


INTEGRALO: Digital English Learning with Local Values to Foster Inclusive Economy in Padengo Village

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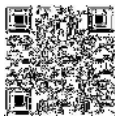
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ABSTRACT

Desa Padengo di Kecamatan Limboto Barat, Kabupaten Gorontalo, kaya akan sumber daya alam dan warisan budaya, namun menghadapi tantangan dalam pengembangan SDM. Sebagian besar penduduk bekerja di sektor pertanian dan peternakan dengan tingkat pendidikan rendah, banyak hanya tamat pendidikan dasar atau tidak sekolah sama sekali. Untuk mengatasi masalah ini, diperkenalkan program INTEGRALO (Internalisasi Nilai-Nilai Lokal) yang menggabungkan pembelajaran Bahasa Inggris berbasis digital dengan kearifan lokal guna meningkatkan keterampilan bahasa sekaligus memperkuat identitas budaya. Program ini mendorong partisipasi aktif masyarakat dengan memanfaatkan teknologi agar pembelajaran lebih menarik dan kontekstual. Hasilnya, warga mampu mengolah jagung menjadi emping dengan kemasan sederhana, menyusun Buku Saku Kearifan Lokal sebagai arsip budaya, serta mengelola website desa yang kini dijalankan pemuda dan aparat setelah pelatihan. Di bidang pendidikan sosial, remaja mendapat pemahaman tentang bahaya pernikahan dini, sedangkan anak-anak belajar mengenai bullying. Keterlibatan mahasiswa juga memperkuat hubungan akademik dengan masyarakat. Secara keseluruhan, Program KKN Tematik II memberikan dampak nyata bagi Desa Padengo, mulai dari peningkatan ekonomi lokal, pelestarian budaya, literasi digital, hingga edukasi generasi muda.

Padengo Village in West Limboto District, Gorontalo Regency, is rich in natural resources and cultural heritage, but faces challenges in human resource development. Most residents work in the agriculture and livestock sectors with low levels of education, with many having only completed primary education or no schooling at all. To address this issue, the INTEGRALO (Internalization of Local Values) program was introduced, combining digital-based English learning with local wisdom to improve language skills and strengthen cultural identity. This program encourages active community participation by utilizing technology to make learning more engaging and contextual. As a result, residents are able to process corn into chips with simple packaging, compile a Local Wisdom Pocket Book as a cultural archive, and manage a village website, which is now run by youth and officials after training. In the area of social education, teenagers learned about the dangers of early marriage, while children learned about bullying. Student involvement also strengthened academic relationships with the community. Overall, the Thematic KKN II Program has had a tangible impact on Padengo Village, from improving the local economy, cultural preservation, digital literacy, and educating the younger generation.



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INTRODUCTION

Padengo Village, located in the Limboto Barat Subdistrict, Gorontalo Regency, is endowed with abundant natural resources and rich cultural heritage. However, the village continues to face significant challenges in human resource development. The majority of residents rely on agriculture and livestock for their livelihoods, with key commodities including rice, corn, cattle, and goats. On the other hand, the community's educational attainment remains relatively low; most have only completed elementary education, and some have not completed primary school at all. These limitations directly affect the community's workforce capacity, access to digital technology, and proficiency in foreign languages, particularly English.

In the current context of global development and digital transformation, English language skills and technological literacy are essential for expanding access to information, opening new employment opportunities, and increasing the added value of local village potential. Meanwhile, Padengo Village also retains a wealth of local cultural values, including folklore, traditional customs, and strong communal cooperation systems that remain embedded in daily life.

In response to this reality, the INTEGRALO program (*Internalization of Local Values in Digital-Based English Learning*) was developed as an educational innovation that not only focuses on functional English language acquisition but also centers local values as the core of the learning process. The program aims to enhance community participation, especially among youth, through learning experiences that are contextual, engaging, and directly relevant to their daily lives.

INTEGRALO offers a digital-based English curriculum rooted in the realities of Padengo's socio-cultural context. Residents learn English through local folktales, dialogues related to agriculture and livestock, practical trading scenarios, and everyday social interactions. Additionally, training in digital tools, such as video creation, podcasting, and online promotion, is provided, enabling villagers to produce English-language digital content that promotes their culture and local potential to a global audience.

