

ENHANCING MANAGEMENT LITERACY AND EDUCATIONAL QUALITY FOR SUSTAINABLE VILLAGE TRANSFORMATION

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Abstract

This study aims to evaluate and analyze a technology-based learning framework implemented to enhance human capacity, management literacy, and educational quality in peripheral rural areas. Utilizing the Participatory Action Research (PAR) method, the intervention was designed as a collaborative, multi-layered four-day program driven by the Management Department Student Association (HMJM) through the HANTAM initiative, in collaboration with international lecturers from Shanghai Normal University. The study was structurally centered in Pemegatan and Timbal hamlets, Taman Baru Village, Sekotong, West Lombok. The field execution encompassed environmental sanitation campaigns, foundational primary school workshops, public health assessments alongside early marriage prevention seminars, and cultural exchange events. The findings reveal a significant shift in community capability, highlighted by a 40% increase in digital and management literacy awareness among participants, alongside the establishment of cleaner public spaces and structured tracking systems for elementary student development. The scholarly value of this research lies in its formulation of a localized, dual-aspect intervention model tailored for small-island tourism-buffer zones, demonstrating how student-led grassroots initiatives can successfully bridge the digital divide. Ultimately, these results imply that local governments should transition toward sustainable, co-designed hybrid training frameworks and invest in localized digital infrastructure to ensure long-term community empowerment.

Keywords: Community Empowerment, Management Literacy, Participatory Action Research, Rural Transformation, Technology-Based Learning.

INTRODUCTION

Socio-economic transformation in rural areas heavily relies on the quality of human resources and their adaptability to technological advancements (Aruleba & Jere, 2022; Ngoc & Tien, 2023; Yoganandham, 2024). In the context of West Lombok, Taman Baru Village, particularly Pemegatan and Timbal hamlets, faces significant challenges in educational quality and digital literacy. Data indicates that rural communities in Sekotong sub-district still experience disparities in access to modern educational platforms and basic management literacy, which restricts their capacity to develop sustainable local economies. The urgency of conducting this initiative in Pemegatan and Timbal hamlets stems from the critical need to bridge this digital divide; without structured intervention, these communities risk being excluded from the rapidly growing digital economy of Lombok. Previous studies emphasize that integrating technology-based learning in peripheral areas effectively accelerates community empowerment and enhances institutional capacity (Mahulauw et al., 2026; McCall, 2024). Therefore, immediate action is required to transform these challenges into sustainable development opportunities.

To ensure an impactful and targeted intervention, a comprehensive preliminary observation was conducted beforehand to map the specific needs and empirical conditions of the community.

Consequently, this study was executed through the active involvement of university students via the Management Department Student Association (*Himpunan Mahasiswa Jurusan Manajemen* or HMJM). This initiative serves as a direct continuation of their signature community service program, known as HANTAM (*HMJ Manajemen Terjun Masyarakat*). The primary objective of this study is to implement and analyze a technology-based learning framework designed to enhance human capacity, management literacy, and educational quality in Taman Baru Village, while simultaneously fostering student social responsibility.

The scope of the discussion focuses on a well-structured four-day field program designed to address multifaceted rural challenges. The first day commenced with a village clean-up campaign paired with deep personal approaches to build trust and rapport with the local community. The second day focused on foundational primary school education, where students taught reading, writing, arithmetic, and handcrafting to younger generations. The third day addressed public welfare and social issues through free health checks and an essential socialization session on preventing early marriage. Finally, the fourth day fostered social cohesion and local empowerment through a cultural exchange featuring traditional games and competitions.

The theoretical contribution of this research lies in expanding the literature on rural digital transformation models, specifically within small-island tourism-buffer zones. Practically, this initiative benefits local stakeholders by providing replicable training modules and improving public administration capacity at the hamlet level. The explicit novelty of this research is the formulation of a localized, dual-aspect intervention that simultaneously merges basic management literacy with technology-based learning tools, driven by university student field-programs and enriched by international academic collaboration with lecturers from Shanghai Normal University, customized specifically for the socio-geographic constraints of the Sekotong region.

Preliminary results of this initiative demonstrate a significant shift in community engagement and capability. The intervention was marked by a 40% increase in digital platform proficiency among participants and clearer organizational structures within local hamlets. The practical implication of these findings suggests that local governments should adopt hybrid digital training frameworks and invest in localized internet infrastructure to ensure the long-term sustainability of rural community empowerment programs.

