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## Community Empowerment in Wonodadi Village, Pringsewu

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**Abstract:** Community empowerment systems play a vital role in advancing human resources in Wonodadi Village. In practice, many residents of Wonodadi Village often face obstacles when attempting to improve their skills to increase family income. Therefore, this community service activity aims to transfer knowledge and self-improvement techniques to the community, both through the enhancement of existing businesses and educational guidance for students in Wonodadi Village. The methods employed include delivering instructional materials and practical application of existing business strategies—such as the use of social media—as well as providing educational guidance and introducing computer technology to students in Wonodadi Village. The results of the activity indicate that prior to this PKM, the community of Wonodadi Village had limited understanding of business strategies involving social media, and the students of Wonodadi Village were unfamiliar with computer technology. However, following the activity, it was observed that the community of Wonodadi Village began to try implementing new strategies in their businesses, particularly through social media. Likewise, students in Wonodadi Village now have a better understanding of computer technology, particularly the functions of computers. Thus, this PKM activity is expected to play a significant positive role in empowering the community of Wonodadi Village, especially in helping them improve their businesses, while in the field of education, students have gained better knowledge to shape their future in achieving their aspirations, particularly in the field of computer technology.

**Keyword:** Community Empowerment, Wondadi Village.

### INTRODUCTION

Community service serves as a bridge between the world of education and the community, as higher education institutions face the challenge of preparing community members to meet future challenges in the era of globalization. According to 2020 statistics for Pringsewu Subdistrict, out of 2,258 households, 1,322 were classified as living below the poverty line (BPS, 2020). One of the villages located in Pringsewu Subdistrict is Pekon Pajaresuk.

Pekon Wonodadi is an area located in Gadingrejo Subdistrict, Pringsewu Regency, established in 1910. It is approximately 15 km from the Pringsewu Regency capital and covers

an area of 344 hectares with fairly good infrastructure, including paved roads. The population's livelihoods consist of entrepreneurship (25%), while 40% are farmers, and the remaining 35% are employees.

Pajaresuk Village is home to approximately 8,800 residents with an education level that is still relatively low, with the majority of the population working as employees and farmers. IBN Pringsewu, as a higher education institution upholding the Tri Dharma of Higher Education, has been collaborating since 2012 with the community of Wonodadi Village as part of its Community Service Program. This collaboration has taken various forms, including entrepreneurship training and mentoring for the residents of Wonodadi Village.

Through this entrepreneurship mentoring and training, benefits have been achieved, including: absorbing more labor, thereby reducing unemployment rates in the village, and the development of flagship products that are expected to improve the welfare of the community in Wonodadi Village.

Based on interviews with residents of Wonodadi Village tasked with preparing community empowerment reports, it was found that one of the causes of difficulties in community empowerment in the business and education sectors is a lack of knowledge regarding the utilization of technology, as well as a lack of understanding among children in this area regarding computer technology and its functions for life in the future.

Given the urgent need for business development through technology utilization, it is deemed necessary to provide training in technology use, particularly the use of social media as a product promotion tool. Additionally, educational guidance is needed to empower students' ability to master computer technology in the future, thereby fostering community empowerment in both business and education.

## Literature Review

In modern management systems, a popular method known as PDCA (Plan-Do-Check-Act) is used to achieve continuous improvement within an organization. The essence of PDCA is an iterative (repeating) process; once a plan has been established, the next plan is determined based on the results of the previous one—whether the results were achieved (correct outcomes) or not achieved (incorrect outcomes). Positive results serve as a benchmark or reference for subsequent achievements. The community service program conducted in Ponggang Hamlet was implemented over three distinct time periods. The first activity took place in December 2017 and continued in March 2018. These two prior activities constituted the Plan and Do steps within the PDCA cycle. During the third visit in September 2018, the third and fourth steps of the PDCA method were implemented: the Check and Act steps.