The program also fosters collaboration among community members, students, teachers, cultural leaders, and village officials in developing culturally grounded learning modules. In the long term, this initiative seeks not only to improve language skills but also to cultivate pride in local culture, expand economic opportunities, and strengthen the village's position in addressing inclusive digital economy challenges.

Through an adaptive, participatory approach rooted in local assets, INTEGRALO is envisioned as a model for transformative village education, relevant, sustainable, and capable of empowering communities to become competent, confident, and competitive in the global era.

Institutionally, the program aligns with the Merdeka Belajar–Kampus Merdeka (MBKM) policy, implemented through Thematic Community Service-Learning (KKN Tematik-Pengabdian Masyarakat), where university students are actively involved in designing, implementing, and evaluating activities. This initiative also supports several Key Performance Indicators (IKU) of higher education institutions, particularly: IKU 2: students gain off-campus learning experiences, IKU 3: faculty engage in community-based activities, and IKU 5: community benefits from faculty contributions.

By integrating cultural-based learning, digital innovation, and language education, this program seeks to build a contextual, sustainable village learning ecosystem that contributes to an inclusive digital economy.

METHOD

A contextual approach that integrates English language learning, local values, and digital technology lies at the heart of this program. The methods applied are tailored to the socio-cultural conditions and community capacity of Padengo Village to ensure effective and sustainable implementation. The INTEGRALO program in Padengo Village will optimize the role of Community Service (KKN) students as an integral part of its execution. These students are expected to act as agents of change, facilitating the internalization of local values into digital-based English learning while also enhancing community participation toward an inclusive economy. The implementation method employed is Community-Based Participatory Action Research (CBPAR), which positions the community as the main subject in the empowerment process.

1. Facilitation and Socialization
 - a. KKN students take part in socializing the program at the hamlet and community group levels.
 - b. They assist in mapping local cultural assets and identifying learning needs through direct interaction during their stay.
 - c. They act as liaisons between the community, village government, and educational institutions.
2. Development of Learning Materials and Media
 - a. Students are involved in collecting folktales, customs, and local cultural elements to be integrated into English learning modules.
 - b. They help produce digital content such as instructional videos, audio recordings, and documentation of cultural activities in English.
 - c. Utilizing their digital literacy, students create interactive learning materials that are engaging and accessible to the community.
3. Digital-Based English Language Training and Instruction
 - a. KKN students serve as facilitators in delivering digital literacy and English language training.
 - b. They organize in-person and online English classes using participatory methods.
 - c. They provide guidance to participants in practicing English in daily activities and business development contexts.
4. Assistance in Content Production and Digital Promotion
 - a. Students support community members in creating promotional content for local products using English and digital platforms.
 - b. They mentor residents in managing the village's social media accounts and digital marketing channels.
 - c. They facilitate collaboration among community groups and small business actors to expand marketing networks.
5. Program Monitoring and Evaluation
 - a. KKN students assist in monitoring participants' progress and the effectiveness of learning methods.
 - b. They collect data and feedback for program evaluation and report findings to the university and village government.
 - c. They serve as connectors for future program development beyond the KKN period

RESULTS AND DISCUSSION

Observation Findings

Issues Identified at the KKN Location

Based on field observations and interviews with village officials, community leaders, women from Dasawisma groups, youth from Karang Taruna, and village apparatus, several key issues were identified that continue to affect the residents of Padengo Village. These issues can be categorized into four main areas: economic (agriculture and MSMEs), socio-cultural (local wisdom), village information and administration, and education.

1. Economic Sector (Agriculture and MSMEs)

The majority of Padengo Village residents rely on agriculture as their main source of livelihood, with rice and corn as the primary commodities. However, these agricultural products are typically sold in raw form without undergoing any value-added processing. This condition results in low market prices, causing farmers' income to remain disproportionate to the labor and costs they have invested.



Figure 1. Interview with a community leader of Padengo

Through the interviews, it was revealed that the community's skills in processing agricultural products into value-added goods remain very limited. Knowledge of food processing techniques, hygiene standards, and modern packaging is still insufficient. As a result, the community is only able to produce food for household consumption rather than for broader market distribution.

