

Outreach Program on Higher Education Awareness at Mulia Husada Health Vocational School Sumenep Regency

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Article Info

Received: 17/09/2023

Revised: 08/03/2025

Accepted: 27/06/2025

Abstract

Higher education has an important role in empowering village communities to improve the quality of life in a sustainable manner. Babbalan Village, Batuan District, Sumenep Regency is one that faces challenges in developing its human resources. Therefore, in community service activities in the "Mahasiswa Membangun 1000 Desa" in Bahasa also known as (MMD-1000) program, a Higher Education Lecture Socialization activity was carried out at Mulia Husada Health Vocational School, Babbalan Village which aims to provide understanding, information and motivation regarding the importance of higher education for students' lives. This activity was held on July 21, 2023, attended by 32 students, 22 students majoring in pharmacy and 10 students majoring in nursing. In its implementation, various digital media such as Powerpoint, Kahoot, and Curipod were used to increase the interactivity of the event. Post-activity results show an increase in students' interest in continuing their education to higher education, which indicates that understanding of the importance of higher education has also increased. It is recommended to hold similar activities by adapting to student needs and developing activity concepts whose impact can be sustainable

Keywords: Education, Motivation, Student, Sumenep, University

How to Cite: Kurniati, E., & Akrimunisa, S. (2024). Outreach program on higher education awareness at Mulia Husada Health Vocational School Sumenep Regency. *Jurnal Karya Abdi Masyarakat*, 9(2), 61-72. <https://doi.org/10.22437/jkam.v9i1.28164>



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INTRODUCTION

The quality of life in rural communities serves as a crucial indicator in the development of the Sustainable Development Goals (SDGs) for national progress (Ferguson & Roofe, 2020). This is due to the fact that the majority of Indonesia's population resides in rural areas. Efforts to improve the quality of life in these communities include ensuring accessibility to basic services such as education, healthcare, and economic opportunities for all citizens (Fadliyana & Nugraheni, 2024; Tasliah et al., 2024). By promoting sustainable development in villages—including improved access to education and skills training—the overarching goals of sustainable development can be achieved, ultimately enhancing the quality of life for the broader population.

Heberlein (2020) stated that among the 15 components of quality of life across various social groups, one

significant aspect is personal development and utilization, such as intellectual development, which includes personal understanding and planning, as well as occupational roles. Studies have also elaborated that this aspect relates to long-term life values (Seo & Lee, 2024). Intellectual development involves activities that enhance comprehension, such as acquiring knowledge and skills through learning and formal education (Ratnasari & Nugraheni, 2024). Moreover, managing oneself to develop orientation, goals, and life guidelines also contributes to shaping one's quality of life (Bukhori et al., 2020). Employment similarly plays an important role in determining life quality—for instance, having a job that aligns with one's interests and skills, offers a sense of purpose, enhances abilities, and provides recognition and achievement (Sabri et al., 2020). This component of quality of life is strongly linked to education, particularly the role of higher education as a gateway to a better quality of life.

Education plays a major role in empowering high-quality human resources by providing various opportunities for individual development. Through education, a person's competencies and potential can be properly nurtured and developed, leading to the realization of human empowerment goals that emphasize both quality and competence (Ramadhan & Amalia, 2023). To support this goal, an integrated approach to education is essential. In this regard, higher education institutions hold a strategic position as providers of advanced education that must align with current global developments (Neuenschwander & Hofmann, 2022). Therefore, it is important for all components within universities to optimize their roles to ensure meaningful contributions to society. The more people gain access to higher education, the greater the positive impact on improving the overall quality of life in the community (Heberlein, 2020; Ontiveros, 2020).

Field conditions unfortunately reveal that many students still choose not to continue their education to the university level for various reasons. This indicates that several influencing factors still need to be addressed, especially among students living in rural areas (Lestari et al., 2020). One of the main factors is self-doubt regarding their academic abilities. Many students are hesitant to pursue higher education because they lack confidence in their capacity to overcome the academic challenges they may face at the university level (Gustini et al., 2023). In addition, students often feel unprepared to keep up with technological advancements due to their living environment and socio-economic background (Rabani, 2023). Nevertheless, despite these obstacles, rural students can overcome such barriers when they understand the value of higher education and develop strong motivation to succeed.

