Khidmatul Ummah, VOL: 07/No: 01 June 2026 **P-ISSN: 2252-8970**
DOI: 10.30868/khidmatul.v6i02.10447 **E-ISSN: 2581-1754**

Date Received	**:**	**May 2026**
Date Accepted	**:**	**June 2026**
Date Published	**:**	**June 2026**

STRENGTHENING THE ROLES OF YOUTH, FAMILIES, AND THE COMMUNITY THROUGH RELIGIOUS EDUCATION, SCIENCE AND TECHNOLOGY, AND PRODUCTIVE ECONOMIC ACTIVITIES IN BUBULAK URBAN VILLAGE, BOGOR CITY

Sujian Suretno[1]
Institut Agama Islam Al-Hidayah Bogor, Indonesia (sujian@staiabogor.ac.id)

Muslim
Institut Agama Islam Al-Hidayah Bogor, Indonesia (muslim@staiabogor.ac.id)

Syaeful Rokim
Institut Agama Islam Al-Hidayah Bogor, Indonesia syaeful8405@gmail.com)

Kata Kunci:
Pemberdayaan Masyarakat, Partisipasi, Pendidikan, Kesehatan, Kepemudaan.

ABSTRACT

Pengabdian kepada Masyarakat merupakan implementasi Tri Dharma Perguruan Tinggi yang bertujuan untuk meningkatkan kapasitas dan kesejahteraan masyarakat melalui berbagai program pemberdayaan. Kegiatan PkM ini dilaksanakan di Kelurahan Bubulak, Kecamatan Bogor Barat, Kota Bogor, dengan fokus pada bidang pendidikan dan keagamaan, kesehatan masyarakat, sosial kemasyarakatan, serta pemberdayaan generasi muda. Metode yang digunakan adalah pendekatan partisipatif yang melibatkan pemerintah kelurahan, tokoh agama, tokoh masyarakat, organisasi kepemudaan, dan masyarakat setempat dalam setiap tahapan kegiatan. Hasil pelaksanaan menunjukkan tingginya tingkat partisipasi masyarakat serta peningkatan kemampuan membaca Al-Qur'an, motivasi belajar, kesadaran kesehatan, solidaritas sosial, dan kapasitas kepemimpinan pemuda. Program ini juga berhasil memperkuat modal sosial masyarakat melalui berbagai kegiatan kolaboratif dan gotong royong. Temuan ini menunjukkan bahwa pendekatan pemberdayaan berbasis partisipasi dan kolaborasi multipihak efektif dalam meningkatkan kualitas kehidupan masyarakat secara berkelanjutan. Oleh karena itu, model pengabdian yang diterapkan dapat menjadi alternatif strategi pemberdayaan masyarakat yang adaptif, inklusif, dan berorientasi pada pembangunan berkelanjutan.

[1] Correspondence author

Keywords:
Community Empowerment, Participation, Education, Health, Youth.

ABSTRACTS
Community Service Program is an implementation of the Tri Dharma of Higher Education aimed at improving community capacity and welfare through various empowerment initiatives. This community service activity was conducted in Bubulak Village, West Bogor District, Bogor City, focusing on education and religious development, public health, social welfare, and youth empowerment. The program employed a participatory approach involving local government officials, religious leaders, community leaders, youth organizations, and local residents throughout all stages of implementation. The results demonstrated a high level of community participation, accompanied by improvements in Qur'anic literacy, learning motivation, health awareness, social solidarity, and youth leadership capacity. The program also strengthened community social capital through collaborative activities and mutual cooperation. These findings indicate that a participatory and multi-stakeholder empowerment approach is effective in enhancing community well-being and promoting sustainable development. Therefore, the community service model implemented in this program can serve as an alternative strategy for adaptive, inclusive, and sustainable community empowerment.

A. INTRODUCTION

Community service constitutes one of the three fundamental pillars of the Tri Dharma of Higher Education in Indonesia and plays a strategic role in bridging academic institutions with the real needs of society (Sarifudin et al., 2023). Through community service activities, higher education institutions not only fulfill their mission of transferring knowledge and technology but also make direct contributions to addressing various social issues faced by local communities (Kartika & Arifudin, 2023). Community service serves as a practical medium for implementing educational and research outcomes to generate tangible benefits for society (Ummah, 2024). Therefore, community service should not be regarded as a complementary activity; rather, it constitutes an integral component of the moral and academic responsibilities of higher education institutions in supporting sustainable national development. Through systematically designed programs that are responsive to community needs, community service is expected to enhance the quality of human resources, strengthen social resilience, and promote economic self-reliance among community members (Suretno et al., 2022).

Community development in the modern era is confronted with increasingly complex challenges (Rahmadania et al., 2021). The rapid advancement of science and technology has brought significant transformations across various dimensions of life, including education, economic development, social interaction, culture, and religious practices (Saddam et al., 2020). Advances in information technology have expanded access to knowledge and created broader economic opportunities (Febriani et al., 2022). Nevertheless, these developments have also generated new challenges, including digital literacy disparities, changing patterns of social interaction, low economic productivity among certain segments of society, and declining attention to moral and spiritual values. These conditions indicate that community development should not focus solely on economic growth but must also emphasize character building, human resource capacity enhancement, and the strengthening of religious values as the foundation of social life (Laylu Sofyana & Haryanto, 2023).

