

The Potential of Alue Canang Village: From Natural Wealth to Local Wisdom

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Diajukan: 04-06-2024

Diterima: 20-06-2024

Diterbitkan: 30-06-2024

Article History

Received. : 04-06-2024

Revised. : 21-06-2024

Published: 30-06-2024

Keywords:

Community Development,
Natural Wealth, Local
Wisdom

Kata Kunci:

Kekayaan Alam,
Pengembangan
Masyarakat, Kearifan
Lokal.

ABSTRACT

In this KPM activity we are required to be able to practice science, technology and art. We are expected to be motivators and facilitators of development efforts, especially in rural areas that have natural wealth. One form of service that can be done is by developing the natural wealth in the village. Asset-Based Community Development (ABCD) is one approach to community development. The greatest strength in supporting the welfare of society is potential within oneself, society has been born, lived and developed so that it has assets. The expected goal is that KPM students will be able to train residents in the village in order to develop the natural wealth and local wisdom in the village. The method for implementing KPM activities is carried out in the form of outreach and training involving the community directly. One of the results that has been achieved from this KPM activity is natural wealth in the form of durian which has been developed into a traditional cake originating from Japan, namely mochi durian.

ABSTRAK

Kegiatan KPM ini dituntut untuk mengamalkan ilmu pengetahuan, teknologi, dan seni. Kita diharapkan menjadi motivator dan fasilitator dari usaha pembangunan terutama di daerah pedesaan yang memiliki kekayaan alam. Salah satu bentuk pengabdian yang dapat dilakukan yaitu dengan mengembangkan kekayaan alam yang ada. *Asset-Based Community Development* (ABCD) merupakan salah satu pendekatan dalam pengembangan masyarakat. Kekuatan terbesar dalam menunjang kesejahteraan masyarakat adalah potensi dalam diri sendiri, masyarakat telah lahir, hidup dan berkembang sehingga memiliki aset. Adapun tujuan yang diharapkan yaitu agar nantinya mahasiswa KPM dapat melatih warga yang ada pada desa tersebut guna untuk pengembangan kekayaan alam dan kearifan lokal yang ada didesa tersebut. Metode pelaksanaan kegiatan KPM ini dilakukan dalam bentuk sosialisasi dan pelatihan-pelatihan dengan melibatkan masyarakat secara langsung. Salah satu hasil yang telah dicapai dari kegiatan KPM ini adalah kekayaan alam berupa durian yang telah dikembangkan menjadi kue tradisional yang berasal dari Jepang yaitu mochi durian.

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Pendahuluan

Geographically, Alue Canang village is one of the villages located in Birem Bayeun District, East Aceh. The location of this village is in the Highlands and is one of the developing villages. The majority of the village people are plantations. One type of plantation that is almost owned by the entire village community is the durian garden. Durian is the name of a tropical plant that originated in the Southeast Asian region. This name is taken from the characteristic of the hard and sharp curve of the fruit's skin so that it resembles thorns. This fruit is the king of all fruits (King Of Fruit)(Zamakshshari et al., 2023). Durian is a controversial fruit, although many people like it but not a few people also do not like the aroma of durian(Tan et al., 2021). Durian fruit has many benefits for humans(Gupta et al., 2023), namely as a fresh and processed fruit food, for anti-aging treatments, increasing blood pressure and as an aphrodisiac (Rusmiati et al., 2013) in the (Heinrich, 2009). Here we as KPM students want to develop the durian in alue canang village. In addition to developing durian here, we will carry out other activities in the form of education to children in the village.

Education is the most important thing in human life, this means that every Indonesia has the right to get it and is expected to always develop in it. Education education is a continuous process, in general education has the meaning of a life process in developing each individual to be able to live and carry out life. Therefore, being an educated person is very important. Human beings are educated to be useful people for both the State, Nusa and the Nation. The first educational environment that every person obtains is in the family environment (Informal Education), school environment, Formal education), and community environment (Non-Formal Education). Informal education is education that a person obtains from daily experiences consciously or unconsciously, from birth to death (Florida et al., 2012)(Gupta et al., 2023)(Ketsa et al., 2019).

The life of a prosperous community is a dream of everyone from various backgrounds in their region. A comfortable life, a safe area, the fulfillment of all needs, are some of the indicators of a person to get welfare in his life. Welfare can be achieved through community development programs that are applied appropriately according to the needs and problems of a region. Community development can also be interpreted as a community empowerment, this activity is a process of awareness to the community to find out the problems with empowerment programs to live a prosperous life. These programs are the object of in-depth study of a community development in carrying out their duties. The concept of *Asset Based Community Development* or 'ABCD' is one of the strategies in carrying out community development. The *Asset-Based Community Development* theoretical approach in a

community empowerment program was also used by previous researchers in their research activities. For example, research conducted by Theofillius Baratova, Axellino Kristanto and Ayu Aishya Putri with the results of the research that by using the ABCD (*Asset Based Community Development*) theory, it will be possible to see an overall picture of an asset or potential owned by a region in order to increase an existing development on a larger scale (Kristanto & Putri, 2021) in (Amelia et al., 2022).