The Plan-Do-Check-Act (PDCA) method is a systematic problem-solving cycle that is currently widely applied in large companies in Indonesia, though it has long been implemented in developed nations such as Japan, Germany, and the USA. To effectively implement PDCA within the context of a continuous improvement mindset aimed at enhancing organizational quality, one must not only understand the PDCA concept itself but also possess the knowledge and skills to utilize quality management tools. However, the implementation of each PDCA stage, from the P (Plan) stage to the A (Act) stage, requires a set of tools that can be used to make actions in each stage more effective. The relationship between each stage in PDCA and the set of quality tools can be seen in the figure.

When applying PDCA to solve a problem, the process is carried out in a clockwise direction, starting with Plan – Do – Check – Act. The cycle then repeats continuously to continually update and refine the approach to solving existing problems. Details of each PDCA stage can be seen in the figure below.

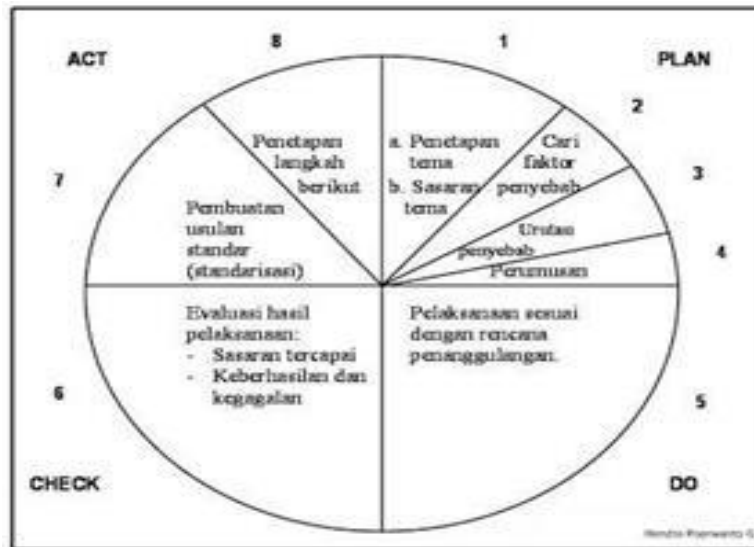


Figure 1. Illustrating the PDCA Method in Detail Diagram

Source: <https://sites.google.com/site/kelolakuualitas/PDCA/Implementasi-Plan-Do-Check-Act-PDCA>

In the Plan phase, there are four key steps to implement: defining the theme and its objectives, identifying the root causes, determining the sequence of causes, and formulating a plan. In other words, the PDCA cycle at this stage involves determining which processes need improvement, what specific improvements are required, and how to implement them. In short, at this stage, a plan is drawn up, or the problems to be addressed or weaknesses to be improved are identified, and solutions to address these issues are sought. It is the responsibility of the organization’s leadership to determine the necessary data and information to select the most relevant hypotheses for process improvement. In short, during the “planning” stage, leadership formulates, plans, coordinates, disseminates, and communicates the core themes or issues to be resolved. At this stage, quality tools are needed to help identify problems and develop improvement plans, such as customer service mapping, flowcharts, Pareto analysis, brainstorming, group discussion techniques, fishbone diagrams, evaluation matrices, and cause-and-effect diagrams (fishbone).

Implementation in the “Do” stage involves carrying out what has been planned and monitoring the execution process. At this stage, make decisions based on the “Plan” phase, where you will identify problems that have a significant impact on the process or project you are working on. Focus improvements or solutions solely on the most significant issues (there may be only 2 or 3 primary issues with a very significant impact). Quality tools commonly used to assist in implementing this stage include small group leadership skills, experimental design, conflict resolution, and on-the-job training.

The Check phase is implemented by monitoring the “execution” process and collecting baseline information to determine the current actual state of the process—whether the results align with the plan. This involves reviewing what has been implemented and identifying weaknesses that need to be addressed. Based on these weaknesses, a corrective action plan is developed for subsequent implementation. In other words, the “check” phase is implemented by evaluating the results of the implementation. At this stage, an evaluation is conducted regarding the changes or improvements made to the process. It must then be assessed how effective these corrective measures are and to what extent they impact the process.

