

IMPLICATIONS AND CONTRIBUTIONS OF STUDENT COMMUNITY SERVICE PROGRAMS TO THE IMPROVEMENT OF EDUCATION, SOCIAL, ECONOMIC, ENVIRONMENTAL, AND RELIGIOUS EXPERIENCES IN AEK GAMBIR VILLAGE, LUMUT DISTRICT, CENTRAL TAPANULI REGENCY

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Abstract

The Community Service Program (Kuliah Kerja Nyata/KKN) implements the Tri Dharma of Higher Education in community service, improving rural life quality and providing students with social learning experiences. This study analyzes contributions of students from State Islamic University of North Sumatra through KKN in Aek Gambir Village, focusing on education, social life, economy, environment, and religious experience. Using a qualitative descriptive method, data were collected via observation, interviews, and documentation. Results show, Quran training and Children's Islamic Festival improved children's religious literacy, social skills, and confidence; KKN strengthened togetherness, solidarity, and tolerance through religious moderation; digitalizing MSMEs using Google Maps expanded market access, improved digital literacy, and supported local growth; the program raised awareness of cleanliness and public space preservation; and moderation values fostered an inclusive, tolerant, and harmonious community. KKN is a strategic instrument for sustainable village development. Students are implementers and agents of change bridging academic knowledge with community needs, benefiting both community and students.

Keywords: Community Service Program, Religious Moderation, MSME, Digitalization, Education, Social Economy, Aek Gambir Village

INTRODUCTION

Community Service Program (KKN) is a form of community service that must be carried out by students at various universities in Indonesia. This activity is not only a means of applying the knowledge gained in college, but also a social learning medium for students to understand the real conditions of society and provide solutions according to local needs. In the context of village development, KKN has a strategic role to encourage sustainable positive change through increasing community capacity in the fields of education, social, economic,

environment, and strengthening religious values.

Aek Gambir Village, Lumut District, Central Tapanuli Regency, is one area that has great potential, both in terms of natural resources and socio-culture. However, this village still faces various challenges, including limited access to equitable education, low digital literacy, economic problems characterized by the still high rate of extreme poverty, and the need to strengthen religious and social values to create a harmonious society. These conditions make Aek Gambir Village an appropriate location for the implementation of KKN, where students can contribute directly to community empowerment efforts.

The main programs carried out by KKN students of the State Islamic University of North Sumatra in Aek Gambir Village include two important aspects, namely strengthening religious moderation through the Sholeh Children's Festival activities and empowering the community's economy through the digitalization of micro, small, and medium enterprises (MSMEs) by utilizing Google Maps. The Sholeh Children's Festival aims to instill religious values, strengthen tolerance, and foster a moderate attitude from an early age in village children. Meanwhile, the MSME digitalization program is oriented towards increasing the competitiveness of local products, expanding market access, and reducing extreme poverty through the use of digital technology. The implementation of this program not only provides direct benefits to the community but also enriches students' experience in interacting with communities, managing empowerment programs, and practicing cross-sector collaboration. Thus, KKN activities in Aek Gambir Village are concrete evidence of student contributions to sustainable village development based on community participation. In addition, the dynamics of community life in Aek Gambir Village show an urgent need to strengthen the synergy between education, social, economic, environment, and religion as the foundation for sustainable development. Limited access to information and technology is still an obstacle in optimizing village potential, especially in the MSME-based economic sector. Low digital literacy makes it difficult for business actors to compete in an increasingly competitive market. On the other hand, social and educational challenges are still visible from the lack of capacity building activities for children and adolescents, both in academic and non-academic fields. Likewise, the environmental aspect requires serious attention so that existing natural potential can be managed wisely and sustainably.

In the religious context, the people of Aek Gambir Village highly uphold religious values. However, amidst the existing diversity, it is important to instill the value of religious moderation to avoid intolerance and the potential for radicalism. Through KKN activities, students have an important role in socializing the concept of religious moderation in a fun, educational, and relevant way to the daily lives of the village community. The Sholeh Children's Festival program is one concrete form of this approach, because it not only strengthens children's love for Islamic values but also fosters a sense of brotherhood and tolerance among residents. The urgency of KKN activities in Aek Gambir Village also lies in the contribution of students as agents of change.

Students are required to present innovations and practical solutions that can be applied by the community sustainably, even though KKN activities are temporary. By utilizing a multidimensional approach education, social, economic, environmental, and religious KKN not only impacts the resolution of short-term problems but also builds a foundation that the community can develop for the long term.