2. Socio-Cultural Sector (Local Wisdom)

Padengo Village possesses a distinctive socio-cultural richness, characterized by the organization of various annual events and traditional culinary practices passed down through generations. Two major cultural events held regularly each year are the Apangi Festival, celebrated on the 10th of Muharram, and the Ketupat Lebaran ceremony, conducted one week after Eid al-Fitr. Both events serve as spaces for community togetherness and represent the preservation of deeply rooted village traditions.



Figure 2. Interview with the Head Organizer of the Apangi Festival

The Apangi Festival is known as a celebration imbued with both religious and social values among the residents of Padengo Village. During this festival, community members gather to prepare traditional food made from rice flour called apangi, which is then distributed to neighbors and relatives as a symbol of solidarity and communal harmony. This festival not only strengthens social bonds but also showcases the unique cultural identity of the local community.

Thus, although Padengo Village has a rich socio-cultural potential through its annual festivals and distinctive culinary traditions, the lack of proper documentation and absence of written media pose serious challenges for the preservation and development of local culture in the modern era.

3. Digital Information and Village Administration Sector

One significant issue identified in Padengo Village is the absence of a well-managed village information system. Interviews with village officials revealed that the village profile, population data, and information on resource potential are still stored in physical documents and manual reports. This situation creates various obstacles, especially when the village needs to introduce itself to external parties such as the district government, private institutions, investors, or educational organizations. Because the data is scattered and not digitally organized, the process of delivering information becomes slow, inefficient, and risks loss of accuracy.



Figure 3 Interviews with the Secretary of Padengo Village

The limited human resource capacity in information technology also poses a significant challenge. Most village officials are not yet accustomed to using digital platforms, either for administrative purposes or for village promotion. There is no dedicated personnel assigned to manage data and operate IT-based systems, let alone maintain a publicly accessible village website. This situation makes it difficult to implement digital administration, even though the village has great potential to be promoted digitally.

Therefore, the need for a digital-based information system is urgent. Padengo Village requires a digital medium that can centrally display the village profile, population data, economic potential, local wisdom, and community activity agenda in an easily accessible manner. With an official website or digital platform-based information system, the village can improve information transparency, strengthen openness, and open opportunities for collaboration with various stakeholders. Without such initiatives, Padengo Village risks falling behind other villages that are more adaptive to technology, making it difficult to compete for attention from the government, investors, and external development partners.

4. Education Sector

In addition to economic, cultural and informational issues, observations and interviews with the residents of Padengo Village also revealed several concerning problems in the field of education. These issues are not only related to academic achievement but also involve social behavior and psychological development of children.

One prominent issue is the phenomenon of junior high school-aged children becoming involved in romantic relationships. Interviews with teachers indicate that some junior high students in Padengo Village are engaged in relationships that are not appropriate for their developmental age. Factors such as lack of supervision, minimal reproductive health education, and the influence of social media are suspected to contribute to this behavior. If left unaddressed, this condition has the potential to lead to riskier behaviors, including an increase in cases of early marriage.



Figure 4. Interview with a Teacher at SMP Negeri 3 Limboto Barat

Early marriage is identified as one of the most serious issues in the village. Some parents marry off their children at a young age due to economic reasons or social traditions. As a result, young female adolescents who marry too early are often physically and mentally unprepared to fulfill their roles as mothers. Interviews with community members reveal that this practice frequently leads to severe health consequences, including cases of stunting among children born to young couples. This underscores that early marriage is not only a social problem but also directly impacts the quality of the next generation.

Additionally, problems persist at the elementary education level, particularly in the form of bullying among students. This behavior takes various forms, ranging from verbal teasing and physical taunts to social exclusion by peers. Teachers and parents report that such behavior is often dismissed as normal “childish teasing,” yet its effects can lower students’ self-confidence, academic performance, and psychological well-being. If left unaddressed, bullying behavior at an early age may develop into persistent negative habits that are difficult to control at higher education levels.

Implementation of the Action Plan

The implementation of the Thematic KKN II program action plan in Padengo Village generally proceeded according to the predetermined stages. All core and supplementary activities were carried out with active participation from the community, village government, and relevant stakeholders. Some technical adjustments were made to accommodate field conditions, but these did not compromise the substance of the activities. These adjustments included:

1. Workshop on Processing Corn into Emping MSME Products

The workshop on processing corn into emping food products for MSMEs was held on Wednesday, September 10, 2025, at the Padengo Village Office Hall. The event was attended by the Field Supervisor Lecturer (DPL), Mr. Haris Danial, S.Pd., M.A., and was officially opened by the Head of Padengo Village, Mr. Nasir Y. Puhi. The participants were members of the PKK and

Dasawisma women's groups of Padengo Village, who were the main target due to their strategic role in household economic activities and village empowerment.

