



Literacy Empowering Through KKN Program in Nglinggi Village, Klaten

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Abstract. Kuliah Kerja Nyata (KKN) is a student learning process through various direct activities in the midst of the community. Students strive dynamically to be part of the community actively and participate creatively to solve the problem that happens in the community. The Community Service Program is a form of university student service to the community through the provision of empowerment, assistance, training, counseling, mentoring, and help people to realize their potential for helping to improve the quality of life and development. Some programs held in the community are the making of compost and writing training in short stories and poetry. The focus of the activity was to explore and develop the writing capability of elementary school-aged children, as well as giving assistance to people about how to utilize a composter in Nglinggi Village. The methods used in these programs include: (1) activity observation, (2) work program planning, and (3) field practice. As a result, this KKN program is helping people in the midst of a pandemic outbreak to make compost in order to improve their farm product. Students also learned to write short stories and poetry. This KKN program helps solve problems that exist in the community of Nglinggi Village, South Klaten District, Klaten Regency. This activity, held from July to September 2021, proved to give so many benefits for the community and students.

Keywords: Community · Compost · Writing

1 Preliminary

Kuliah Kerja Nyata (KKN) is an implementation of one of the Tri Dharma Higher Education mandates, namely Community Service and the implementation of the knowledge (Bhattacharyya, 2004). *Kuliah Kerja Nyata* (KKN) activities have enormous benefits for the survival of people's lives, so the *Kuliah Kerja Nyata* (KKN) program will get the knowledge and direct experience that students get during the *Kuliah Kerja Nyata* (KKN) process. In other words, students can take the opportunity to grow into a civically engaged environment (Godfrey, 1999).

Based on this understanding, a work program that is realized is prepared in accordance with the needs of the Nglinggi Village community during this pandemic. The work programs carried out include making compost, assisting the administration of Nglinggi Village, providing tutoring for children, and improving children's reading literacy in

Nglinggi Village. There are various problems faced by people of Nglinggi Village such as the existence of composter assistance from the Wahid Foundation that has not been used optimally, the government's WFH program, the government's online learning program, and the hydroponic program built by the village does not work. This paper attempts to answer several questions including:

1. How to use the assistance from Wahid Foundation in the form of a composter to help the economy of Nglinggi Village residents?
2. What kind of work is being done to assist village administration at the Nglinggi Village Hall?
3. What are the activities carried out to empower literacy for the children of Nglinggi Village?

2 Activity Method

The research consisted of three stages, namely observation of activities (Cash, Hicks, Culley, & Adlam, 2015), preparation of activity plans, and field practice. The activity observation phase in this case is intended to determine the condition and situation of the community, especially groups of women and children in the Nglinggi Village area, South Klaten District, Klaten Regency. After observing the activities, the thing to do is draw up an activity program plan to set the time to fit the activity schedule and make a backup plan if it doesn't match the scheduled time. The preparation of activities involves all elements involved in this work program, including women's and children's groups. The results of the preparation of this activity plan will determine the practical activities in the field. The next activity is field practice.

In accordance with the work program that has been designed on writing training, the intended target groups are the women of Dukuh Mlaran and children of primary school age or 6–12 years. The method of implementing this activity is by direct practice which includes: observation of activities, preparation of activity plans, and field practice. This is motivated by the problems and needs of the people of Nglinggi Village, South Klaten District, Klaten Regency.

3 Discussion

3.1 Activity Implementation Results

In the implementation of this activity, the training on making compost is divided into several stages, namely: distribution of composter to members of the Dukuh Mlaran women's group, making bioactivator liquid, and monitoring the use of composter.

Meanwhile, the training in writing poetry and short stories is divided into several stages, namely: introduction of children's reading materials including poetry and short stories, practice of making poetry by observing techniques, practice of making poetry with the theme of feelings experienced, practice of making short stories about experiences experienced, and collecting poetry and short stories during writing training.

Table 1. Results of the Composter Training Program

No.	Work program	Implementation
1.	Distribution of composter to members of the Dukuh Mlaran women's group.	The composter was distributed to members of the Dukuh Mlaran women's group. At the time of distributing the composter, residents will be given guidance on how to classify organic waste that can be put into the composter.
2.	Making bioactivator liquid.	This activity was carried out after distributing the previous composter, namely making bioactivator liquid. This liquid is useful for accelerating the decomposition process of organic waste which will then produce compost. The bioactivator is made of a mixture of EM4 liquid and mulch (sugar cane juice).
3.	Monitoring the use of a composter.	After making the bioactivator liquid. KKN students accompanied by the head of the RT to monitor the residents who received the composter that was distributed earlier. Monitoring is carried out to find out whether or not the method of processing the collected waste into the composter is correct. In addition, this activity is also a distribution of bioactivator liquid that has been made previously.

These stages are considered as a qualitative design influenced by constructivism perspectives (McNichols & Witt, (2018). In this stage, the program of activities carried out is adjusted to the problems and conditions of the community in Nglinggi Village, South Klaten District, Klaten Regency (Tables 1 and 2).

