



COMMUNITY EMPOWERMENT THROUGH EDUCATION, FOOD AND SOCIAL SECURITY OF URBAN COMMUNITIES IN WEST JAVA

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Abstract

The goal of this research is to look at the many elements that influence the success of community empowerment programs such as education, food security, and social security in West Java's poor neighborhoods. Quantitative research is combined with a survey research strategy in this study. A questionnaire was used to collect data from 185 samples drawn using a proportionate random sampling technique. The Smart-PLS 3.0 application was used to evaluate the data. Based on the findings of the study, it can be stated that education provided to the community, both general and vocational education, has an impact on the success of community empowerment initiatives undertaken by the government and the private sector. The higher the success rate of community empowerment, the better the food security program is prepared. The success rate of community empowerment is also influenced by good social security. Education, food security, and other issues are all being addressed at the same time.

Keywords: Community Empowerment, Education, Food Security, Social Security, Underprivileged Communities.

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1. Introduction

In the early days of the emergence of the Covid-19 Pandemic, it had a very large impact on the country's economy and was responsible for increasing poverty rates throughout the world. This is because economic activities cannot run as usual (Martin et al., 2020). In Indonesia, there is a trend of increasing the percentage of the poor after the pandemic. Based on data from the Central Statistics Agency (BPS) shows an increase in the number of poor people in Indonesia in September 2020 which reached 27.55 million people, an increase of 10.19 percent. The increase in the poor has led to inequality and unemployment. The disparity of Indonesian people's spending has widened to 0.385 both in cities and in villages (Fauzia, 2021). This increase in the number of poor people is better than the World Bank's projection, which previously predicted that Indonesia's poverty rate would reach 11.8 percent due to the pandemic. The increase in poverty can be controlled because of a number of community empowerment programs promoted by the government, especially for the underprivileged to be productive (Intan, 2021). The government's three flagship programs are through education, food security, and social security. It was noted that throughout 2020, the government has allocated a budget of IDR 695.5 trillion for the National Economic Recovery and Pandemic Management (PC-PEN) program which has been realized around 83.4 percent or around IDR 579.78 trillion. The government program is alleged to have protected the underprivileged in order to survive and rise from poverty. In addition, the implementation of community empowerment through the Smart Indonesia program (PIP) in the form of cash provided by the Government to students who come from underprivileged families who have difficulty paying for education. The realization of food security through social protection programs reached IDR 220.39 trillion throughout 2020 (DJA Kemenkeu, 2021). With this program, it is hoped that the level of public education will increase, considering that investment in human resources is the most profitable investment for the long term. West Java Province is one of the successful regional governments in implementing empowerment of the underprivileged. Education, food security and social security programs have received good appreciation from the central government. However, this needs to be studied more empirically about how the actual implementation of community empowerment takes place there. The population of West Java which reaches 49.32 million people with a population density of 1000 if/Km² and 27.6 percent of the population lives in rural areas, of course, the people need superior local government programs (Jabar, 2021). There may still be potential that has not

been exploited optimally or has not been managed professionally and proportionally based on the principles of equality and justice. This condition puts the people of West Java who are less able to get a less profitable position so that later they need immediate treatment. Previous studies have stated that several government service programs have failed and there has been a non-optimal operationalization of community empowerment strategies that have been implemented by the government in the past (Ramadhania & Novianty, 2020; Sartika, 2011; Rohman, 2010; Muslim, 2006). The latest study explains that economic conditions in the midst of a pandemic are increasingly weighing on society. There are still many community empowerment programs that have not been based on the needs and interests of the people of West Java (Sujana et al., 2021). The decline in community participation in empowerment programs is the cause of failure (Parantika et al., 2020). Another factor that makes community empowerment programs fail is the existence of various fraudulent practices in implementation in the field (Yustikasari et al., 2021). Failure to pay attention to the dynamics of community groups makes empowerment programs ineffective and disrupts the performance of these community groups which in turn triggers social conflict (Daryanti et al., 2021). The novelty of the research is shown from an empirical study that focuses on the implementation of three local government programs, namely education, food security, and social security in the people of West Java. Previous studies have recommended research like this to find out how successful these programs are. For example, research conducted by Kwaghbo (2021) suggests that government funding for education programs contributes positively to the issue of poverty. The positive impact is shown in the implementation of the education cash transfer program in developing countries (Buchstab, 2021). According to Alvi & Gupta (2020), Covid 19 has provided valuable lessons where food security and social security programs have become more effective for the poor. Several governments have implemented a strategy to deal with COVID-19 through social security and food security programs, while others have focused on the informal sector, casual workers, unemployment, and refugees (Crush & Si, 2020). Based on the background of the problem as revealed by previous research studies, this study investigates in depth the implementation of community empowerment which is the main point in increasing equality and social justice for the entire community. This is done so that it can be a learning and evaluation material for the regional government of West Java Province and other regional governments. The core problem posed in this study is whether improving education and skills, strengthening food, and