Therefore, through the Student Community Service program "*Mahasiswa Membangun Desa (MMD)*", this community engagement activity specifically focuses on the theme of Digital Transformation Dissemination in Rural Communities, with the title *Socialization of Higher Education Opportunities at Senior High/Vocational Schools*. The village of Babbalan, located in Batuan Subdistrict, Sumenep Regency, was selected as the focus area for this activity. According to the Head of the Village Development Office, Babbalan Village is currently facing challenges in improving the quality of its human resources. Since the village is home to a vocational school, namely SMK Kesehatan Mulia Husada, the school was chosen as the main target for the socialization activity. Furthermore, based on discussions with several teachers and the school principal, Mr. Sahrul Ardiansyah, it was revealed that only around 20% of the students at SMK Kesehatan Mulia Husada continue their studies at the tertiary level.

This condition encouraged the researcher to initiate a socialization activity at SMK Kesehatan Mulia

Husada, aimed at increasing students' interest in pursuing higher education by providing motivation and insights about the benefits of tertiary education for their future careers. Motivation plays a key role in enhancing achievement, building aspirations, and shaping positive behavior (Gustini et al., 2023; Tentama & Arridha, 2020). Moreover, motivation can be influenced by internal factors such as needs, expectations, and satisfaction, as well as external factors including interpersonal relationships, environmental conditions, and peer groups (Oryza & Listiadi, 2021; Setiawan et al., 2023). (Andriani, 2021) recommend that community service activities designed to boost students' motivation to continue to higher education be conducted at the beginning of the academic semester, in an offline setting, with motivational sessions delivered directly to students. This approach allows students more time to prepare, engage interactively, and fully absorb the messages delivered—thus increasing their interest in pursuing higher education. Accordingly, this activity contributes to the broader effort of advancing sustainable education in Indonesia.

METHODS

To increase vocational school students' interest in continuing to higher education, the proposed solution was to conduct a higher education socialization program aimed at raising awareness and understanding among students of SMK Kesehatan Mulia Husada regarding the importance of pursuing advanced education. The method used in this activity was based on monitoring and evaluation, which states that the indicators of a successful socialization program include the alignment between the planned and actual implementation process, the achievement of the intended objectives, the effective and efficient use of resources, and the ability to ensure coherence between processes and goals through a well-integrated and harmonized control mechanism within the system.

In this activity, students were provided with comprehensive information about the academic and non-academic benefits of higher education, along with practical insights and experiences related to campus life. The socialization of higher education at SMK Kesehatan Mulia Husada, Sumenep, was carried out in several stages: (1) preparation, (2) implementation, (3) monitoring and evaluation, and (4) reporting.

1. Preparation Stage. In the preparation stage, the target audience for the socialization program was determined. This stage also included planning the activity concept, gathering relevant information, organizing presentation materials, coordinating with the school, and conducting a rehearsal for the interactive session.
2. Implementation Stage. The implementation stage involved delivering materials related to higher education, scholarship opportunities, and motivational content encouraging students to pursue further education. This stage followed a structured agenda, including an opening session, presentation of materials, question-and-answer session, interactive activities, post-activity reflection, and closing.
3. Monitoring and Evaluation Stage. The monitoring and evaluation stage was carried out after the entire socialization session concluded. Evaluation was conducted both individually and in groups. Group evaluations were presented during a daily evaluation meeting held the following day to review the effectiveness and flow of the activity.

4. Reporting Stage. The reporting stage was the final phase of the implementation process. Reports were prepared after analyzing the data obtained from the monitoring and evaluation activities, allowing the team to assess the overall success and impact of the program.

RESULTS AND DISCUSSION

The higher education socialization activity was conducted at SMK Kesehatan Mulia Husada, located in Babbalan Village, Batuan Subdistrict, Sumenep Regency, on July 21, 2023. The activity was attended by 32 students, consisting of 22 students from the pharmacy department and 10 students from the nursing department. This program integrated various digital media throughout the event to enhance engagement and interactivity. The core activities of the socialization were divided into three main parts. The first part involved a presentation session, which included an introduction to Universitas Brawijaya, an overview of its Faculty of Medicine and Faculty of Health Sciences, and general information about higher education. These materials were delivered using PowerPoint as the primary medium.

The second part featured an interactive quiz activity covering general knowledge, content from the previous sessions, and subject-specific questions related to pharmacy and nursing. This segment was designed in a game format using Kahoot as the interactive platform to encourage student participation and enthusiasm. The third part was a Post-Activity session, which utilized Curipod as a tool to gather feedback. In this session, participants were asked to respond to a question regarding their interest in pursuing higher education, along with multiple-choice options based on their personal circumstances. Additionally, students were invited to share feedback on the activity, as well as their impressions and messages for the MMD student team.