Activities at the KKN location are carried out for 2 months from July 15, 2021 to September 15, 2021. During the KKN activities, activities are carried out according to the schedule or adapting KKN students to the community due to the Covid-19 pandemic. This community service is inline with Barbhuiya & Mazmuder's (2021) study in which the participants can transform their activities in the pandemic to beneficial programs. The KKN program that is featured is the manufacture of compost, which consists of several stages, namely, distribution of composter to members of the Dukuh Mlaran women's group, making bioactivator liquid, and monitoring the use of composter, as well as writing training activities, which consists of several stages, namely, introduction of reading materials. Include poetry and short stories, practice of making poetry by observing techniques, practice of making poetry with the theme of feelings experienced, practice of making short stories about experiences experienced, and collecting poetry and short stories during writing training. The purpose of this activity is to maximize

Table 2. Results of the Writing Training Program

No.	Work program	Implementation
1.	Introduction of children's reading materials including poetry and short stories	The introduction of children's reading materials, including poetry and short stories, is an activity to introduce poetry and short stories using language that is easily understood by children. The way to do this is to introduce literary works through reading books, collections of children's poems and anthologies of children's short stories. In this practice the children are given to take turns reading. From these results, it can be seen what words they think sound foreign.
2.	Practice making poetry by observing techniques	This activity is carried out after carrying out the previous activity, namely the introduction of reading materials. Children learn to make poetry by observing techniques. The poems that had been read were observed, of course, with the help of the students as well as the knowledge provided at the previous meeting. The result of this activity is that children know how poetry is shaped, how poetry is written, and how to choose words for poetry.
3.	The practice of making poetry with the theme of feelings experienced	After knowing and practicing poetry making. The children were asked to write a poem with the theme of the feelings they experienced. Making poetry with the theme of feelings experienced is the right alternative theme. Because writing poetry with the background of your own feelings tends to be easier. The children wrote down what their hearts felt. For example, his feelings for his mother, father, siblings and even pets. The result of this activity was the creation of several poems with different contents from each child who took part in the writing training.

(continued)

Table 2. (continued)

No.	Work program	Implementation
4.	Practice making short stories about experiences experienced	After doing poetry writing activities with the theme of feelings experienced, the next activity is the practice of making short stories with the theme of feelings experienced. Making short stories with the theme of feelings of experience was chosen because it is like the theme of poetry, the theme is considered the easiest for children. Children are lured to tell their most memorable stories. For example, when they go on vacation to grandma's house, when she is shopping in the city or when the children go on vacation to tourist attractions. The result of this activity is the creation of several different short stories.
5.	Monitoring the creation of short stories and poetry	The process of making short stories and poetry is carried out every time this activity meeting is held. Children always feel ashamed of his works. So they have to be willing to seduce the children to want to show their works. Especially for girls, the process of making their works is very fast, in contrast to boys. Also in the matter of titling, girls are faster and better on average.
6.	Collection of poems and short stories during writing training	The final stage of the writing training activity is the collection of all works carried out at the end of the activity. In total, 10 short stories and 10 poems were collected. The children's works are generally good. Their poetry most often discusses the feelings experienced about their respective families, especially mothers. As for short stories, the themes written by children on average contain their holidays and activities during the pandemic.

the use of the composting program and to explore and develop the writing potential of elementary school-aged children. As Hynes & Hynes-Berry (1994) and Mazza (2017) poetry is suitable for children, adolescents, families, the elderly, the differently-abled, and the terminally ill. The impact of poetry is asserted by Silverman (1986) by saying that poetry “creeps into the person’s psyche silently, to make the individual feel better, do better, be better ...” (p. 344).

4 Conclusion

Writing training activities include: Composting activities. *First*, the distribution of composter to members of the Dukuh Mlaran women’s group. *Second*, make a liquid bioactivator that is used as an ingredient to accelerate the decomposition of organic waste. *Third*, monitoring the use of composter for groups of women who receive composter. These activities resulted in the use of composter donations given to residents of Nglinggi Village which had not been implemented previously.

Then, from the activities of writing poetry and short stories for children. *First*, the introduction of poetry and short stories that produce children’s understanding of the two literary works. *Second*, the practice of making poetry by observing techniques. *Third*, the practice of making poetry with the theme of experienced feelings. *Fourth*, the practice of making short stories about the experiences experienced. *Fifth*, collection of poetry and short stories during writing training. From these stages collected 10 poems and 10 short stories written by children. In poetry writing, the average child writes with the theme of family. While short stories, the themes they write about their holidays and activities during the pandemic.

From the various descriptions above, the author suggests to the Yogyakarta State University that the Kuliah Kerja Nyata (KKN) activities get attention. Namely by preparing students so that they are really ready to serve, considering the Kuliah Kerja Nyata (KKN) that was carried out during the pandemic. This is done to anticipate internal problems in the KKN student group and the problems of unfavorable environmental conditions that make it difficult for students to adapt to the KKN environment.

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