strengthening social skills can increase the success of community empowerment programs either partially or simultaneously in disadvantaged communities in West Java Province.

Literature Review

Community Empowerment Through Community Education

Community empowerment is a development process that requires the wider community to take the initiative and participate to improve their own situation and condition so that they can meet their needs. The objectives of community empowerment consist of six kinds, namely; improve institutions in the area of empowerment; improve business through education, accessibility, and institutions; improve the income of the target community; and improve the environment; improve people's lifestyles; improve all elements of society (Ife & Tesoriero, 2008). The literature explains that a business can only be said to be successful in empowering the community if the community becomes the agent of development (the subject) and the driving force, not the beneficiary (the object) (Christenson, 2019). Community empowerment is carried out in three ways, namely; (1) enabling, namely creating a situation that allows the birth of community potential to be able to develop; (2) empowering by increasing the capacity of the community that focuses on their potential or power; and (3) protecting, namely building a protection system for the community that is being developed (Philips & Pittman, 2009). Previous literature explains that participatory education programs have been developed to improve academic achievement. One of the development models used is bilingual education, and it has shown students' academic success. By involving bilingual education programs, it is expected to contribute to the empowerment of the poor (Tuafuti & McCaffery, 2005). Saleh & Mujahiddin (2020) argue that the strengthening of higher education has an impact on optimizing community empowerment both directly and indirectly through the implementation of the Tri Dharma of Higher Education and its implementation. Although in practice it is quite difficult, especially during the COVID-19 pandemic. In this case, the government's strategic policy on education programs can increase opportunities for community empowerment practices through the university route. According to Kartika (2015), it is necessary to develop educational programs in order to build public awareness to be involved in a more optimal community empowerment process. This is because, with educational programs for underprivileged communities, they can improve thinking skills in developing potential and competencies that create added value in various aspects of life. Community empowerment through non-formal education is

able to build communities to be more advanced and empowered. In its implementation, the government needs to provide space for the community to develop their potential and various non-formal education activities that promote a sense of love for the homeland (Mahardhani, 2018). Another study found that empowering the poor through the educational process can improve social welfare (Miradj et al., 2014). Laksono & Rohmah (2019) explained that in the field of education, the community is empowered through educational institutions that aim to increase competitiveness, maintain culture, and the noble values of society. Thus, an initial proposition is built that leads to the formation of the first hypothesis that the better the education and training programs provided to the community will be able to increase the success of the community empowerment program.

Hypothesis I: there is a significant influence between education on the successful implementation of community empowerment in West Java

Community Empowerment through Food Security in the Community

In community empowerment there are four principles to achieve program success, namely; (1) the principle of equality and equal position between the community and empowering institutions; (2) the principle of participation to stimulate community independence so that it is participatory; (3) the principle of independence in the context of promoting community capabilities; and (4) the principle of sustainability by giving the community a more dominant role in empowerment programs (Ledwith, 2020). Community empowerment through food security is a parallel social movement that is interested in equality and social justice. In the context of developing stronger food security, it is very important to see the opportunities that exist to include community food security in agricultural sector legislation (Gottlieb & Fisher, 1996). The food security program is not only able to accelerate rural economic development but is also able to provide sufficient food for the poor. Unfortunately, the findings identify distribution problems such as infrastructure, institutions and capacities that vary between regions affected by seasons. Therefore, food reserves and village barns need to be increased in order to maintain food availability in the long term (Purwaningsih, 2008). Community empowerment in an environment that continues to change is actually able to create value through food security. The principle used is the principle of equal participation and distribution so that resource reuse and sustainable food cultivation can be more well controlled (Kenton & Singha, 2018). According to Bahua et al., (2016), community empowerment through food security is carried out by focusing on farmers through institutional