Within the framework of sustainable development, the quality of human resources is one of the most critical determinants of a region's ability to respond to global changes and increasing competition (Siagian, 2024). Communities with higher levels of education, adequate technological literacy, good health, and productive economic capabilities are generally more capable of adapting to environmental and socio-economic changes (Nagel, 2020). Conversely, communities with limited access to education, healthcare, and economic empowerment often encounter significant barriers to improving their quality of life and overall well-being (Edo & Yasin, 2024). Therefore, comprehensive efforts are required to strengthen community capacity through participatory, inclusive, and sustainable development approaches (Lamidi et al., 2024).

Bubulak Urban Village, located in West Bogor District, Bogor City, is an area with considerable social potential and substantial human resources. As part of a rapidly developing urban region, Bubulak is characterized by a heterogeneous population with diverse educational backgrounds, occupations, and economic conditions (Suretno et al., 2020). Despite its considerable potential, the community continues to face several challenges that require support and assistance from multiple stakeholders, including higher education institutions. These challenges include the need to strengthen the capacity of Micro, Small, and Medium Enterprises (MSMEs), improve public awareness of health-related issues, enhance the quality of religious education, and promote scientific and technological literacy. These identified challenges provide an important basis for designing community service programs that are responsive to the specific needs and socio-economic conditions of the local community (Suretno et al., 2020).

The existence of Micro, Small, and Medium Enterprises (MSMEs) in Bubulak Urban Village plays a vital role in sustaining the local economy. MSMEs not only serve as a primary source of household income but also contribute significantly to employment generation and the stimulation of local economic activities (Iffada et al., 2023). Despite their important role, many MSME owners continue to encounter various challenges in managing and expanding their businesses. These challenges include limited knowledge of business management, product marketing strategies, financial management, and the effective utilization of digital technologies in business operations (Rahmani et al., 2025). Consequently, many MSMEs have yet to achieve their full growth potential and remain less competitive in an increasingly dynamic and competitive economic environment (Nazrullayevna, 2025). Therefore, MSME empowerment has become one of the primary focuses of community service initiatives aimed at strengthening entrepreneurial capacity and fostering sustainable economic growth within the community (Kumari, 2025).

Beyond the economic dimension, public health is another crucial determinant of community welfare and productivity. Public awareness regarding healthy lifestyles, disease prevention, and health maintenance still requires continuous improvement. Although the government has implemented various public health programs, a considerable proportion of the population continues to lack adequate understanding of the importance of adopting clean and healthy living behaviors (Alharbi et al., 2024). This situation indicates that health education remains an essential component of efforts to improve the overall quality of life. Through health promotion programs, educational campaigns, and community outreach activities, residents are expected to acquire better knowledge and practical skills for maintaining their personal, family, and

environmental health, thereby contributing to the development of healthier and more productive communities (Van de Goor et al., 2023).

In addition to the economic and health sectors, religious education plays a fundamental role in shaping the moral character and ethical values of society. Religious education functions not only as a medium for transmitting religious knowledge but also as an instrument for cultivating moral integrity, ethical behavior, and life values that guide individuals in their daily lives. Amid rapid social transformation and technological advancement, strengthening religious education has become increasingly important in maintaining a balance between material progress and spiritual development. Communities with a sound understanding of religious teachings are expected to be better equipped to address contemporary challenges with wisdom, responsibility, and a strong commitment to the common good. Therefore, enhancing public awareness of the importance of religious education constitutes one of the principal objectives of the community service program implemented in Bubulak Urban Village (Komalasari & Yakubu, 2023).

Young people occupy a highly strategic position in community development because they represent a generation with enormous potential to serve as agents of social change. They possess energy, creativity, innovation, and a strong capacity to adapt to changing social and technological environments. In numerous development initiatives, youth participation has proven to be a decisive factor in determining program success (Arfanaldy et al., 2025). Nevertheless, this potential must be effectively nurtured and directed through constructive and productive activities. Strengthening youth capacity through religious education, technological competence, entrepreneurial skills, and community engagement programs represents a strategic effort to prepare a generation capable of making meaningful contributions to sustainable community development. Consequently, young people should be viewed not merely as beneficiaries of development but as active stakeholders and key drivers of sustainable social transformation (Rasak, 2025).

The family also plays a pivotal role in shaping the quality of human resources. As the first and foremost educational environment, the family exerts a profound influence on the development of an individual's character, moral values, and behavioral patterns. The values instilled within the family serve as the foundation upon which individuals interact with society throughout their lives. Consequently, strengthening the role of the family in education, moral guidance, and human development constitutes an inseparable component of community development efforts. Strong and harmonious families provide the cornerstone for building healthy, productive, and competitive communities. Conversely, the weakening of family functions may give rise to a variety of social problems that adversely affect the overall quality of community life (Rustang et al., 2025).

Based on the identified needs and existing conditions of the community, a team of lecturers from Institut Agama Islam Al-Hidayah Bogor, in collaboration with university students, implemented a Community Service Program under the theme of community potential development through MSME empowerment, health promotion, and the enhancement of religious education awareness. The program was designed as a tangible contribution of the university toward empowering local communities to maximize their existing potential while addressing various socio-economic challenges. Community service activities were carried out through a wide range of educational

programs, training sessions, public seminars, mentoring initiatives, and empowerment activities that actively engaged community members. This approach was selected to ensure that the program would not merely produce short-term benefits but also generate sustainable and long-lasting positive impacts.