This activity produced detailed outcomes at each stage, along with identified data from implementation (Ramadhan & Amalia, 2023). During the preparation stage, the event concept was successfully formulated as a counseling session integrated with several interactive components using digital media. The media utilized included PowerPoint, Curipod, and Kahoot. PowerPoint was used as the main tool for delivering presentation materials (Kurniawati & Ulma, 2023). The interactive activity, which was part of the planned concept, consisted of quizzes covering general knowledge, materials previously presented, and subject-specific questions related to pharmacy and nursing. These quizzes were designed in a gamified format using Kahoot to encourage active participation. The third part, the post-activity session, made use of Curipod as a platform where participants were asked to answer a question regarding their interest in pursuing higher education, with several answer options tailored to their personal circumstances. In addition, participants were invited to provide feedback on the activity and share their impressions and messages for the MMD student team.

Communication with the school resulted in an agreement to carry out the activity, with the schedule and venue determined by the school. The socialization was scheduled for Friday, July 21, 2023, and held in the 11th-grade Pharmacy classroom. In addition, preliminary data and information regarding students and the school were obtained. This included the percentage of students who successfully continued to higher education—only 20% of the total student population. Other information gathered included the existence of two majors at the school:

pharmacy and nursing, as well as the number of students in each class: 27 students in the 12th-grade pharmacy class and 18 students in the 12th-grade nursing class. Insights were also obtained regarding teachers' views on the importance of higher education for vocational students, approval for conducting the activity during a regular school day, and preparation of the room for the activity. This information served as a preliminary study to support the implementation of the program. Permission granted by the school authorities can be seen in [Figure 1](#).



Figure 1. Permission Granted by the School Authorities

Presentation materials can be seen in [Figure 2](#). In the preparation of presentation materials, the following content was developed:

1. Higher Education Topics
 - a. University rankings
 - b. Student organizations (UKM) at Universitas Brawijaya
 - c. Most popular study programs in the SNBT (National Selection for University Admission)
 - d. Admission pathways for the Faculty of Medicine (FK in Bahasa) and Faculty of Health Sciences (FIKES in Bahasa) at Universitas Brawijaya
 - e. Selection process for FK and FIKES
 - f. Re-registration process for FK and FIKES
 - g. Use of digital media in higher education
 - h. Digital learning platforms at Universitas Brawijaya
2. Scholarship Information
 - a. Types of general scholarships
 - b. Scholarships provided by Universitas Brawijaya
 - c. Tips and tricks for applying
3. Education Motivation
 - a. The importance of pursuing higher education for vocational school students
 - b. Essential skills students should develop
 - c. Setting success goals
 - d. Motivation to continue studying



Figure 2. Presentation on Educational Topics

As part of the interactive activity segment, several outputs were produced. A quiz was created using Kahoot, which included general knowledge questions, pharmacy and nursing-related content, as well as questions based on the material previously presented. Additionally, door prizes were prepared for the top four quiz winners to increase student engagement, quiz implementation is based on [Figure 3](#) and program documentation is based on [Figure 4](#). Secondly, a post-activity session was designed to allow students to reflect on the material they had received and to provide feedback. Furthermore, the RAJA Brawijaya jingle was played and motivational messages were delivered before and after the session to inspire participants. To ensure the smooth execution of the activity, a final rehearsal was conducted. This rehearsal helped ensure that the timing, technical tools, and media were properly allocated and functioned as planned.



Figure 3. Group Photo with Quiz Winners



Figure 4. Group Photo with All Participants

The outcomes of the monitoring and evaluation process were obtained from the results of the post-activity session using Curipod. The first question posed was, “So, what are your plans after graduation?” A total of 27 students responded. Of these, 20 students (74.07%) chose “Continue to college” as their plan after graduation. Among them, 19 students (70.37%) planned to enroll in a study program aligned with their current field of study, while 1 student (3.7%) intended to pursue a different major. Additionally, 4 students (14.81%) stated they planned to “Work” after graduation, and 3 students (11.11%) responded that they “Have no plan yet”. The polling results can be seen in [Figure 5](#).