The workshop began with an opening session, followed by the main activity, which was a demonstration of corn processing into crispy emping. The thematic KKN student team from UNG acted as facilitators, with assigned roles and responsibilities. During the session, participants were introduced to the basic techniques of selecting corn materials, processing corn into crispy emping, and hands-on cooking practice.



Figure 5. Opening Remarks by the Village Coordinator, Field Supervisor Lecturer, and Village Head who Officially Opened the Event

Following the demonstration phase, the activity continued with a discussion on product packaging and branding. Participants were provided with knowledge about the importance of maintaining product quality, using simple hygienic packaging, and basic strategies for introducing corn emping as a local culinary identity of Padengo Village.



Figure 6. Demonstration of Processing and Packaging Corn into Emping Food Products

The workshop activity proceeded smoothly and received positive feedback from the participants. The women not only understood the processing steps but also gained new insights into the added value of corn products when developed into emping snacks. Through this activity, it is hoped that small home-based enterprises will emerge, strengthening the local economy while producing signature products unique to Padengo Village.

2. Compilation of the Padengo Village Local Wisdom Pocket Book

The program for compiling the Padengo Village Local Wisdom Pocket Book was carried out gradually from the 2nd to the 5th week of the KKN implementation. This activity aimed to document the village's traditions, culture, and distinctive culinary heritage, which have been orally transmitted, to ensure their preservation and wider recognition.

The initial process involved conducting interviews with community members to gather information related to the village's history, the philosophical meanings of traditions, and ongoing cultural practices. Key aspects documented included the Apangi Festival held annually on the 10th of Muharram, the Lebaran Ketupat celebration, as well as traditional foods such as apangi cake, nasi bulu, and dodol. Interview results were then combined with direct observations of community activities to reinforce field data.

KKN students also conducted visual documentation through photographs and descriptive notes, ensuring that information was available not only in text but also supported by visuals. Subsequently, all collected data were compiled into a bilingual pocket book manuscript (Indonesian and English). The bilingual format aimed to serve a dual purpose: as a local educational medium for

the youth of Padengo Village and as a cultural promotion tool at regional, national, and even international levels.



Figure 6. Padengo Village Local Wisdom Pocket Book

During the compilation process, students collaborated with village youth to collect data and validate the manuscript content alongside local cultural leaders, ensuring the book's content remained authentic and aligned with local cultural values. By the fifth week, the pocket book manuscript was finalized as a complete draft ready for publication in both digital and print formats.

With this pocket book, Padengo Village's local wisdom now has official documentation that can serve as a cultural archive, supplementary teaching material in schools, and a tourism promotion medium. This also reinforces the idea that cultural heritage is not only preserved but can also become social and economic capital for the village's future development.

3. Development of a Digital Village Profile Based on a Website

The program to develop a digital profile for Padengo Village through a website was implemented from the fourth to the sixth week of the KKN program. This initiative aimed to provide an official information platform accessible to the broader community and serve as a promotional tool for the village. Until now, data on the village's potential had been stored in physical documents, making it difficult for external parties to access quickly.

The developed website was designed to be simple yet functional, featuring the village government profile, demographic data, and agricultural potential. Additionally, a document download feature was added, including relevant village maps, to benefit both the community and collaboration partners.



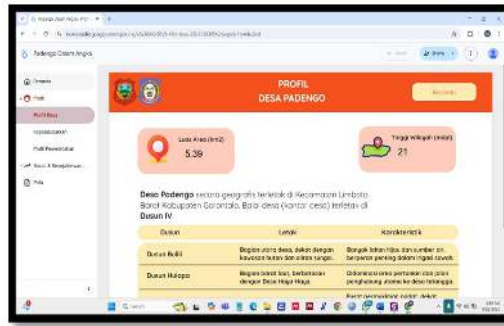


Figure 7. Digital Village Profile via Website

In its implementation, KKN students served as the primary facilitators—handling the website’s design, content collection, and initial data input. To ensure sustainability, the students also conducted hands-on training for village officials and youth on how to manage the website, update information, and maintain digital system security.