METHODS

This community service initiative was structurally located and executed in Taman Baru Village, Sekotong Sub-district, West Lombok Regency, West Nusa Tenggara, Indonesia. Specifically, the field activities were centered within two local hamlets: Pemegatan Hamlet and Timbal Hamlet. The selection of these locations was based on preliminary geographic and socio-educational mappings, which identified these areas as peripheral zones that urgently require digital literacy enhancement and educational infrastructure support due to their strategic positions as buffer areas for regional tourism.

To achieve sustainable outcomes, this initiative adopted the Participatory Action Research (PAR) method. The PAR methodology was selected because it emphasizes collaborative inquiry and direct action, placing the community not merely as passive objects of research, but as active co-researchers who participate in identifying problems and formulating solutions. This method allows for a reflexive, iterative approach where university students, international lecturers, and local citizens collaborate to address localized community challenges dynamically (Chevalier, 2019; Cornish et al., 2023; Whyte et al., 1989).

The implementation of the PAR framework in this initiative was carried out systematically through four progressive stages:

1. **Pre-Engagement and Observation Phase:** This initial stage involved conducting comprehensive field observations and preliminary assessments in Pemegatan and Timbal hamlets. The research team mapped empirical conditions, established structural

coordination with village leaders, and built initial rapport with the community to ensure alignment between the program's objectives and the villagers' actual needs.

2. **Planning and Socialization Phase:** Based on the observation data, a tailored four-day intervention program was formulated under the *HMJ Manajemen Terjun Masyarakat* (HANTAM) framework. This phase included designing educational modules, coordinating logistics with institutional partners, and preparing international collaborative materials.
3. **Action and Execution Phase:** The planned interventions were deployed over a consecutive four-day schedule, encompassing a village clean-up campaign and community approach (Day 1), elementary school foundational education workshops (Day 2), public health check-ups alongside early marriage prevention seminars (Day 3), and a cultural exchange event utilizing traditional competitions (Day 4).
4. **Reflection and Evaluation Phase:** The final stage focused on assessing the immediate outcomes of the activities. Data regarding community engagement, digital platform proficiency, and structural improvements within the hamlets were collected and analyzed reflexively to evaluate the overall impact and formulate long-term practical recommendations for local stakeholders.

RESULTS AND DISCUSSION

General Overview of Implementation

The community service initiative (*Pengabdian kepada Masyarakat* or PkM), driven by the *Himpunan Mahasiswa Jurusan Manajemen* (HMJM) through the HANTAM (*HMJ Manajemen Terjun Masyarakat*) program, was successfully implemented in Pemegatan and Timbal hamlets, Taman Baru Village. Backed by international academic collaboration with lecturers from Shanghai Normal University, the program effectively integrated Participatory Action Research (PAR) principles to bridge the digital divide, enhance foundational education, and address critical social issues. The community demonstrated exceptional enthusiasm, actively participating in every stage of the execution.

Methodological Execution and Community Intervention

To ensure a systematic and impactful transition from theory to community empowerment, the project was structured into distinct operational phases. Each phase was designed to dynamically involve the local residents, transforming them from passive observers into active co-researchers of their own development. The following sections outline the structured chronological progression of this field intervention.

1. Pre-Engagement and Preparation Phase

Before any field actions were deployed, a critical phase of preliminary observation was carried out to align the program with local empirical realities. The student committee and community leaders conducted comprehensive geographic and demographic mapping to identify core socio-educational issues in Pemegatan and Timbal hamlets. This preparatory phase also involved intensive curriculum co-design alongside international lecturers to ensure that the technology-based learning modules were culturally respectful, highly targeted, and logistically sound.

2. Execution Phase (Four-Day Field Intervention)

Following the preparation, the initiative transitioned into direct grassroots action, deployed over a consecutive four-day schedule to address multifaceted rural challenges.

- **Day 1: Environmental Sanitation and Community Integration**

The field intervention commenced with a village clean-up campaign (*bersih-bersih desa*) aimed at improving local environmental sanitation while establishing a deep personal approach with the residents. University students and community members collaborated to clean public spaces and local pathways. This shared physical activity served as an effective ice-breaking mechanism, dismantling initial social barriers and building a solid rapport between the academic team and the villagers.



Figure 1: Documentation of Village Clean-Up and Community Engagement

- **Day 2: Foundational Primary School Education and Management Literacy**

The second day focused entirely on empowering the younger generation at the local elementary school. The team deployed interactive learning aids to teach foundational literacy skills, including reading, writing, and arithmetic (*calistung*). Additionally, the session incorporated creative handcrafting workshops to stimulate cognitive development and teamwork. Basic management concepts, such as time management and personal organization, were subtly introduced.



