



COMMUNITY EMPOWERMENT IN ANDUNG BIRU VILLAGE, TIRIS, PROBOLINGGO THROUGH COMMUNITY TUTORING IMPROVEMENT PROGRAM

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Abstract:

One of the problems in Andung Biru village, Tiris District, Probolinggo Regency is inadequate facilities and equipment, but the community has high enthusiasm, the UNZAH KKN team brings fresh nature by implementing a community empowerment work program through a tutoring program. The community feels helped because this program helps them understand lessons at school and develop the skills and potential of the village. This program uses the ABCD (Asset Based Community Development) method, which uses 4 stages to be implemented so that implementation is effective and on target. This program is one of the UNZAH 26 Community Service Programs. By implementing this program using the ABCD method, this activity runs smoothly and is on target.

Keywords: Andung Biru Village, Empowerment, Natural Potential.

INTRODUCTION

Andung biru village is a village located in tiris sub-district, probolinggo district. Astuti (2020). The village is located in an area on the western slope of Mount Argopuro, a place or a vast expanse of hills. Until one day there came a group of royal soldiers led by the king named Aerlangga. A group of soldiers were assigned to find a strategic location as a place for his slir named Dewi Rengganis. Finally from the search, a strategic place was found to build a house for the slir.

Today, the slir's house is a temple called Kedaton. Kedaton temple is located in the middle of the river and towards the tea plantation. HARYATI, (2018). According to some sources, the temple is believed to be a relic of King Aerlangga in 1993 around the Kedaton temple a statue as tall as a man was found along with the discovery of the statue of Aerlangga and also the empress. Campbell (2022). In the past around the kedaton temple many relics of Dewi Rengganis were found such as gold necklaces, rangga home furnishings made of copper and clay. Suryani I. (2018).

While the name of the village of Andung Biru itself comes from a plant name (flower type tree) called andung, and the name blue is taken from the name of the tree's green color. The green color in madura language is blue. then it became Andung Biru which was named by a scholar from arab named Habib Abdullah. Budiono MF (2023)

Before the formation of the government, the life of the Andung Biru community was run by the customary chairman in the royal command. After the

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arrival of the Dutch colonial government to Indonesia in 1950, in 1981 AD. The first democratic election for the village head was held until now. Alfarizi M. (2024).

The Andung Biru community consists of various groups, ranging from farmers, teachers, construction workers and so on. Researchers found that the community's concern for education is very high even though this village is located on a mountainside, but what is concerning is access and also inadequate facilities, so this is a challenge for KKN students to support the main community. Marampa ER. (2021).

Based on these problems, UNZAH KKN students empower the community through a tutoring program for the younger generation outside of their formal school. This aims to make it easier for the younger generation of Andung Biru to understand lessons and find new knowledge.

RESEARCH METHOD

This research was carried out for 25 days starting on January 13-February 16. The implementation of the community empowerment work program uses the ABCD (Asset Base Community Development) approach. The ABCD approach is used for efforts to improve people's lives by making the community the main target. ABCD is used as an approach to increase community resources to be more developed in the academic and non-academic fields. Mahmudah N. (2018)

RESULTS AND DISCUSSION

Implementing the ABCD approach requires several steps, including the following:

1. Inculturation (introduction/approach)

This stage is the first stage of the assistance. At this stage it is very important to harmonize with the surrounding community. Fonna N. (2019). In this case, the younger generation of students held light discussions with the community by conducting socialization to several schools and residents' homes. For places and times are flexible, namely for institutions carried out in the morning or school hours while residents' homes are carried out in the afternoon and evening. At each visit, KKN students received a good reception from school residents and the surrounding community. One of the institutions visited by KKN students is the Raudlatul Muta'allimin Foundation, in which there are several institutions including: RA, MI, MTs Raudlatul Muta'allimin and MA Nusantara. As for the visit to the residents of the KKN students visited the residence of Ust, Hannan as the mosque takmir, he helped us and was ready when we needed help including in the implementation of Inculturation activities.

2. Discovery.

At this stage, KKN UNZAH Andung Biru 2 carried out a deepening process to explore information about the assets owned by the surrounding community, especially in Krajan hamlet. At this stage, the KKN team uses the Community Mapping method so that the Discovery process runs effectively, thoroughly and on target. Salahuddin N. (2015). This method is used to conduct detailed mapping

related to all assets owned by the community in Krajan hamlet. This asset mapping includes the potential of all existing resources, both in the form of physical, social, institutional and natural resources that make it possible to develop the village.

The Community Mapping method makes it easier for students and local communities to be more active in exploring various village assets ranging from public facilities, natural resources, local culture, and traditions. Hanafi M. (2015). With this method, KKN students and the community realize the potential that exists so that they can design strategies that are more measurable, directed and useful for mutual welfare. The results found are as follows.

INSTITUSI	USAHA	ASET SOSIAL	ASET FISIK	ASET ALAM
RA, MI, MTs Raudlatul Muta'allimin, MA Nusantara, TPQ Dusun Kerajan	Mebel, Toko bangunan, pemasok buah	Rutinan yasisnan Malam Rabu, rutinan sholatat malam jum'at	Masjid Al-Mikhlas, Musholla	Kebun kopi, kebun teh, lahan pertanian, pohon durian dan alpukat

3. Design

This stage is a process where each group or community participates directly to learn about their assets and potential, with the intention of developing these assets in an inclusive, constructive and collaborative manner to realize common goals. This mapping is done systematically and gradually to make asset determination easier. Hardi W. (2020).

In this stage, UNZAH KKN students invite the younger generation to learn together, guided by the KKN team. This is the first step so that the younger generation becomes the hope for the village to be more advanced. Novitasari N. (2023).

4. Define (Implementation)

At this stage, the KKN team and the younger generation begin to utilize their potential to achieve common goals¹⁴. The priority scale is to conduct tutoring for children from RA to MA level. The learning that is carried out is diverse, ranging from religious, general, health education, good plant management education. and the place used is flexible, starting from residents' homes, residents' land, and schools and TPQ. And for the time of implementation, it also varies, either in the afternoon or evening.

The tutoring activities carried out for 25 days produced satisfactory results, the children felt helped by this activity, as evidenced by interviews with the enthusiasm of the community in pursuing what was targeted. Sidik F. (2015.).

CONCLUSION

The village has high local tourism potential, but faces challenges in terms of access to education and facilities. Through an ABCD (Asset Based Community Development) approach, KKN students successfully conducted inculturation, discovery, design, and implementation of a tutoring program. This program not only helped improve the younger generation's understanding of learning, but also

encouraged community awareness of the village's potential. This program shows that with collaboration between students and the community, constructive solutions can be created to improve education and community welfare. The results of the 25-day tutoring activity showed a positive impact on the children, who felt helped and motivated to learn.

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