The implementation of this community service program adopted a participatory approach, positioning community members as active partners throughout every stage of the program. This participatory approach is regarded as an effective strategy because it encourages community involvement in identifying local problems, determining priority needs, implementing development programs, and evaluating program outcomes. Through active community participation, the implemented programs become more relevant to local conditions and demonstrate greater potential for long-term sustainability. Furthermore, participatory engagement fosters a sense of ownership among community members, thereby motivating them to continue and further develop the positive initiatives introduced during the community service process.

Through this community service initiative, local residents acquired valuable knowledge and practical skills that can contribute to improving their overall quality of life. MSME entrepreneurs gained insights into business development strategies, entrepreneurial management, and more effective marketing techniques. Community members also received health education aimed at promoting healthy lifestyles and increasing awareness of disease prevention and personal well-being. In addition, the religious education programs conducted throughout the project enhanced public understanding of the importance of religious values as a moral and ethical foundation for daily life. The integration of economic empowerment, health promotion, religious education, and human resource development was expected to generate a more comprehensive and sustainable impact on community welfare.

Ultimately, this community service program is expected to make a meaningful contribution to promoting sustainable community development in Bubulak Urban Village, West Bogor District, Bogor City. The program was designed not only to address immediate community challenges but also to strengthen local capacity, enabling the community to achieve long-term self-reliance and sustainable development. Through collaborative partnerships involving higher education institutions, government agencies, community leaders, youth organizations, families, and other community stakeholders, it is anticipated that a religious, healthy, productive, and competitive social environment can be established. Accordingly, this community service initiative represents a concrete manifestation of the commitment of higher education institutions to advancing inclusive, sustainable, and community-centered development while contributing to the improvement of public welfare.

B. METHOD

This Community Service Program (PkM) employed a participatory community empowerment approach designed to encourage active collaboration between higher education institutions and the local community in identifying problems, planning interventions, implementing activities, and evaluating outcomes. The participatory approach was selected because it emphasizes community engagement as an essential element in achieving sustainable development and ensures that the implemented programs are responsive to the actual needs and priorities of the beneficiaries. Rather

than positioning community members as passive recipients, this approach recognizes them as active partners who contribute throughout every stage of the program. Consequently, the activities were expected not only to address existing community issues but also to strengthen local capacity and promote long-term community self-reliance.

The Community Service Program was conducted in Bubulak Urban Village, West Bogor District, Bogor City, Indonesia. This location was selected based on a preliminary assessment indicating that the community possesses considerable social and human resource potential while simultaneously facing several developmental challenges in the areas of education, religious literacy, public health, youth development, and community empowerment. The implementation of the program involved collaboration with multiple stakeholders, including the Bubulak Urban Village administration, religious leaders, community leaders, youth organizations, educational institutions, healthcare professionals, university lecturers, and undergraduate students from Institut Agama Islam (IAI) Al-Hidayah Bogor. Such collaboration ensured that the program reflected local priorities and encouraged broad community participation throughout its implementation.

The implementation process consisted of four sequential stages: needs assessment, program planning, program implementation, and monitoring and evaluation. During the needs assessment stage, the implementation team conducted field observations, informal interviews, focus group discussions, and consultations with community leaders and local government representatives to identify the most pressing issues affecting the community. Information gathered during this stage served as the basis for determining priority intervention areas and designing community-based activities. The findings indicated that education and religious development, public health, community social development, and youth empowerment represented the most urgent areas requiring intervention.

Based on the identified needs, the implementation team designed an integrated program consisting of four major components. The education and religious development component included academic tutoring, Qur'anic literacy instruction (Baca Tulis Al-Qur'an), Tahsin (improvement of Qur'anic recitation), Tahfiz (memorization of selected chapters of the Qur'an), and Islamic educational seminars. These activities aimed to improve participants' educational achievement, strengthen religious understanding, and foster moral character. Interactive and learner-centered teaching methods were employed to encourage active participation and improve learning outcomes.

The public health component comprised health education seminars, free medical examinations, and family nutrition counseling. These activities were conducted in collaboration with qualified healthcare professionals to ensure the reliability and accuracy of the health information provided. The educational sessions emphasized disease prevention, healthy lifestyles, balanced nutrition, environmental sanitation, and the importance of regular health monitoring. In addition, free medical consultations enabled community members to receive basic health assessments and personalized recommendations regarding their health conditions.

The community social development component focused on strengthening social solidarity and community cohesion through charitable assistance for orphaned children, the distribution of food packages to economically disadvantaged families, and

community-based environmental clean-up activities (gotong royong). These initiatives were designed to reinforce social capital, encourage mutual cooperation, and promote collective responsibility among community members. Simultaneously, the youth empowerment component included leadership development seminars, organizational management training, character-building activities, and discussions on youth participation in community development. These activities sought to enhance leadership capacity, organizational competence, and civic engagement among young people.

Program implementation employed various educational strategies, including lectures, interactive discussions, practical demonstrations, mentoring sessions, simulations, and collaborative group activities. These instructional methods were selected to maximize participant engagement, facilitate knowledge transfer, and encourage experiential learning. Community members were actively involved not only as participants but also as contributors to planning, organizing, and implementing several program activities. Such involvement strengthened the sense of ownership and increased the likelihood of sustaining program outcomes after the completion of the intervention.