Based on the description, this research was compiled with the aim of analyzing the implications and contributions of KKN students from the State Islamic University of North Sumatra in Aek Gambir Village to improving the quality of community life. The focus of this research is directed at five main dimensions, namely education, social, economic, environmental, and religious experience. Thus, the research results are expected to provide theoretical contributions in the development of community empowerment concepts based on student service, as well as offer practical implications that can be used as a reference in the implementation of KKN in other locations with similar characteristics. The presence of students through the KKN program is expected to be not only ceremonial but also able to make real contributions that directly impact the community. The challenges faced by rural communities today are increasingly complex, ranging from disparities in access to education, economic limitations, low digital literacy, to the importance of strengthening religious moderation values to maintain social harmony. Therefore, students are required to present work programs that are relevant, solution-oriented, and adaptive to the local context. In the context of Aek Gambir Village, the role of KKN is significant because this area has great potential in the agricultural, plantation, fishery, and small community business sectors, but it has not been fully optimally managed. Problems of limited infrastructure, market access, and digital literacy are still obstacles in improving community welfare. On the other hand, from a social and religious aspect, the community has a high level of religiosity, but still needs strengthening of moderation values to avoid potential exclusivity and strengthen harmony among residents.

Starting from these conditions, the KKN program of group 177 UIN North Sumatra focuses on two main areas that are considered relevant, namely religious moderation and economic empowerment through UMKM digitalization. The religious moderation program is realized in the activities of the Sholeh Children's Festival and Quranic recitation guidance for village children, while the economic digitalization program is carried out through the creation of UMKM business profiles on Google Maps. These two programs not only address the urgent needs of the community but also provide a space for collaboration between students, village government, religious leaders, UMKM actors, and the community as a whole. Conceptually, KKN activities in Aek Gambir Village show a synergy between academic and social community aspects. Students apply the knowledge gained during lectures to answer real community problems, while the community directly benefits in the form of knowledge, skills, and improved quality of life. This synergy is in line with the main goal of KKN, which is to create a mutually beneficial reciprocal relationship between universities and the community.

IMPLEMENTATION METHOD

Thus, this research is important to analyze in depth the implications and contributions of KKN students to rural community development. The discussion focuses on five main aspects, namely education, social, economic, environmental, and religious experience, which are important foundations in realizing an advanced, independent, and sustainable village. This research uses a descriptive qualitative approach with a field research method focusing on the empirical experiences of Community Service Program (KKN) students in Aek Gambir

Village, Lumut District, Central Tapanuli Regency. This approach was chosen because it is suitable for deeply exploring the implications and contributions of the KKN program to various aspects of community life, especially in the fields of education, social, economic, environmental, and religious experiences. Data collection techniques were carried out through observation, in-depth interviews, documentation, and direct participation.

Observation was used to observe student interactions with the community, in-depth interviews involved village officials, religious leaders, MSME actors, and residents. Documentation included archives and activity records, while direct participation provided a more tangible understanding of the program implementation process. The difference between this research and previous research lies in its more comprehensive focus. Previous research generally highlighted KKN's contribution to one specific area, such as education or economic empowerment. Meanwhile, this research attempts to view KKN more holistically by connecting five dimensions at once: education, social, economic, environmental, and religious, and by positioning students not only as program implementers but also as agents of change who bridge academic knowledge with community needs. Thus, this research provides a new perspective on the strategic role of KKN in sustainable rural development.

RESULTS AND DISCUSSION

The implementation of the Community Service Program (KKN) by students of the State Islamic University of North Sumatra in Aek Gambir Village, Lumut District, Central Tapanuli Regency, provides multidimensional implications and contributions. Based on field data obtained through observation, interviews, and activity documentation, it was found that the KKN program plays an important role in improving the quality of life of the village community, both in terms of education, social, economic, environmental, and religious experience.

1. Improvement in the Field of Education

KKN activities in Aek Gambir Village show the strategic role of students in strengthening non-formal education processes in the community. The Quranic recitation teaching program conducted every night after Maghrib, as well as the implementation of the Sholeh Children's Festival, has proven capable of fostering the learning spirit of village children. Learning is not only oriented towards the ability to read the Quran but is also directed at forming religious character, discipline, and courage to appear in public. Through these activities, the community, especially children, gains access to more varied education, while parents feel helped by the presence of students as companions.

From the students' perspective, this activity provides practical experience in teaching, guiding, and facilitating learning processes based on local needs. Thus, it can be concluded that the KKN program has a real contribution in supporting the improvement of religious literacy and strengthening community-based education.

2. Strengthening Social Life

Socially, the presence of KKN students creates new interaction spaces between the community and external parties. The Sholeh Children's Festival, which involved various age groups, successfully became a means to strengthen kinship among residents and

reinforce a sense of togetherness. In addition, the dialogue built through religious moderation socialization created new awareness among the community about the importance of tolerance and respect for differences. This is in line with the values of religious moderation emphasized in the KKN program, where students instill principles of balance, openness, and anti-extremism. Through this interaction, the community gains practical understanding that maintaining harmony and social solidarity is key to building a harmonious village life.