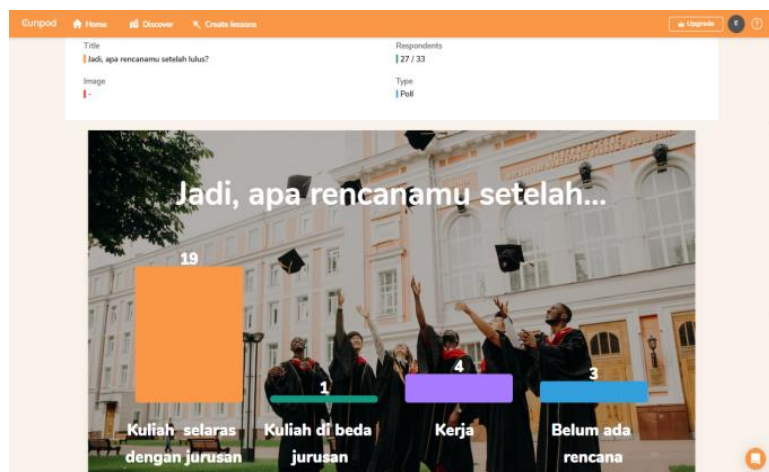


Figure 5. Student Poll Results

These findings indicate that the majority of students expressed an interest or plan to pursue higher education, with most of them intending to continue in a field of study aligned with their current major (Rahmadhani et al., 2024; Riyayatsyah et al., 2021). Nevertheless, one student planned to switch to a different field, which may reflect a personal reassessment of academic interests and career goals. Although fewer in number, some students planned to enter the workforce immediately after graduation, while others remained undecided and had not yet formulated a concrete post-graduation plan (Brilyanti, 2022; Setiawan et al., 2023). Overall, the results suggest a

positive trend—there is an increasing number of students from SMK Kesehatan Mulia Husada who are motivated to pursue higher education. This can contribute to improved access to education and enhanced development of students' competencies and skills in the future (Putri, et al., 2022; Seo & Lee, 2024).

The second question asked was, “*What percentage are you interested in going to college?*” The results showed that 13 students selected “100%”, 5 students chose “90%”, 2 students chose “80%”, 3 students chose “50%”, 1 student selected “40%”, 1 student chose “30%”, 1 student selected “20%”, and 1 student indicated “0%” interest in pursuing college education. The polling results can be seen in Figure 6.



Figure 6. Student Poll Results

Based on the data collected, there was a noticeable variation in students' levels of interest in pursuing higher education. Several students (13 students or approximately 48%) indicated a 100% interest in going to college. Additionally, students who selected 90% and 80% interest levels also contributed to a relatively high portion of the responses. Overall, 74% of students demonstrated an interest level above 70%, which can be interpreted as an encouraging sign of increasing motivation among students to continue to higher education. However, a smaller portion of students expressed low interest, or even no interest at all, in pursuing college—26% in total. This lower percentage may represent students who plan to enter the workforce directly after graduation or those who have not yet formulated a clear post-graduation plan (Neuenschwander & Hofmann, 2022). These findings underscore the importance of implementing socialization programs to raise students' awareness and interest in higher education (Kurniawati & Ulma, 2023). Furthermore, such programs can help provide a clearer understanding of personal development and future career opportunities.

Overall, the increase in students' interest in pursuing higher education can be attributed to the implementation of this socialization activity, which combined interactive components, informative content, and motivational encouragement. The results of the program indicate a significant rise in students' enthusiasm to continue their studies at the tertiary level. This outcome highlights the effectiveness of a well-structured activity that includes various stages, such as interactive sessions that actively engage students, comprehensive information on the benefits and opportunities of higher education, and motivational support to inspire success (Paundra et al., 2024). The program has yielded positive impacts by broadening students' perspectives and

enhancing their understanding of the importance of further education. It has also fostered a stronger drive among students to reach their full potential in pursuing higher education in the future.

CONCLUSION

By utilizing various digital media throughout the event, the socialization successfully provided students with a deeper understanding of the importance of pursuing higher education, as reflected in the increased student interest in continuing their studies. The conclusion drawn from this community engagement activity is that the higher education socialization program effectively increased the interest and motivation of SMK Kesehatan Mulia Husada students to pursue further education. Therefore, it is recommended that similar socialization programs be implemented in future community service activities. These programs should be tailored to meet the specific informational and motivational needs of students and designed with a sustainable impact in mind.

ACKNOWLEDGMENTS

The authors would like to express their sincere gratitude to Mulia Husada Health Vocational School, Babbalan Village, Batuan Subdistrict, Sumenep Regency, for their warm welcome and support during the implementation of this community service activity. Special thanks are extended to Mr. Sahrul Ardiansyah, the principal of Vocational School Kesehatan Mulia Husada, and all participating teachers and students for their active involvement and enthusiasm throughout the event. We also appreciate the contributions of the Mahasiswa Membangun Desa (MMD) team, whose dedication and collaboration made this program possible. Lastly, our deepest appreciation goes to Universitas Brawijaya for facilitating this initiative as part of our commitment to community empowerment through education.

DECLARATIONS

- Author Contribution : EK: Conceptualization, Writing - Original Draft, Editing and Visualization;
SA: Writing - Review & Editing, Formal analysis, Methodology, Validation and Supervision
- Funding Statement : This research was funded by Universitas Brawijaya for supporting and funding this research.
- Conflict of Interest : The authors declare no conflict of interest.
- Additional Information : Additional information is available for this paper.

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