The ABCD concept is an alternative to community empowerment by using assets. Assets in this context are given the meaning of the potential owned by the community itself, by using the potential or wealth owned by the community can be used as the ultimate weapon to carry out empowerment programs (Sa'ban et al., 2020). This potential can be in the form of wealth possessed within oneself (intelligence, care, mutual cooperation, togetherness, and others) or it can be in the form of the availability of Natural Resources (SDA) (Al-Kautsari, 2019).

The understanding of the ABCD concept is supplemented by 4 (four) criteria, namely; Problem Based Approach, Need Based Approach, Right Based Approach, Asset Based Approach. The first criterion related to the Problem Based Approach is the potential possessed by the community in the form of the problem itself. The existence of a problem for each person or group makes a person aware of making a change or at least trying to solve the problem (Ningrum & Marheni, 2022).

Another aspect of asset-based community empowerment is Natural Resources (SDA). Natural wealth is the biggest aspect in supporting the success of empowerment programs. It is an external aspect in relation to ABCD, because natural wealth or natural resources are things that are naturally owned and given by the Power to be preserved. Some of the natural resources used are agriculture, plantations, shady natural conditions, lush trees, beautiful oceans, and others.

The purpose of this research is to look at the various assets owned by Alue Canang village to be developed as a village rich in plants in an effort to increase the income of the village community. Seeing from the existing phenomenon of community potential, both from those owned by the community itself and from its natural resources, it is quite important to implement *the Asset Based Community Development* (ABCD) program to empower and prosper the community.

Research Methods

The implementation of the KPM program that has been seminared as a final program that will be carried out during KPM activities and adjusted to the schedule that has been prepared previously. The method applied in this community service is Participatory Action Research (PAR)(Soedarwo et al., 2022). PAR is an approach that focuses on the learning process to deal with problems and meet the needs of the community and generate new knowledge(Saputelli, 2012). The selection of the PAR

method in this activity is based on the understanding that effective solutions are not only obtained through the right decisions at a certain time, but also through the development of social processes that support learning through collaboration between the community and the community service team. The PAR approach is oriented towards community empowerment and social change, with the aim of making the community the main actor of change and not just an object of service (Lovell, 2009) (Faisal, 2020) (Robby et al., 2023). In the framework of PAR, the community is considered the main agent in health change, while the lecturers or students involved function as facilitators in the process of such change (Afandi & Mursyid, 2022). The implementation of this service consists of three stages: the preparation stage, the implementation stage, and the evaluation stage. The preparation stage is the first step that needs to be done before the activity starts. At this stage, details about the activities will be explained, including the objectives, objectives, location, and implementation time. After the theme of service is determined, the preparation of observation media is carried out by filling out a question form that includes self-identity.

So the implementation is: First, socialization is to foster a sense of solidarity between residents, because the surrounding community has begun to not pay attention to environmental cleanliness; Second, training on the application of United Kingdom language teaching to children in Alue Canang village; and the last is to conduct training for housewives so that they can develop household industrial businesses by utilizing the surrounding natural resources, for example with durian fruits.

Research Results and Discussion

The implementation of this community service began with a direct survey to the location to see the situation and conditions in the field. After completing the survey, socialization and discussion were carried out to local residents and the village's institutional staff. Socialization is a learning method in gaining knowledge about norms and values so that they can participate as members of community groups (Laia, 2022). This socialization was carried out so that the local community better understood the importance of protecting the surrounding environment and also the negative impact caused if environmental conditions were not properly maintained. Then this socialization will also discuss solutions or alternatives that can minimize environmental damage. In this case, the solution that is considered effective is mutual cooperation activities.

Of course, this activity will use the equipment needed to support these activities. The equipment is in the form of machetes, celurit, hoes, broom sticks, trash cans and plastic shovels (Senen et al., 2022). The implementation of community service was carried out on Monday, June 19, 2023 in the village, in the village of Alue Canang, Birem Bayeun District, East Aceh Regency, with the number of residents present at this activity consisting of Alue Canang village officials and

the presence of the village head. The activity began by throwing garbage into its place, cleaning the existing drainage in the village to prevent blockages in the waterways so that it could trigger flooding. In addition, mutual cooperation activities carried out by the service team were also held in the Mushalla and SDN gampong Alue Canang. (Binawan & Soetopo, 2023).