3. Contribution to the Community's Economy

The economic aspect is one of the prominent dimensions in the contribution of Community Service Program (KKN) students in Aek Gambir Village. The economic conditions of the village community are generally still dominated by small businesses such as simple culinary stalls, sales of basic necessities, home-based service businesses, and processing of agricultural and plantation products. So far, product marketing has been done traditionally, relying on regular customers from the surrounding village, so the community's economic potential has not developed optimally. From this background, KKN students took the initiative to introduce the concept of MSME digitalization through creating business profiles on Google Maps. This program is designed to expand the accessibility of local products and services, making them easier to find by consumers not only from within the village but also from outside the area. Through the creation of Google Maps accounts, MSME actors can display business names, locations, operating hours, product photos, up to customer reviews. This serves as a free but effective promotional tool to increase the competitiveness of small businesses. Some examples of businesses that have successfully entered the digital platform are family food stalls, basic necessities kiosks, and even processed plantation product units that were previously difficult to widely known.

The tangible contributions of this program can be seen from two main sides. First, the opening of wider market access. Community businesses that previously relied solely on word-of-mouth promotion can now reach a more diverse customer base, including tourists or newcomers who search for business locations through digital searches. Second, the improvement of community digital literacy. Through mentoring provided by students, MSME actors are taught basic steps in managing business accounts, uploading attractive photos, writing product descriptions, and understanding simple branding strategies to make their businesses more professional and trusted by consumers. However, the mentoring process is not without challenges.

The obstacles faced include limited internet access in some parts of the village, a lack of adequate technological devices, and the community's low experience in using digital platforms. Some business actors are also still hesitant because they are accustomed to traditional sales systems. In this regard, students act as facilitators and motivators, providing direct guidance, application usage simulations, and real examples of the benefits of business digitalization. The long-term impact of this program is predicted to be quite significant. If the community can consistently continue this initiative, then MSME digitalization will strengthen local economic independence, increase the competitiveness of village products, and reduce unemployment by opening new business opportunities. Furthermore, this initiative can contribute to the

government's efforts to reduce extreme poverty in rural areas. Therefore, the MSME digitalization program through KKN is not just a temporary activity, but a strategic initial step in encouraging sustainable economic development in Aek Gambir Village.

4. Environmental Awareness

Although not the main focus, the implementation of the KKN program still contributes to community environmental awareness. Activities centered in mosques, village markets, and other public spaces encourage residents to pay more attention to cleanliness and order. Students indirectly instill environmental care values through simple practices such as maintaining the cleanliness of activity locations and inviting children to instill self-hygiene discipline. In the context of sustainable development, this contribution shows that the KKN program is able to provide a small but meaningful touch in building the ecological awareness of rural communities.

5. Strengthening Religious Experience

The religious dimension is one of the most prominent aspects of KKN activities in Aek Gambir Village. Through religious moderation programs and the Sholeh Children's Festival, the community is not only invited to increase religiosity, but also to internalize the values of tolerance and appreciation for differences. For students, this activity provides valuable experience in understanding the socio-religious realities of rural communities, as well as honing their ability to convey religious messages with a moderate, educational, and inclusive approach. The synergy between the community and students in the religious field results in a double impact: strengthening Islamic brotherhood at the local level and enriching students' spiritual experiences.

6. Critical Reflection on KKN Implications

Based on the description of the results, it can be seen that KKN in Aek Gambir Village has a quite comprehensive influence on the community. However, it is also important to highlight the reflective side so that the contributions produced are not only understood as program achievements, but also as part of the process of sustainable village development.

In the educational aspect, although recitation activities and the Sholeh Children's Festival have a positive impact, the challenge going forward is how similar activities can continue after KKN students return to campus. This emphasizes the need for program sustainability through the involvement of local Quran teachers, youth organizations, or village educational institutions so that the benefits of non-formal education do not stop at the KKN period.

In the social sphere, the formation of community solidarity is indeed an encouraging achievement. However, the discussion needs to emphasize that social change is dynamic. Support for the values of tolerance and togetherness must continue to be instilled, especially with the potential for small conflicts that often arise in village life due to differences in views and interests. Thus, KKN serves as an initial trigger that must be followed up with more systematic social development programs from the village government and community organizations. On the economic side, the digitalization of MSMEs through Google Maps opens up great opportunities for the community to adapt to the digital era. However, the discussion shows that digital literacy cannot be built only through short training. Long-term assistance and synergy

with other parties such as cooperative agencies, technology communities, or universities are needed so that MSMEs can truly compete in the digital market.