Organizational leaders inspect, monitor, check, measure, and evaluate everything done during the “execution” stage. There are three possible outcomes that can be observed from the implementation of the checking stage, including:

1. The results are the quality as planned, so the relevant procedure can be used in the future.
2. The results are substandard and do not meet the plan, so the relevant procedure is unsuitable and must be replaced or improved in the future.
3. The relevant procedure may be applicable to different situations.

Thus, the process does not actually end with the Act step, but rather returns to the first step and continues from there. Some of the quality tools used in implementing this phase include check sheets, graphical analysis, control charts, and key performance indicators.

The Act phase is implemented by proposing standards and determining the next steps based on the findings from the Check phase. The implementation of this phase is intended to address how to follow up to improve in the future and to carry out the overall improvement plan, including addressing the weaknesses that have been identified. At this stage, there is an opportunity to re-standardize processes and prepare for the next round of improvements. At this stage, the most effective improvement processes will be adopted and applied in subsequent processes, continuously monitored, and then standardized as standard procedures. Once the process or project has undergone positive changes and stabilized, preparations should immediately begin for even better improvements. And so on. Management reports, takes responsibility, follows up, improves, and enhances performance. Furthermore, management decides on the changes to be implemented; if successful, standard procedures must be established. Management determines the extent to which retraining and additional training are needed for relevant employees and assesses whether these changes have negative effects on other parts of the organization. Next, continuously monitor these changes. Implementing this phase requires a set of tools such as process mapping, process standardization, control information, and formal training for the purpose of process standardization.

## **METHOD**

The methods employed in this community service activity involved providing training and guidance on the use of social media for business owners, as well as tutoring students on basic computer functions, so that participants could understand and apply these skills directly. The community service program conducted in Wonodadi Village from January to May 2025 implemented the third and fourth steps of the PDCA cycle—namely, the Check and Act steps.

### **1. Mentoring on Social Media Technology Utilization**

The initial step in implementing this community service activity involved imparting knowledge on creating social media platforms on the mobile devices of each business owner in Wonodadi Village. This activity was held on September 14–15, 2023. The activity was conducted in person, accompanied by discussions and Q&A sessions regarding the presented material. The material covered regarding the creation of social media platforms included:

#### **Define goals**

The first step in creating a strategy is determining what you want to achieve. Clear goals will make it easier for you to take the right steps, including how to measure success later on. Goals here are typically divided into two categories:

1. **Primary goals:** These describe the top priorities in your overarching strategy, such as increasing brand awareness and generating 50 leads.
2. **Secondary goals:** These outline specific objectives and metrics that support the primary goals. For example, to boost brand awareness, the brand must post regularly every day. It's important to remember that every goal should be set using the S.M.A.R.T. criteria (specific, measurable, achievable, relevant, and time-bound). You can review the results

of previous strategy evaluations to identify which parts need improvement or even replacement. Understand the challenges your business faces and identify the right goals to address them. Therefore, you need to have a major goal that is broken down into various objectives so they can be executed with clear deadlines. Use key performance indicators (KPIs) to monitor and assess progress. Examples of social media KPIs include audience growth, reach, engagement, and lead generation.

### **Understand your audience**

Knowing who your target audience is and what they like will make business communication on social media easier. If you're not sure where to start, try identifying your most valuable customers first. These are the people who are already interested in your business. Strengthening your relationship with them is a crucial step toward building loyalty. Next, you can begin to consider and define your business's potential social media audience. Key data you need to know about your audience includes:

1. Age
2. Location
3. Average income
4. Education level
5. Occupation, etc.

Avoid making assumptions; use various tools to collect data and conduct analysis so that the audience personas you create are accurate. That way, it won't be difficult to engage with them.