Monitoring and evaluation were conducted continuously throughout the implementation process to assess program effectiveness and identify opportunities for improvement. Evaluation methods included direct observation, participant attendance records, interviews with community members, discussions with local stakeholders, and reflective meetings involving the implementation team. The evaluation focused on participant engagement, knowledge acquisition, skill development, community satisfaction, and the overall relevance of the implemented activities. Feedback obtained from participants and stakeholders was documented and used to refine future community service initiatives.

Overall, the methodological framework adopted in this Community Service Program demonstrates that a participatory, collaborative, and community-centered approach provides an effective strategy for implementing sustainable community empowerment initiatives. By integrating educational development, religious enrichment, public health promotion, social empowerment, and youth capacity building within a single comprehensive framework, the program addressed multiple dimensions of community development simultaneously. This integrated approach not only enhanced the effectiveness of program implementation but also strengthened community resilience, social capital, and local capacity, thereby supporting the achievement of sustainable and inclusive community development objectives.

C. RESULT AND DISCUSSION

A. Results of the Community Service Program Implementation

The implementation of the Community Service Program (PkM) in Bubulak Urban Village, West Bogor District, Bogor City, represents a practical manifestation of the Tri Dharma of Higher Education, particularly its commitment to community empowerment through a participatory approach. The program was systematically designed based on the findings of a preliminary field assessment conducted to identify the actual needs and priorities of the local community. A participatory planning approach was adopted by actively engaging a wide range of stakeholders, including the

village administration, religious leaders, community leaders, youth organizations, and local educational institutions. The involvement of these stakeholders was intended to ensure that the program addressed genuine community needs and reflected local priorities. Moreover, such an inclusive approach was expected to foster a stronger sense of community ownership toward the implemented activities. Consequently, the Community Service Program was designed not merely as a short-term intervention but as a sustainable community empowerment initiative.

The implementation results indicate that community participation was consistently high across all program components. Community engagement was reflected not only in attendance rates but also in the active involvement of participants during discussions, practical sessions, and follow-up activities. Residents demonstrated considerable enthusiasm throughout the entire series of activities implemented during the program. This finding suggests that the program was highly relevant to the socio-economic conditions and priority needs of the local community. Furthermore, the high level of participation reflects a growing collective awareness of the importance of improving social well-being through collaborative action. Therefore, the Community Service Program can be considered successful in promoting meaningful community engagement rather than merely achieving symbolic participation.

Overall, the Community Service Program focused on four major areas: education and religious development, public health, community social development, and youth empowerment. These priority areas were selected based on the results of the needs assessment, which identified them as the most strategic issues within the community. Although each program area produced distinct outcomes, they complemented one another within an integrated framework of community-based development. This integration demonstrates that the program adopted a holistic rather than a fragmented approach to community empowerment. Such a comprehensive strategy enabled synergy among different program components, thereby enhancing the overall effectiveness of the interventions. Accordingly, the implementation of the program can be regarded as an integrated model of sustainable community empowerment.

Within the education and religious development component, the implemented activities included academic tutoring, Qur'anic literacy instruction (Baca Tulis Al-Qur'an), Tahsin (improving Qur'anic recitation), Tahfiz (memorization of selected short chapters of the Qur'an), and Islamic study sessions. These activities were conducted regularly using interactive learning methods that encouraged active participation among learners. The implementation results demonstrated a noticeable increase in students' learning motivation throughout the program. Furthermore, participants exhibited significant improvement in their basic Qur'anic reading skills, particularly in the accurate pronunciation of Arabic letters (makhārij al-ḥurūf) and the application of fundamental Tajwīd rules. These improvements indicate that the interactive instructional approach was effective in enhancing participants' learning outcomes. Consequently, the education and religious development program made a substantial contribution to strengthening both educational attainment and religious literacy within the community.

In the area of public health, the program included health seminars, free medical examinations, and family nutrition education. These activities were implemented in collaboration with professional healthcare practitioners to ensure the accuracy and

reliability of the health information provided to community members. The program results revealed a high level of public enthusiasm for the available healthcare services. Many participants took advantage of the opportunity to receive direct medical consultations and health assessments from healthcare professionals. In addition, participants acquired new knowledge regarding healthy lifestyles and effective disease prevention strategies. These findings indicate that the health program made a significant contribution to improving public health literacy and promoting preventive healthcare practices within the community.

The community social development component comprised charitable assistance for orphaned children, the distribution of food packages to economically disadvantaged households, and community-based environmental clean-up activities through gotong royong (mutual cooperation). These initiatives received overwhelmingly positive responses from community members because they provided immediate and tangible benefits. Beyond their material contributions, these activities also strengthened social relationships among residents and fostered a stronger sense of solidarity within the community. Participants demonstrated increased social cohesion and a greater willingness to support one another following the implementation of these activities. These findings suggest that social development programs generate benefits that extend beyond economic assistance to include significant socio-emotional impacts. Therefore, social development initiatives play an essential role in strengthening community cohesion and social capital.

Within the youth empowerment component, the implemented activities included leadership seminars, organizational capacity-building training, and character development programs. The implementation results revealed increased youth participation in community and social activities. Young people also became more actively involved in local community organizations and demonstrated greater initiative in participating in community development efforts. Furthermore, there was a noticeable increase in awareness of social responsibility among youth participants. These findings indicate that the program successfully strengthened youth capacity and encouraged greater civic engagement. Consequently, youth empowerment emerged as one of the key determinants of the overall success of the Community Service Program, highlighting its strategic importance for sustainable community development.