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Figure 1. Socialization and discussion of KPM activities at the Geuchik Alue Canang office

The next activity carried out by the students is to play an active role in community activities. Remembering, the residents of Alue Canang strongly adhere to the principle of mutual cooperation. It is not surprising that many individual and personal activities are carried out together. Rewang activities, preparing food at the time of celebrations, misfortunes and condolences are activities that they always do together. The students always play an active role in these activities. By exerting their skills and dexterity, the students were able to complete the above household chores, which caused the residents to be happy with the existence of the students (Raseukiy, 2023). This can be seen from the frequent residents who provide food to the students' boarding houses, and the least missed is the durian fruit. (Syauqi, 2022)



Figure 2. Participating in helping residents in rewang activities for condolence events

The making of gampong name signs and hamlet names aims to facilitate access for immigrants who want to visit Alue canag gampong, considering that gampong alue canang is a destination that is often visited by immigrants who mostly come from the cities of Langsa and East Aceh, especially during the durian fruit season. Not only that, the installation of the name sign of the village and hamlet also makes it easier for the residents of Alue Canang gampong itself, because with the power of this name sign access to the delivery of goods and services will be easier, especially for residents who use fast delivery services such as J&T, JLT and so on. (Sawitri & Simatupang, 2022).



Figure 3. Making a sign with the name of Gampong and the names of hamlets

Gampong Alue canang is one of the villages that is very famous for its durian fruit. There are hundreds of people from outside the area who come to Alue Canang gampong every year, to be able to enjoy the deliciousness of Durian fruit. Seeing the potential of this valuable natural resource, the students took the initiative to conduct training on how to make durian Mochi cakes to residents, so that it is hoped that in the future Alue canang residents will not only be able to sell raw duriah, but also be able

to produce the production of other durian fruits, namely durian Mochi cakes. Considering the price of durian fruit is 20,000.00 – 30,000.00 per fruit, which is said to be able to produce 15 – 20 Mochi cakes which if converted if the price per Mochi cake is 5,000.00 it will produce 75,000.00 – 100,000.00 per Durian. This activity was welcomed by residents and is expected to increase the income of the residents of Alue Canang, Birem Bayeun, East Aceh.



Figure 4. The students held a socialization of the procedures for making durian mochi cakes with the residents of Alue Canang gampong

The next activity carried out was to become a teacher of United Kingdom language subjects at SDN gampong Alue Canang, East Aceh. This activity aims to improve the human resources of Alue Canang. Gampong Alue Canang can be said to be classified into the three T's (outermost, deepest and disadvantaged), this is due to the distance of this village from the city center, and the main causeway. Some of the above causes children who live in the area to not have good access to education. This encourages students to teach United Kingdom subjects at SDN gampong Alue canang. This activity was welcomed by the principal and his staff. This activity began with a friendship between the female students and the principal and his staff and the teacher council. Then continued with United Kingdom learning activities twice a week. This activity was welcomed by students and students, even many of them continued to want to learn even though the period of real work lectures had ended.



Figure 5. Visited SD Alue Canang to stay in touch with teachers and principals and also asked for permission to help teach at the elementary school

KPM (Community Service Lecture) students visited SD Alue Canang with the aim of staying in touch with teachers and principals and asking for permission to help teach at the school. Upon arrival, the students were warmly welcomed by the principal and several teachers who were in the teacher's room. The atmosphere of familiarity and friendliness was immediately felt when the students introduced themselves one by one. After introducing themselves, one of the students explained the purpose of their visit, which was to establish a good relationship with the school and contribute to the teaching and learning process during the KPM period.

The principal welcomed the intention and enthusiasm of the students. He gave a brief explanation of the school conditions, the number of students, and the challenges faced in the educational process at SD Alue Canang. The principal also introduced the students to the teachers present, and they discussed the teaching methods and activities that are usually carried out in the school.

The students then expressed their desire to participate in teaching several subjects that are appropriate to their field of study. The principal and teachers enthusiastically welcomed the desire and gave full support. They revealed that the presence of students can provide new enthusiasm for students and help enrich existing teaching methods.

The discussion took place warmly and productively. The students also conveyed several activity plans that they want to do during the KPM period, such as holding additional classes, extracurricular activities, and several other creative programs that can support the teaching and learning process.

The visit ended with an agreement that the students would begin teaching and implementing their programs the following week. The teachers and principals provide full support and are ready to work with the students to create a better learning environment for the students at SD Alue Canang. This visit not only strengthens the relationship between students and the school, but also opens up opportunities to make a real contribution to the world of education at SD Alue Canang. The following is documentation of United Kingdom language teaching activities in Aleu Canang.

The visit concluded with a clear plan of action for the students. They were scheduled to start their teaching and activities the following week, with a structured timeline for their contributions laid out in collaboration with the teachers and principal. The teachers provided valuable insights and resources to help the students integrate effectively into the school environment and ensure that their planned activities align with the school's curriculum and objectives.