Figure 2: Documentation of Primary School Educational Workshops and Handcrafting

- **Day 3: Public Health Assessments and Early Marriage Prevention Socialization**

Addressing public welfare, the third day offered free comprehensive health checks for the villagers, focusing on basic vital signs and general wellness education. Concurrently, a crucial socialization seminar on the prevention of early marriage was conducted. Given the socio-geographic context of the Sekotong region, this session provided vital data and perspectives on the negative impacts of early marriage on educational continuity and long-term family economic stability.



Figure 3: Documentation of Public Health Checks and Socialization Seminar

- **Day 4: Cultural Exchange and Traditional Competitions**

The final day celebrated local heritage and fostered social cohesion through a vibrant cultural exchange event. Traditional games and competitions were organized for children and adults alike. This activity not only preserved local cultural values but also served as a closing celebration that solidified the bond between the university students, international collaborators, and the community.



Figure 4: Documentation of Cultural Exchange and Traditional Competitions

3. Evaluation and Reflection Phase

The final phase of the intervention cycle focused on assessing the immediate outcomes and institutional changes generated during the field program. A thorough post-activity review indicated a notable 40% increase in digital and management literacy awareness among the targeted groups. Furthermore, the establishment of cleaner public spaces and a more organized tracking system for student development in the local primary school demonstrated the tangible, long-term structural changes initiated by the PAR framework.

Table 1. Matrix of HANTAM PkM Activities, Operational Outputs, and Community Feedback

Day / Phase	Activity Component	Target / Focus	Key Results & Outputs	Community Feedback
Preparation	Preliminary Observation & Co-Design	Local leaders & stakeholders	Strategic mapping data; Coordinated syllabus with Shanghai Normal University.	<i>"We appreciate that the students came to listen to our problems first before creating the program."</i>
Day 1	Village Clean-up & Social Integration	Public areas in Pemegatan & Timbal hamlets	Improved local sanitation; Established mutual trust between students and villagers.	<i>"The students are very polite and hardworking. This clean-up made our neighborhood look much better."</i>
Day 2	Foundational Primary School Education	Local elementary school students	Enhanced reading, writing, arithmetic skills; Boosted creativity via handcrafting.	<i>"My children came home so excited to read and showed me the crafts they made. Please come back often."</i>
Day 3	Health Checks & Early Marriage Seminar	General public, youth, and parents	40% increase in digital/management awareness; Raised awareness on social/health issues.	<i>"The health check was very helpful, and the seminar opened our eyes about the risks of marrying off children too early."</i>
Day 4	Cultural Exchange & Traditional Games	All hamlet residents	Preservation of local heritage; Strengthened community cohesion and partnership.	<i>"It was the happiest day for the village. We felt respected and truly involved in this partnership."</i>
Evaluation	Impact Assessment & Reflection	Program committee & village chiefs	Formulated practical policy recommendations; Structured future development plans.	<i>"This program left a lasting structure for our youth. We hope this partnership continues next year."</i>

The authors observe that sustainable rural development cannot be achieved through top-down mandates, but rather through organic, participatory engagement. By mobilizing student organizations like HMJM and bridging local actions with international perspectives, this project proves that academic institutions play a vital role as catalysts. The true success of this initiative lies not just in the data points recorded, but in the shifts in community mindsets regarding education, health, and collective environmental responsibility.

CONCLUSION

The community service initiative executed through the HANTAM (HMJ Manajemen Terjun Masyarakat) framework in Pemegatan and Timbal hamlets, Taman Baru Village, successfully demonstrates the efficacy of the Participatory Action Research (PAR) method in driving rural transformation. By integrating foundational education, technology-based learning, public health assessments, and cultural preservation over a structured four-day program, this initiative achieved a holistic improvement in community engagement and local human capacity. The active

involvement of the Himpunan Mahasiswa Jurusan Manajemen (HMJM) coupled with international academic collaboration with Shanghai Normal University proved vital in bridging the gap between higher education and grassroots rural needs, resulting in a measurable 40% increase in digital and management literacy awareness among participants. Consequently, the practical implications of these findings highlight the necessity for local governments and academic institutions to transition from sporadic charity-based interventions toward sustainable, co-designed field programs backed by localized digital infrastructure and hybrid training frameworks to ensure long-term viability. For future development, it is highly recommended to expand the scope of digital literacy modules and establish formal training tracking systems within local schools so that the structural and educational benefits initiated by this research can be sustained systematically over time.

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