B. Discussion

1. Effectiveness of the Participatory Approach in the Community Service Program

The findings of this Community Service Program demonstrate that the participatory approach was one of the primary determinants of the program's overall success. This approach enabled community members to function not merely as beneficiaries but also as active stakeholders throughout every stage of the program, including planning, implementation, monitoring, and evaluation. Their involvement in the entire process fostered a strong sense of ownership toward the program and its outcomes. Such ownership significantly enhanced both the level of community participation and the sustainability of the implemented activities. Moreover, the participatory approach strengthened the relationship between the implementing team and the local community, creating mutual trust and more effective collaboration. These findings suggest that meaningful community participation constitutes a fundamental indicator of successful community empowerment initiatives.

Collaboration among higher education institutions, the village administration, religious leaders, community leaders, and local residents also emerged as a critical success factor. This multi-stakeholder partnership facilitated effective coordination and resource mobilization throughout the implementation process. Each stakeholder contributed distinct expertise and responsibilities that complemented one another in achieving the program's objectives. The findings indicate that a partnership-based development model is considerably more effective than isolated or sector-specific interventions. Furthermore, such collaboration enhanced the program's social legitimacy and increased public acceptance within the community. Therefore, multi-stakeholder collaboration should be regarded as an essential component of successful community service and empowerment programs.

2. Analysis of the Education and Religious Development Program

The education and religious development program produced significant improvements in both basic educational literacy and religious literacy among community members. The observed enhancement in participants' Qur'anic reading abilities indicates that interactive and learner-centered instructional methods are more effective than conventional lecture-based approaches. By actively engaging learners throughout the instructional process, participants became more involved in learning activities, resulting in gradual improvements in both understanding and practical competence. In addition, the practice-oriented instructional approach enabled learners to receive immediate feedback and directly correct mistakes in Qur'anic recitation. These findings demonstrate the high effectiveness of experiential learning strategies in improving educational outcomes. Consequently, the education program made a substantial contribution to enhancing the overall quality of learning within the community.

Beyond its technical achievements, the program also contributed significantly to strengthening the community's religious character and moral development. The Islamic study sessions provided participants with a deeper understanding of Islamic principles and their practical application in daily life. This understanding encompassed various dimensions of Islamic teachings, including worship ('ibadah), moral conduct (akhlaq), and social interactions (mu'amalah). Consequently, the religious education component generated positive outcomes not only in the cognitive domain but also in the affective dimension by fostering stronger religious values and ethical awareness. These findings highlight the important role of religious education in character formation and community development. Therefore, the program represents a strategic contribution to reinforcing Islamic values and promoting moral development within the community.

3. Analysis of the Public Health Program

The public health program demonstrated a substantial improvement in community awareness regarding health promotion and disease prevention. The health education activities significantly enhanced participants' understanding of the importance of maintaining healthy lifestyles and adopting preventive health behaviors. In addition, the provision of free medical examinations enabled community members to obtain direct information regarding their health conditions and encouraged them to seek appropriate medical care when necessary. These findings indicate that access to community-based healthcare services remains an important need at the local level. Furthermore, participants developed greater awareness of the importance of preventive

healthcare as an essential component of maintaining long-term well-being. Therefore, the public health program generated a significant preventive impact by promoting healthier behaviors and improving public health literacy.

The program was also highly relevant to several national public health priorities, particularly the prevention of stunting and non-communicable diseases (NCDs). The family nutrition education sessions improved participants' understanding of balanced nutritional intake and its importance for maintaining family health. This knowledge is essential for improving nutritional status and enhancing overall quality of life, particularly among vulnerable populations. Moreover, the promotive and preventive strategies adopted in the program are widely recognized as more sustainable and cost-effective than curative approaches in addressing public health challenges. These findings indicate that the health program made a strategic contribution to community health development and supported long-term improvements in public well-being. Accordingly, the program aligns closely with broader national efforts to strengthen preventive healthcare and promote sustainable community health development.

4. Analysis of the Community Social Development Program

The community social development program made a substantial contribution to strengthening social capital within the local community. Activities such as charitable assistance for orphaned children, the distribution of food packages to economically disadvantaged families, and gotong royong (community mutual cooperation) initiatives fostered stronger interpersonal relationships among community members. In addition to providing immediate material assistance, these activities cultivated a greater sense of empathy, solidarity, and collective responsibility. Community members became increasingly willing to support one another and actively participate in collective social initiatives. These findings suggest that social solidarity can be effectively strengthened through community-based collaborative activities. Therefore, the social development program generated a significant positive impact on community cohesion and social integration.

The implementation of gotong royong activities further demonstrates that the traditional value of mutual cooperation remains highly relevant in contemporary society. The social interactions that occurred throughout these activities strengthened interpersonal networks and reinforced trust among community members. Such social networks represent valuable community assets that can facilitate future development initiatives and collaborative problem-solving efforts. Moreover, gotong royong reinforces the values of togetherness, mutual assistance, and shared responsibility that are essential for sustainable community development. These findings highlight the importance of social capital as a key determinant of successful community-based development. Accordingly, the social development program is expected to generate long-term benefits by strengthening community resilience and promoting sustainable social development.

5. Analysis of the Youth Empowerment Program

The youth empowerment program successfully enhanced the capacity of young people, particularly in the areas of leadership, organizational management, and civic engagement. Program participants demonstrated increased confidence in assuming leadership roles and contributing to community development initiatives. Furthermore, they became more actively involved in social, educational, and religious activities within

their local communities. These findings indicate that the program effectively strengthened youth participation and encouraged greater civic responsibility. Consequently, the youth empowerment initiative made a meaningful contribution to developing competent, responsible, and socially engaged young leaders.