The activity received full support from the village officials, although limited information technology capacity posed an initial challenge. However, through intensive mentoring, village staff began to grasp the basic steps of website management. By the end of the program, the website was successfully launched with initial content that represented Padengo Village’s potential in economic, cultural, and social sectors.

With this web-based digital profile, Padengo Village now has an official digital identity that can broaden its collaboration networks, enhance information transparency, and promote its local potential more widely. The website also serves as a long-term documentation platform and an essential tool to support village development in the digital era.

4. Socialization Activity on the Risks of Early Marriage

The socialization activity on the dangers and risks of early marriage was held on Tuesday, September 9, 2025, at the Computer Laboratory Hall of SMP Negeri 3 Limboto Barat, targeting 8th and 9th-grade students. These participants were considered a key age group needing awareness of the risks associated with early marriage.

The event began with an opening session by the school representative, Mr. Mustapa, S.Pd., Head of Student Affairs, who also delivered a welcome speech and expressed full support for the activity. The session then continued with the core presentation delivered by the Thematic KKN II student team from Universitas Negeri Gorontalo, who served as speakers and facilitators.



Figure 8. Opening of the Socialization Activity by the School Representative

The material presented focused on the negative impacts of early marriage, covering aspects of reproductive health, psychological well-being, social consequences, and educational disruption. The student facilitators also linked the issue of early marriage to the risk of stunting, which remains a public health concern.

To strengthen student understanding, the session continued with a Q&A segment, allowing students to ask questions, share their perspectives, and discuss real-life cases that closely relate to their daily experiences.

As a closing, the activity concluded with reflections and closing remarks from both the school representative and the KKN students. Teachers and students expressed positive feedback, noting that the session was highly relevant to the realities faced by today's youth and was beneficial in fostering awareness of the importance of education and future planning.



Figure 9. Presentation of Materials by the KKN Team

Through this activity, the KKN students contributed by providing preventive education, enabling students to better understand the risks of early marriage, delay the age of marriage, and focus on pursuing education as a foundation for creating a healthier and more qualified future generation.

5. Anti-Bullying Awareness Activity

The anti-bullying awareness activity was conducted on Tuesday, September 16, 2025, in the 6th-grade classroom of SD Negeri 13 Limboto Barat, targeting students in grades 4, 5, and 6. The aim of the activity was to raise students' awareness of the dangers of bullying behavior and to promote the importance of creating a safe, friendly, and inclusive school environment.

The activity began with an introduction by the Village Coordinator. It was followed by the main session, where the presentation was delivered by the Thematic KKN II student team from Universitas Negeri Gorontalo, who acted as both resource persons and facilitators.



Figure 9. Material Presentation by the KKN Team

The material presented covered the definition of bullying, its various forms, and the negative impacts it has on both victims and perpetrators. The KKN students emphasized the importance of mutual respect, empathy, and solidarity among students as a foundation for creating a positive learning environment. The activity continued with a Q&A session, where students were encouraged to ask questions, share experiences, and discuss strategies for avoiding or dealing with bullying at school.

As the session concluded, both school representatives and the KKN students shared reflections and closing remarks. The students showed high enthusiasm throughout the activity, while the teachers expressed appreciation, noting that the topic was highly relevant to real issues in elementary school settings.

Through this activity, the KKN students contributed to early awareness of bullying, fostered empathy, and supported the development of a child-friendly school climate. Thus, the activity served not only as an educational initiative but also as a preventive measure to minimize bullying cases in elementary schools.

6. Independence Day Competitions – 80th Anniversary of the Republic of Indonesia

In commemoration of the 80th Anniversary of the Republic of Indonesia, the Thematic KKN II student team from Universitas Negeri Gorontalo, in collaboration with the Padengo Village

community, organized a series of Independence Day celebration competitions. The event took place from August 23 to 31, 2025, at the SPPBE Padengo Field and was officially opened by the Village Head, represented by Mrs. Nurfallah Abdul, S.H., the Village Secretary.

A variety of competitions were held, involving participants from children to adults, creating a lively and festive atmosphere. For the children's category, activities included tug of war, cracker-eating, spoon relay, and water cone games, designed to foster sportsmanship and a sense of togetherness. For the adult category, traditional competitions such as "dangdut football" for women, tug of war, and village football for men added to the excitement and community spirit.