The principal and teachers expressed their anticipation for the positive impact the students would bring, noting the potential benefits of fresh perspectives and

innovative approaches to teaching. The students, in turn, felt encouraged and motivated by the support and enthusiasm shown by the school staff.

In the coming weeks, the students are set to implement their planned activities, which include additional classes aimed at reinforcing key subjects, extracurricular programs designed to engage students in creative and practical learning experiences, and other initiatives aimed at enhancing the overall educational environment.

This collaboration marks a significant step towards enriching the learning experience at SD Alue Canang and fostering a stronger connection between the school and the broader educational community. The students' involvement is expected to not only provide immediate educational benefits but also leave a lasting positive impact on the school's teaching practices and student engagement.

Below are some of the documented activities related to the United Kingdom language teaching initiatives at SD Alue Canang, showcasing the ongoing efforts and achievements of the KPM students in their mission to enhance education at the school.



Figure 6. Conducting United Kingdom Language Teaching activities in Alue Canang

KPM students started United Kingdom teaching activities at SD Alue Canang. This activity aims to improve the United Kingdom language skills of students and provide a fun and interactive learning experience.

Upon arrival at the school, the student team was greeted with enthusiasm by the students and teachers. The teaching activity began with a brief introduction from each student. They explained the purpose of this United Kingdom language teaching and how this activity will take place. The students seemed enthusiastic and enthusiastic about learning.

Teaching activities begin with basic materials such as the alphabet, numbers, and everyday vocabulary. The students use a variety of interactive and engaging teaching methods, such as educational games, songs, and pictures. This method makes it easier for students to understand and remember new vocabulary. They also actively participate in every activity, answer questions, and follow instructions enthusiastically.

In addition, the students also provided simple conversation exercises to the students. They pair up and practice short dialogues in United Kingdom, such as introducing themselves, saying hello, and asking how they are doing. This exercise helps students become more confident in speaking United Kingdom.

Not only focusing on academic materials, students also held creative activities such as making vocabulary cards and drawing objects that they learned in United Kingdom. This activity not only makes learning more fun, but also helps students associate words with pictures, making it easier for them to remember them.

At the end of the session, the students gave praise and appreciation to students who actively participated and showed progress in learning. They also provide simple tasks to do at home as an additional exercise. The students seemed happy and motivated to continue learning United Kingdom.

The novelty of KPM students' research and service in teaching United Kingdom at SD Alue Canang lies in the interactive and creative approach used. The teaching methods applied are not only using conventional methods, but also involve activities such as educational games, songs, and pictures that make students more enthusiastic and interested in learning. The use of technology in learning, such as learning videos and educational applications, provides added value by making the learning process more engaging and allowing students to learn independently outside of school hours. In addition, the personalized learning approach, where each student's learning needs are identified and teaching methods are tailored to individual abilities, ensures that each student gets enough attention and can learn at their own pace.

Another innovation is close collaboration with local teachers, where students provide short training on the teaching methods used so that teachers can continue this approach after the KKN period ends. The integration of extracurricular activities, such as United Kingdom clubs and small competitions, provides additional opportunities for students to practice their United Kingdom language skills in a more relaxed and fun context. Continuous evaluation and feedback are conducted through simple tests, observations, and discussions with students and teachers, the results of which are used to adjust teaching methods to be more effective. A community approach that engages students' parents through socialization sessions and workshops on the importance of supporting children in learning United Kingdom at home, ensures that the program receives wider and sustained support.

Furthermore, the novelty of this service research lies in innovation in the processing of local natural resources, especially durian, into a unique and interesting value-added product, namely durian mochi. Durian, which is a regional commodity, is processed into a traditional Japan cake, mochi, which is known for its chewy texture and distinctive taste. This innovation combines local flavors with international processing techniques, creating new products that not only have higher economic value but also have the potential to attract wider market interest, both local and international.

In addition, the development of durian mochi shows great potential in the diversification of durian processed products, which may previously only be consumed in fresh or other traditional forms. With the existence of durian mochi products, village communities can increase their income through the sale of innovative products that are different from those on the market. This approach also introduces new processing techniques to the community, improves their skills, and encourages creativity in creating new products based on local natural resources. This not only increases the economic value of durian but also strengthens local cultural identity with a touch of global innovation.

Conclusion

Regular KPM activities that have been carried out by seven female students with supervisors and the community as the target of the program which is a member of the group of five villages of Alue Canang, Birem Bayeun District, East Aceh Regency. This regular KPM program has a special task, namely to develop existing assets in the villages where they live. Which later the development of the assets that have been carried out is useful for the village community and can continue to be carried out by the villagers. The KPM that was held trained residents in the village for the development of assets in the village. The method of implementing KPM activities is carried out in the form of socialization and trainings by involving the community directly. One of the results that has been achieved from this KPM activity is an asset in the form of Durian which has been developed into a traditional cake originating from Japan, namely Durian mochi.

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