### **Competitor research**

How competitors use social media is crucial information for developing a better social media strategy. You can learn from what works and what doesn't for your competitors. This step can ultimately help you identify gaps or opportunities so your business can "win." For example, a competitor might use all types of social media but lacks consistency and integration. You might choose to focus solely on Facebook and Instagram, then develop content and interactions more consistently to build a strong audience base.

### **Choose Channels**

The fourth step is to choose channels that suit your business. Selecting platforms will be accompanied by more specific strategies later on, since each social media platform needs to be managed differently. This is closely related to the type and format of content you'll create. Try to identify two types of channels:

1. **Primary Channels**  
The social media platforms you choose as primary channels will be the focus of your business's online presence, serving as the main venues for both organic and paid campaigns. A brand can prioritize 2-3 channels. Examples of primary social media platforms for business include Facebook, Instagram, and LinkedIn.
2. **Secondary Channels**  
Secondary channel will support brand visibility, as the audience types can be highly diverse. The platforms you choose should hold potential for future business growth. Examples of secondary social media platforms include TikTok and YouTube, given the continuously rising trend in video content.

### **Develop a Content Strategy**

In today's world, audiences are savvy enough to evaluate content. If you want to truly generate engagement, create a well-thought-out content plan tailored to your audience and the

channels you use. Engaging content leaves a lasting impression and provides a valuable experience for your audience. When creating content, consider the following three core components:

1. Content purpose
2. Content theme (content pillar)
3. Supporting content (sub-topic content)

At this stage, you'll also create a posting schedule or social media content calendar. Don't forget to schedule content curation.

### **Plan Content Optimization**

When a business enters social media, the process doesn't stop at uploading content. A well-thought-out optimization plan is needed to maximize the use of social media. You can use:

1. Paid advertising

Paid advertising is a quick way to find and build a business audience. Ads will help the brand reach more users. Understand the brand's position to determine the right objectives so that execution can proceed as expected. Awareness & Acquisition: focus on introducing the business and finding prospects.

2. Influencer

Identify the type of influencers that align with your products or services. Through the right influencers, you can quickly build the right audience. Your brand will also be more readily accepted if promoted by trusted influencers.

### **Finalization and Evaluation**

In this final stage, it's time for finalization. Select the individuals who will be responsible for the roles outlined in the strategy. Create a clear list of tasks so that each phase runs as effectively as possible. Don't forget to schedule evaluation sessions involving the entire team to monitor progress and measure results.

At the end of September 2025, a pre-test was conducted to assess how well the community service participants understood and absorbed the provided material. A plan was also developed to create content reports on their social media platforms. To support the participants, a WhatsApp group was established as an interactive platform for communication between the Presenting Team and the SMEs regarding issues and developments encountered in creating social media content.

## **2. Instructional Guidance on Computer Functions for Student**

Next, instructional guidance on computer functions was provided to students, including the following:

- a. Facilitating Information Searches

School assignments require valid information in the shortest possible time. Computers can help students find information.

- b. Utilizing Learning Application

Are you familiar with Google Classroom or Zoom Meeting? These two application are widely used in the world of education. Computers can make it easier for students to use learning applications. Students can thus submit assignments and attend classes with ease.

- c. Innovation in Online Classes

The pandemic has limited students' ability to attend in-person classes. Here, computers can provide a solution in the form of online classes. Classes can be attended anywhere and anytime.

During the initial visit, it was found that the students still did not understand what a

computer was and felt unfamiliar with its form, especially with the latest models. And during the second and third visits in August and September, the presenter team revisited the students to introduce computer basics and the menus available on a computer until they understood how important and easy computers are to use in daily life, particularly at school.