Figure 10. Group Photo with the Padengo Village Community

Each competition served not only as a form of entertainment but also as a medium to strengthen the bond between villagers, foster a sense of nationalism, and preserve the tradition of Independence Day celebrations at the village level. The lively and enthusiastic atmosphere at the field reflected the active participation of the community in supporting the success of the event.

As the highlight of the celebration, a "prize-picking" contest was held on September 20, 2025, marking the closing of the entire series of competitions. The closing ceremony also included the awarding of prizes to the competition winners and a farewell session between the KKN student team and the Padengo community. During this moment, the students expressed their gratitude for the warm support received during the KKN program, while the villagers shared heartfelt impressions and messages as a symbol of shared pride and unity.

Overall, this event served not only as a space for fun and togetherness but also as a way to strengthen the values of mutual cooperation (*gotong royong*), unity, and patriotism among the people of Padengo Village.

7. Celebrating the 1447 Hijri Prophet Muhammad's Birthday (Maulid Nabi)

In addition to implementing the core programs, the Thematic KKN II student team from Universitas Negeri Gorontalo also actively participated in the religious life of Padengo Village by supporting the celebration of the Prophet Muhammad's Birthday (Maulid Nabi) 1447 Hijriyah. The event took place at At-Tauhid Mosque, Padengo Village, during the fifth week of the KKN program, specifically on Friday, September 5, 2025, involving all community members, religious leaders, and village officials.

During the event, the KKN students contributed to the preparation and execution of the program, assisting in venue arrangement, activity facilitation, and overall event support. The Maulid Nabi celebration was conducted solemnly and festively, with a series of activities including prayer recitations, *shalawat*, Quranic lectures, and a traditional thanksgiving ceremony unique to Padengo Village.



Figure 11. Assisting in the Preparation for the Maulid Nabi Celebration

The participation of students in this event was not merely ceremonial; it aimed to strengthen both social and spiritual ties with the village community. The presence of KKN students contributed to fostering community bonds, integrating with local residents, and demonstrating care for religious traditions that have been passed down through generations.

In addition to enriching the students' religious experience, their involvement also showed that community service is not limited to economic and social aspects, but also supports the strengthening of religious and cultural values. Thus, the presence of KKN students in Padengo Village was genuinely felt as part of the community's social fabric.

8. "Jumat Bersih" (Clean Friday) Activity

The "Jumat Bersih" program was one of the forms of community service carried out by the Thematic KKN II students from Universitas Negeri Gorontalo, held routinely every Friday throughout the KKN placement period. The activities were carried out alternately at the two mosques in Padengo Village: At-Tauhid Mosque and Az-Zikra Mosque.

The implementation of "Jumat Bersih" was conducted collaboratively between KKN students and village residents in the spirit of *gotong royong* (mutual cooperation). The activities focused on cleaning the interior of the mosques, the courtyards, and the surrounding environments. Through this initiative, a strong sense of solidarity and community was cultivated between students and villagers, while also raising awareness of the importance of maintaining cleanliness in places of worship as centers for religious and social activities.



Figure 12. "Jumat Bersih" (Clean Friday) Activity

The participation of students in this activity aimed to foster social awareness, strengthen community ties (*silaturahmi*), and cultivate a sense of collective responsibility among residents in maintaining religious facilities. Furthermore, the *Jumat Bersih* program served as a means of building emotional closeness between students and the local community, as they were directly involved in the residents' daily activities.

Overall, the *Jumat Bersih* initiative had an impact beyond the physical cleanliness of mosque environments—it also reinforced the core values of mutual cooperation (*gotong royong*), care for one another, and togetherness, which are intrinsic to the social character of Padengo Village.

Discussion

During the implementation of the Thematic Community Service Program (KKN Tematik II) in Padengo Village, the student team encountered various challenges stemming from natural conditions, technical limitations, and on-the-ground realities. While these obstacles did not entirely hinder the activities, they significantly affected the effectiveness and scheduling of the program.

