentoring to overcome low public awareness of the importance of education. Third, providing motivation and learning assistance to overcome children's low motivation to learn. These strategies are designed in an integrated manner to touch the root of the problem from various sides.

6. Supporting and Inhibiting Factors

Several factors support the success of this program. First, the commitment and openness of the village government in receiving assistance and cooperating. Second, the existence of active community institutions such as PKK, youth organizations, and recitation groups that are strategic partners. Third, the characteristics of a religious and harmonious society that facilitates a family-based approach. Fourth, the availability of formal education facilities in the area around the village.

Supporting Factors	Inhibiting Factors
Sugihmas Village government support	Limited program implementation time
Active participation of the community	The economic condition of some ATS families
Cooperation between schools and community leaders	Low motivation to learn some children
Students' enthusiasm in educational activities	The mindset of some people who still consider school less important
The Existence of KKN Students as Companions	Difficulty reaching multiple ATS families
Support from community institutions (PKK, TPA, Karang Taruna)	Parents' busyness makes it difficult to follow activities

Table 2. Supporting and Inhibiting Factors

Meanwhile, several factors hinder the implementation of the program. First, the limited time for the implementation of the program (one month) causes changes in people's attitudes to not be seen optimally. Second, the family's limited economic condition makes some parents still prioritize their children to work rather than goto school. Third, the mindset of the community that has been formed for a long time needs to be changed even though intensive socialization has been carried out. Similar barriers are also found in various regions, where family socioeconomic conditions are the dominant factor influencing children's decision not to go to school (Lestari, Kurniawan, & Ardi, 2020).

Conclusion

Community service activities carried out in Sugihmas Village, Grabag District, Magelang Regency, showed significant results in overcoming the problem of Anak Tidak Sekolah (ATS). Through the door-to-door method, a total of seventeen ATS children were successfully identified, all of whom were school dropouts from elementary school (SD) to junior high school (SMP). The main causative factors revealed in this data collection include family economic conditions that force children to work, low motivation to learn, and lack of parental attention to children's education. This program also includes socialization activities that provide an understanding of the importance of education to students at the school level. With the learning assistance program carried out by KKN students, there is an increase in academic achievement and children's motivation to learn. Intense interaction with society results in a change in attitudes among parents, where more and more families are realizing the importance of education and encouraging their children to pursue formal education. The overall of these activities not only produced a valid and accurate database of ATS in Sugihmas Village but also increased public awareness of the importance of education. This success shows that a participatory approach that involves collaboration between universities, village governments, and communities has a much greater impact on solving education problems in rural areas. The handling of Anak Tidak Sekolah needs to be carried out with closer collaboration between the village government, educational institutions, and the local community. Mentoring programs must be developed in an ongoing manner to create long-term impact. In addition, maintenance and updating of the ATS database that has been compiled needs to be carried out periodically to ensure the relevance and effectiveness of future interventions.

Acknowledgement

The author would like to thank LPPM Universitas Muhammadiyah Magelang and all parties who have contributed to this program. Especially to the village government and the people of Sugihmas Village who have actively participated, as well as students involved in this activity. It is hoped that this collaboration will continue to improve education and community empowerment in the future.

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