From the perspective of sustainable development, young people represent one of the most important drivers of long-term social transformation. Therefore, investing in youth capacity development constitutes a strategic investment in the future of community development. Young individuals who possess strong leadership skills, organizational competence, and social awareness are well positioned to become agents of positive social change. Moreover, they have the potential to contribute innovative ideas and creative solutions to address future community challenges. Accordingly, the youth empowerment program demonstrates substantial relevance to sustainable development by preparing a generation capable of promoting inclusive and continuous community advancement.

6. Program Impacts

The Community Service Program generated significant positive impacts across multiple dimensions of community life. In the field of education, the program contributed to improvements in basic literacy, learning motivation, and Qur'anic reading proficiency among participants. Within the religious dimension, community members demonstrated greater participation in religious worship and Islamic study activities, reflecting a strengthening of religious awareness and Islamic values. These findings indicate that the education and religious development components successfully enhanced both intellectual and spiritual capacities within the community.

In terms of public health, the program increased public awareness regarding healthy lifestyles, disease prevention, and the importance of maintaining personal and family health. Community members also demonstrated greater adoption of clean and healthy living behaviors (Perilaku Hidup Bersih dan Sehat), contributing to overall improvements in community health. These findings suggest that the health interventions produced tangible preventive benefits and strengthened public health awareness. Consequently, the health program contributed significantly to improving the overall quality of life within the community.

From a social perspective, the Community Service Program strengthened social solidarity, mutual care, and the tradition of gotong royong. Community members became more closely connected through stronger interpersonal relationships and increased emotional attachment to one another. These developments enhanced the community's social capital and reinforced the foundation for future collaborative initiatives. Therefore, the social dimension of the program made a meaningful contribution to strengthening community cohesion and resilience.

Regarding youth development, the program successfully enhanced young people's leadership capacity, organizational competence, and social participation. Youth participants became more actively involved in community activities and demonstrated greater commitment to contributing to local development initiatives. These outcomes indicate the emergence of positive social regeneration, in which young people increasingly assume constructive roles within society. Consequently, the youth empowerment component is expected to generate long-term benefits by ensuring the sustainability of community development through the active engagement of future generations.

Overall Conclusion of the Findings and Discussion

Overall, the findings of this Community Service Program demonstrate that a participatory, integrated, and community-centered approach can effectively enhance educational attainment, religious awareness, public health, social cohesion, and youth empowerment. The active involvement of diverse stakeholders—including higher education institutions, local government, religious leaders, community organizations, and residents—proved instrumental in achieving the program's objectives and ensuring its sustainability. The multidimensional impacts generated by the program indicate that community empowerment initiatives are most effective when they integrate educational, economic, social, health, and religious dimensions within a comprehensive development framework. Consequently, the Community Service Program implemented in Bubulak Urban Village represents a best-practice model for sustainable community empowerment that may serve as a valuable reference for similar initiatives in other communities with comparable socio-economic characteristics.

D. CONCLUSION

The Community Service Program (PkM) implemented in Bubulak Urban Village, West Bogor District, Bogor City, successfully achieved its objective of empowering the local community through a participatory approach involving multiple stakeholders, including the village administration, religious leaders, community leaders, youth organizations, and educational institutions. The high level of community participation throughout all program activities indicates that the interventions were well aligned with the community's actual needs and effectively fostered a strong sense of ownership among participants. This finding serves as an important indicator that a participatory community service model is highly effective in promoting active community engagement while strengthening the sustainability of development initiatives beyond the completion of the program.

In the field of education and religious development, the program successfully enhanced participants' learning motivation, Qur'anic literacy skills, and understanding of Islamic teachings. The adoption of interactive and practice-oriented instructional methods proved effective in improving the quality of the learning process while simultaneously fostering the development of religious character within the community. These findings suggest that integrating formal educational activities with religious instruction makes a strategic contribution to the development of high-quality human resources who possess strong moral values and are firmly grounded in Islamic principles.

Within the domain of public health, health education programs, free medical examinations, and family nutrition counseling produced positive outcomes in improving community health literacy. Community members demonstrated greater awareness of the importance of healthy lifestyles, disease prevention, and adequate family nutrition. These findings confirm that a community-based promotive and preventive approach represents an effective strategy for enhancing public health awareness while supporting sustainable health development initiatives.

Regarding community social development, charitable assistance, social aid distribution, and gotong royong (mutual cooperation) activities successfully strengthened social solidarity, mutual concern among community members, and a culture of collective responsibility. The program not only provided direct material

benefits to targeted beneficiaries but also reinforced social capital, which constitutes a fundamental pillar of community-based development. The strengthening of social relationships demonstrates that these social initiatives generated multidimensional impacts encompassing economic, social, and emotional dimensions.

Meanwhile, in the area of youth empowerment, the program successfully enhanced young people's leadership capacity, organizational competence, and participation in community activities. Increased youth engagement indicates that the program effectively fostered a stronger sense of social responsibility while preparing young people to serve as active agents of social change within their communities. From the perspective of sustainable development, this achievement represents a valuable social investment, as the long-term sustainability of development largely depends on the quality, competence, and leadership capacity of younger generations.