The primary challenge encountered was unfavorable weather conditions. Throughout the KKN period, Padengo Village experienced heavy rainfall, which directly impacted several planned activities. Some events had to be rescheduled, relocated, or technically adjusted due to the weather. For instance, the corn processing workshop—initially scheduled for the third and fourth weeks—had to be postponed to the sixth week because of persistent rain, which disrupted participant mobility and delayed technical preparations. Likewise, outdoor events such as the Independence Day Celebration had to be adapted to the unpredictable weather, which meant some activities could not proceed as originally planned. This underscores the weather as the most significant obstacle during program implementation.

In addition to weather, time constraints also posed a considerable challenge. With a relatively short duration of approximately 45 days, the program had to be executed in a compact and intensive manner. Each week was filled with different agendas, often requiring students to conduct multiple activities within close timeframes. As a result, some programs—particularly those requiring long-term engagement, such as MSME development and village website management—lacked in-depth follow-up and mentorship.

Another notable constraint was the limitation of infrastructure and facilities. For example, the tools and equipment available for agricultural processing were still basic, which affected the quality and quantity of the corn chips produced during the workshop. Similarly, in the digitalization program, information technology facilities were limited, both in terms of hardware and internet access. Consequently, the development of the village's digital profile had to be implemented gradually and with simplified features.

Moreover, community participation levels fluctuated throughout the program. Most of the villagers work in agriculture, and their availability was often dictated by planting and harvesting schedules. This made attendance inconsistent in some sessions. Nevertheless, the overall response from the community remained positive and supportive, though the timing of participation often had to be aligned with their primary agricultural responsibilities.

Overall, these challenges demanded flexibility and adaptability from the student team in reconfiguring strategies on the ground. Unpredictable weather conditions emerged as the primary constraint, while limited time, infrastructure, and community participation served as secondary factors influencing program outcomes. Despite these limitations, with consistent coordination with the village government and continued support from the community, all planned programs were successfully implemented, albeit with some adjustments from the initial plans.

CONCLUSION

The implementation of the Thematic Community Service Program (KKN Tematik II) in Padengo Village, under the framework of INTEGRALO (*Internalization of Local Values in Digital-Based English Language Learning to Enhance Organized Participation Toward an Inclusive Economy in Padengo Village*), was generally successful and had a tangible impact on the local community. All core and supplementary programs were executed effectively, despite several schedule adjustments due to external factors in the field.

The core programs—including the Corn Processing Workshop for Corn Chips as MSME Products, the Compilation of a Local Wisdom Pocket Book, and the Development of a Digital Village Profile via a Website—were implemented as targeted. The corn processing workshop provided practical knowledge and new skills to women from the PKK and Dasawisma groups, empowering them to turn corn harvests into value-added corn chips. This initiative has opened opportunities for the creation of village-based MSME products, potentially supporting household income. Meanwhile, the pocket book on local wisdom successfully documented Padengo Village's traditions, cuisine, and culture, which had previously only been passed down orally. The book now serves as both a cultural archive and an educational tool, as well as a means to promote tourism. The development of a digital village profile marked a significant first step toward information digitalization and provided new skills to village officials and youth in managing local data and resources independently.

The success of the program was closely tied to the active participation of the community, full support from the village government, and ongoing guidance from the Field Supervising Lecturer. The involvement of traditional leaders, youth, and community groups ensured the cultural authenticity of the pocket book and helped secure strong community acceptance of each program. Furthermore, the initial program seminar held at the beginning of the KKN period played a vital role in building shared understanding between students and the community, enabling smooth execution of the entire program with collaborative support.

Nonetheless, the implementation faced several challenges. The main obstacle was adverse weather, as frequent rainfall during activity times led to scheduling delays and adjustments. Additionally, the relatively short duration of the KKN program, limited production facilities, and the community's agricultural workload posed further challenges. These, however, were addressed through technical adjustments and continuous communication with local partners.

As part of sustainability efforts, key outputs such as the pocket book manuscript and the village digital profile design were officially handed over to the village government for further development. This handover symbolized a transfer of capacity, ensuring that the impact of the program would extend beyond the KKN period and could be continued independently by the community.

In conclusion, the KKN Tematik II program in Padengo Village not only successfully implemented its planned activities but also made significant contributions in economic empowerment, cultural preservation, digital literacy enhancement, and social development. The success of this initiative highlights the importance of active community involvement at every stage of the program, making KKN a true platform for collaboration between university students and local communities in supporting sustainable development.

UCAPAN TERIMAKASIH

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