### 3. Stages of Community Service Activities

This community service activity began with a situational analysis and coordination with the community service recipients, followed by the core activities, which included presenting material on Basic Knowledge and the Application of Creating Simple Social Media, and concluded with the final activity: program evaluation. For further clarification, the stages of this Community Service Activity (PKM) can be illustrated through the following figure:

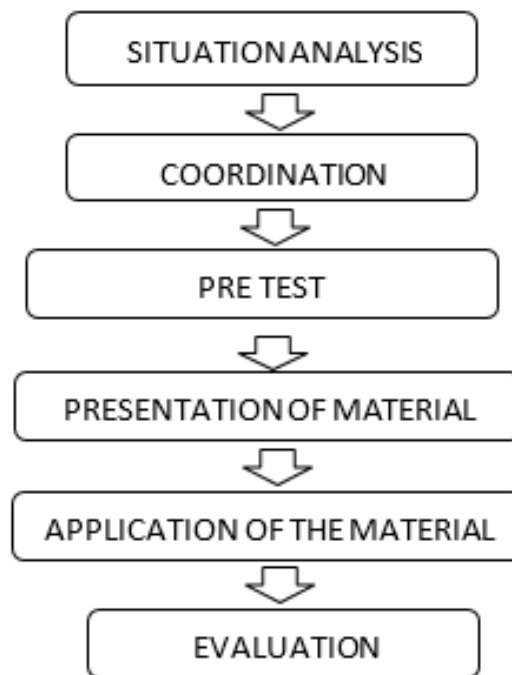


Figure 2. Image of the Stages of Community Service Activities

## RESULTS AND DISCUSSION

The success of community service activities can be gauged, in part, by evaluating whether improvements were observed among participants following the completion of the activities. The results of this community service activity can be summarized as follows:

1. Participants’ Knowledge Regarding the Use of Social Media for Small and Medium Enterprises (SMEs) and Basic Computer Skills for Students Before the Presentation of the Material.

Based on the results of the pre-test (preliminary test) conducted before the presentation of material on social media content creation, it was found that the knowledge of the participants—specifically the MSME business owners in Wonodadi Village—was predominantly in the “poorly mastered” category, accounting for 72.72% (16 people), while only 4 people (18.18%) demonstrated adequate mastery. The pre-test results also indicated that participants had a limited grasp of the material regarding the use of social media, particularly in content creation. The same was true for the students, the majority of whom did not yet understand what computer technology is.

2. Participants’ Knowledge Regarding the Use of Social Media for Business Owners and Computer Function Familiarization for Students After the Material Was Presented.

A post-test on the use of social media for business owners and computer function

familiarization for students after the material was presented is essential to measure the success of the community service team's efforts in delivering the material on social media utilization and computer basics. Based on the results of the post-session test, it was found that participants' knowledge regarding the use of social media and its content was predominantly in the "fairly proficient" category (77.27% or 16 people), 13.63% (3 people) were in the "proficient" category, and 9.09% (1 person) were "highly proficient" in the material.

These results also indicate a significant difference between the pre- and post-activity assessment scores. This suggests that the PKM activity—specifically the presentation on social media utilization and computer literacy—successfully enhanced participants' knowledge. This is evident in business owners now being able to create their own social media content, as well as students becoming more familiar with the functions and benefits of these tools, particularly in simplifying the completion of assignments.



figure 3. Group Photo From the Community Service Activity

## CONCLUSION

Based on the PKM activities that have been carried out, several conclusions can be drawn, including the following:

1. Prior to the PKM activities, the knowledge of the participants—in this case, MSME operators in Wonodadi Village—regarding the use of social media and computer literacy among students was predominantly in the "poor mastery" category, at 70.40%.
2. After the PKM activities, it was found that the participants' knowledge regarding the use of social media and computer literacy for students fell into the "fairly proficient" category (80.30%).
3. Most participants were able to utilize social media and computer basics after the PKM activity. However, regarding more in-depth material related to content creation strategies and computer programming functions, it was found that some participants experienced significant difficulty.
4. It can also be concluded that there was an increase in participants' knowledge and skills regarding the use of social media for SME entrepreneurs and computer basics for students following this activity.

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