Overall, the findings of the Community Service Program demonstrate that a holistic, participatory, and collaborative community empowerment approach can generate substantial positive impacts across the fields of education, religious development, public health, social cohesion, and youth empowerment. The program not only enhanced the capacity of individuals and community groups but also strengthened social cohesion, social capital, and community self-reliance. Therefore, the community service model implemented in this program may be recommended as a best practice for community engagement initiatives aimed at promoting inclusive, sustainable, and empowerment-based community development.

E. SUGGESTIONS AND ACKNOWLEDGMENTS

This Community Service Program should be implemented on a continuous basis to ensure that its benefits to the community can be further enhanced and sustained over time. Collaboration among higher education institutions, government agencies, and local communities should also be continuously strengthened to support the successful implementation and long-term sustainability of the program. Furthermore, community empowerment initiatives focusing on education, public health, and economic development should be expanded to reach a broader segment of the population. Regular monitoring and evaluation are essential for assessing program effectiveness, identifying areas for improvement, and ensuring that the program remains responsive to evolving community needs. Equally important is maintaining active community participation throughout every stage of the program, from planning and implementation to evaluation. Such an approach will maximize the program's impact and contribute to more sustainable community development outcomes.

Future community service initiatives should place greater emphasis on youth empowerment as a strategic component of sustainable community development. Leadership training, vocational skill development, and digital literacy programs should become priority areas for future interventions. In addition to enhancing young people's competencies, these initiatives will strengthen their capacity to contribute actively to community development and social transformation. Moreover, the integration of digital technology into community service activities should be further promoted to improve program effectiveness, accessibility, and outreach. Such efforts are expected to increase the efficiency of community engagement while fostering innovation in community empowerment initiatives. Consequently, these strategies will contribute significantly to ensuring the long-term sustainability and resilience of community development.

The authors would like to express their deepest gratitude to the leadership of Institut Agama Islam (IAI) Al-Hidayah Bogor for their invaluable support and for providing the opportunity to implement this Community Service Program (PkM). Sincere appreciation is also extended to the Institute for Research and Community Service (LPPM) of IAI Al-Hidayah Bogor for its guidance, supervision, and continuous assistance throughout the implementation of the program. The authors are equally grateful to the officials of Bubulak Urban Village, community leaders, religious leaders, youth organizations, and all stakeholders whose support and cooperation contributed significantly to the successful implementation of this initiative. Special appreciation is extended to the residents of Bubulak Urban Village for their enthusiastic participation, active engagement, and valuable collaboration throughout all program activities. The authors also wish to acknowledge all lecturers and members of the implementation team for their dedication, professionalism, and strong sense of responsibility in carrying out this community service initiative. Finally, it is our sincere hope that every contribution made through this program will continue to generate meaningful, sustainable, and lasting benefits for the community while serving as a valuable contribution to community empowerment and sustainable social development.

REFERENCES

Alharbi, B. S. T., Alrehili, A. S., Alalawi, I. M., Alharbi, A. Z., Altarjami, A. S. A., Aljohani, A. A., & Alharbi, M. A. A. (2024). The Impact of Preventive Health Program Management on Raising Awareness and Improving Community Health. Journal of International Crisis and Risk Communication Research, 7(S7), 165.

Arfanaldy, S. R., Kamil, M., & Hardian, D. E. (2025). Transformational Leadership in Youth Empowerment to Foster Social Creativity and Innovation. ARMADA: Jurnal Penelitian Multidisiplin, 3(10), 367–375.

Beckman, M., & Long, J. F. (2023). Community-based research: Teaching for community impact. Taylor & Francis.

Edo, A., & Yasin, M. (2024). Dampak kesenjangan akses pendidikan dan faktor ekonomi keluarga terhadap mobilitas sosial. Jurnal Ilmu Pendidikan & Sosial (SINOVA), 2(3), 317–326.

Ekawati, D., Karlinasari, L., Soekmadi, R., & Machfud. (2023). A model of integrated community-based bamboo management for the bamboo industry in Ngada Regency, East Nusa Tenggara, Indonesia. Sustainability, 15(2), 977.

Febriani, A., Berliyan, B., Hasanah, H., Faisal, M., & Ningsih, M. Y. (2022). Peluang dan tantangan financial technology dalam mendorong pertumbuhan ekonomi syariah. Al-Aflah, 1(2), 108–123.

Iffada, B., Syafa'ati, F., & Mawardi, W. (2023). Insights From Recent Literature on Economic Development and Empowerment in Indonesia. Arthatama: Journal of Business Management and Accounting, 7(1), 19–28.

Kartika, I., & Arifudin, O. (2023). Pengabdian Masyarakat Dalam Meningkatkan Literasi Digital Pendidikan Agama Islam Di Wilayah Perkotaan. Jurnal Karya Inovasi Pengabdian Masyarakat (JKIPM), 1(3), 153–167.

Kementerian Agama RI. (2019). Qur'an Kemenag. https://quran.kemenag.go.id/

Komalasari, M., & Yakubu, A. B. (2023). Implementation of student character formation through Islamic religious education. At-Tadzkir: Islamic Education Journal, 2(1), 52–64.

Kumari, N. (2025). Empowering progress: The pivotal role of msmes in sustainable global development. International Journal of Multidisciplinary and Current Research, 13(2), 100–105.

Lamidi, L., Kurnianingsih, F., Adhayanto, O., Arianto, B., & Nazaki, N. (2024). Evaluasi dan Monitoring Pendekatan PESTEL dalam Strategi Pemberdayaan Masyarakat terhadap Ekowisata Mangrove di Desa Kelumu. Khidmat: Journal of Community Service, 1(2), 89–102.