The KKN program in this regard makes a strategic initial contribution, but its sustainability largely depends on the village's commitment to supporting the digital-based economy. From an environmental perspective, community awareness has indeed begun to grow through joint activities that prioritize cleanliness. However, this aspect is still incidental and has not been fully internalized into daily habits. Therefore, the discussion highlights the importance of integrating environmental aspects into village development programs, for example, through community-based waste management or village greening involving schools and local institutions. The religious dimension is one of the most strongly felt impacts. The religious moderation program is able to instill values of balance and tolerance. However, the discussion needs to emphasize that the internalization of moderate religious values requires a long process, especially since it is influenced by factors of education, media, and the social environment. KKN has succeeded in instilling the seeds of these values, but its continuity requires the consistent support of religious leaders and local religious institutions in voicing moderate narratives.

7. Theoretical and Practical Implications

From a theoretical point of view, this research supports the concept that KKN is not only a means of community service but also a medium for social transformation. The theory of community empowerment states that sustainable change can be achieved when the community is not only an object but also a subject of the development process. This is seen in the active involvement of the residents of Aek Gambir Village who actively participate in various student programs, thus forming a mutually beneficial reciprocal relationship. Practically, these findings imply that the KKN program can be used as an integrative social intervention model.

The success in Aek Gambir Village shows that students can be agents of change that bridge the academic world with community needs. This service model can be replicated in other villages by adjusting the context and local potential of each region.

8. Challenges and Limitations

However, this research also found a number of challenges that need to be considered. First, the limited time for KKN implementation often means that programs have not achieved optimal results. Second, community readiness to accept new innovations is not always uniform; some are still passive or skeptical of change. Third, the limited supporting facilities such as internet networks, educational facilities, and economic infrastructure are obstacles that cannot be ignored. These limitations provide important lessons that KKN needs to be designed with a sustainability strategy, for example, through follow-up programs, cross-sectoral collaboration, or the utilization of existing local resources. In this way, the impact of KKN can be maintained and even expanded after students complete their service.

The results of this study confirm that KKN is not merely a routine service program, but a strategic instrument in strengthening community-based village development. The real implications of student activities are seen in five dimensions of community life. First, from the educational aspect, KKN supports the strengthening of

children's religious literacy. Second, from the social aspect, solidarity and awareness are created tolerance among citizens. Third, from the economic aspect, the digitalization of MSMEs is a concrete step in opening market access and supporting the reduction of extreme poverty. Fourth, from the environmental aspect, a collective awareness to maintain cleanliness and sustainability grows. Fifth, from the religious aspect, the value of religious moderation can be instilled and practiced in daily life. These findings indicate that the presence of students through KKN can provide long-term contributions if the programs implemented are in accordance with local needs and involve active community participation. Thus, KKN in Aek Gambir Village can be used as a relevant service model to be replicated in other villages with similar characteristics.

CONCLUSION

The implementation of the Community Service Program (KKN) by students of the State Islamic University of North Sumatra in Aek Gambir Village, Lumut District, Central Tapanuli Regency, made a real contribution to improving the quality of community life in various aspects. The educational strengthening program through Quranic recitation teaching and the Sholeh Children's Festival successfully fostered a spirit of learning and shaped the religious character of children. From a social perspective, KKN activities strengthened togetherness, increased solidarity, and instilled values of tolerance and religious moderation in the community. In the economic aspect, the digitalization of MSMEs through the use of Google Maps opened wider market access, increased digital literacy, and supported efforts to reduce extreme poverty. Although the environmental aspect was not the main focus, KKN activities still encouraged the growth of community awareness about the importance of maintaining cleanliness and environmental sustainability.

Meanwhile, in the religious dimension, the community gained a deeper understanding of the importance of a moderate and harmonious attitude in daily life. Overall, KKN not only provided direct benefits to the people of Aek Gambir Village but also enriched students' experience in applying knowledge, interacting with the community, and contributing to sustainable village development.

KKN activities in Aek Gambir Village showed that the presence of students could be a real catalyst for social, economic, educational, environmental, and religious change. The implications of this program were not only felt directly during the service period but also opened opportunities for the community to continue developing the village's potential more independently. Education based on strengthening religious values formed a young generation with character, social activities fostered solidarity among citizens, digitalized MSME innovations encouraged local economic growth, environmental awareness created awareness of sustainable development, while religious moderation strengthened community harmony.

From the students' perspective, this KKN experience was a very valuable learning process. Students not only applied the knowledge gained in college but also learned to face real challenges in the field, interact with the community, and develop collaboration, communication, and problem-solving skills. This strengthened the role of students as agents of change who not only focused on academic achievement but also made real contributions to community development. Thus, it can be affirmed that KKN in Aek Gambir Village provided

a dual contribution: strengthening community capacity and enriching student experience. Both of these are important foundations in creating sustainable and participation-based village development. The implications of this research indicate that KKN should continue to be developed as an integrative, innovative, and sustainable community service model, so that its benefits can be felt more widely by the community and are relevant to the dynamics of changing times.

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