Laylu Sofyana, N., & Haryanto, B. (2023). Menyoal Degradasi Moral Sebagai Dampak Dari Era Digital. Jurnal Manajemen Dan Pendidikan Islam, 3(4), 2503–350.

Lubis, H., Salabi, A. S., Prasetyo, M. A. M., & Karimi, A. (2025). Managing Teacher Competence in Islamic-Based Vocational Education: A Comparative Case Study. Al-Ta Lim Journal, 32(3), 333–344.

Nagel, J. (2020). Peningkatan SDM Indonesia yang Berdaya Saing melalui Pendidikan di Era Transformasi Digital dan Teknologi yang Berkelanjutan. Prosiding Seminar Nasional Sains Dan Teknologi Terapan, 1(1), 31–38.

Nazrullayevna, M. G. (2025). Ensuring Competitiveness in Small Business Enterprises and Assessing Their Impact on The Economy. Central Asian Journal of Innovations on Tourism Management and Finance, 6(3), 586–591.

Omotosho, A. O. (2024). The contribution of Enactus global sustainability initiative to youth empowerment and community development. International Journal of Sustainability in Higher Education, 25(4), 865–884.

Rahmadania, S., Sitika, A. J., & Darmayanti, A. (2021). Peran Pendidikan Agama Islam dalam Keluarga dan Masyarakat. Edumaspul: Jurnal Pendidikan, 5(2), 221–226. https://doi.org/10.33487/EDUMASPUL.V5I2.1978

Rahmani, S., Abdillah, F., & Ristanti, V. (2025). Optimizing MSME sustainability through digital marketing, innovation, and financial literacy with financial technology support. IQTISHADUNA: Jurnal Ilmiah Ekonomi Kita, 14(1), 212–239.

Rasak, M. A. M. (2025). Empowering the Next Generation: The Naleemiah Institute of Islamic Studies and Its Impact on Muslim Youth Leadership. HISTORICAL: Journal of History and Social Sciences, 4(2), 228–239.

Rustang, N. A., Yani, N. L. S., & Sari, P. N. (2025). Entrepreneurial Character Formation within Families and Its Implications for Community Empowerment. Journal of Economic Education and Entrepreneurship Studies, 6(3), 388–402.

Saddam, S., Mubin, I., & S.W., D. E. M. (2020). Perbandingan Sistem Sosial Budaya Indonesia Dari Masyarakat Majemuk ke Masyarakat Multikultural. Historis : Jurnal Kajian, Penelitian Dan Pengembangan Pendidikan Sejarah, 5(2), 136–145. https://doi.org/10.31764/HISTORIS.V5I2.3424

Sarifudin, S., Wahidin, U., Sarbini, M., Bafadhal, I., Utami, S., & Mayasri, M. (2023). Pemberdayaan Masyarakat Untuk Kemandirian dan Kebangkitan Umat Pasca Pandemi Covid-19 di Desa Sukadami, Kecamatan Dramaga, Kabupaten Bogor. Khidmatul Ummah: Jurnal Pengabdian Kepada Masyarakat, 3(02), 143–160. https://doi.org/10.30868/KHIDMATUL.V3I02.3911

Siagian, J. R. P. (2024). Meningkatkan sumber daya manusia yang berdaya saing di era teknologi digital guna mendukung transformasi digital nasional.

Siregar, T. (2025). Classroom action research-based learning innovations: Kemmis and McTaggart models.

Suretno, S., Mailana, A., Kohar, A., Setiawan, B., & Al-Hidayah Bogor, S. (2022). Membangun Sinergitas dan Kolaborasi Dalam Memaksimalkan Pembinaan Keislaman Masyarakat. Khidmatul Ummah: Jurnal Pengabdian Kepada Masyarakat, 3(01), 15–34. https://doi.org/10.30868/KHIDMATUL.V3I01.2833

Suretno, S., Zakaria, A., Pardian, A., & Ginawan, I. (2020). Implementasi Pendidikan Masyarakat Berbasis Masjid di Islamic Center Palm Raya Melalui Kegiatan Pengabdian Kepada Masyarakat di Kelurahan Bubulak, Kecamatan Bogor Barat, Kota Bogor. Khidmatul Ummah: Jurnal Pengabdian Kepada Masyarakat, 1(01), 66–83.

Syamsuddin, S. D., & Firmansyah, E. (2025). Developing Khuluqin'Adzim Through Tarbiyah Yaumiyah Program. Al-Hayat: Journal of Islamic Education, 9(4), 766–781.

Ummah, M. S. (2024). Ikhtisar Data Pendidikan 2023/2024. In Kementerian Pendidikan, Riset, dan Teknologi (Vol. 11, Issue 1). http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI

Van de Goor, I., Leurs-Stijnen, M., van Waardenburg, T., & Fransen-Kuppens, G. (2023). Strengthening public health professionals in implementing prevention: building a learning community. European Journal of Public Health, 33(Supplement_2), ckad160-1493.

Zahari, H. M., Wong, M. M. R., Abas, F., Ahmad, N. D. F., Shukor, N. N., & Hussein, W. N. W. (2025). The impact of community empowerment programs on achieving sustainable development goals in local communities. International Journal of Studies in Social Sciences and Humanities (IJOSSH), 1(3), 257–268.