strengthening of rural food barns. Community empowerment through farming communities is able to provide power and responsibility to the community to maintain food availability. The tourism village community empowerment model based on superior commodities (Cahyono et al., 2018) as well as food access programs have a significant effect on realizing community food security (Pine, 2016). The entire description above guides researchers in gaining an understanding that the better the food security program implemented by the government, the more successful the community empowerment program.

Hypothesis II: there is a significant influence between food security on the successful implementation of community empowerment in West Java

Community Empowerment through Social Resilience in the Community

Social resilience is a dynamic condition consisting of the dimensions of toughness, tenacity, and self-ability in developing the strength to face all forms of disturbances and obstacles (Keck & Sakdapolrak, 2013). Thus, community empowerment through food security can be understood as a development process in which the community takes the initiative to build a strong community in overcoming risks due to social, economic, and political changes. A truly resilient community is one that is actively involved in transformational change and is able to take advantage of available resources. In this case, it really depends on the extent to which he feels empowered to take his social resilience measures (Revell & Dinnie, 2020). A clear example of the success of strengthening social resilience is shown by research through the functional empowerment of social institutional networks. The process of community empowerment in the development of tourist villages has implications for social resilience. More deeply the network of institutions formed is able to become a means of developing communication between social institutions, commitment and care, implementation of social cohesiveness, and handling social problems (Roebyantho & Padmiati, 2007). Steiner & Markantoni (2014) explain that community empowerment through social resilience achieves the highest score than economic and individual resilience. This happens because the capacity for faster change occurs in the social environment, especially in rural areas. Previous research has found that community empowerment through environmental care groups in dealing with the COVID-19 pandemic plays an important role in group dynamics to realize social resilience (Arfidiandra et al., 2020). There are three stages carried out, namely the stage of awareness, capacity building, and empowerment involving

community participation. The obstacles faced are efforts to maintain culture and traditions from the flow of modernization, limited human resources, and the availability of tourist accommodation (Andayani et al., 2017). According to Bahransyaf & Probosiwi (2013), to support community empowerment, strengthening human resources, social protection, community participation, and the development of local wisdom are needed to realize social resilience. Youth participation based on community empowerment based on the principles of partnership, social welfare, protection of the poor, and independence and social values can increase social resilience (Lestari, 2016). According to Budiati (2008), reducing sources of conflict, building awareness to be active in social organizations, and creating conducive public spaces contribute to ensuring the strengthening of social resilience. The description above provides initial confidence that strengthening the social sector in the form of a strong, safe, peaceful, and prosperous social order will have a positive impact on the success of the community empowerment program. Hypothesis III: there is a significant influence between social security on the successful implementation of community empowerment in West Java

Community Empowerment through Education, Food Security and Social Security in the Community

Community empowerment and resilience have a relationship with their respective capacities based on infrastructure and types of capital. What is clear is that the interaction between capital and capacity is very important for a comprehensive understanding in order to develop individual capabilities (Fischer & McKee, 2017). Realizing community empowerment through three sectors, namely education, food security, and social security, often fails. The failure occurred because of the low understanding of the community towards the community empowerment program. In addition, dependence on the budgeting system and the accumulation of regional empowerment programs are the main problems. It is hoped that the empowerment program will focus more on achieving substantial values and providing solutions for the poor (Umanailo, 2019). Previous studies have stated that public awareness can support social resilience, while access to facilities in carrying out learning and the realm of food security is the village's flagship product. In practice, the realm of social resilience raises awareness of the importance of the social environment. The field of education improves soft skills for students based on digital technology and a qualified literacy room. The realm of food security increases economic value by creating superior village products whose raw materials are

empowered village natural resources (Tahrin et al., 2019). Community empowerment programs in various sectors in principle have many similarities because the goal is to alleviate poverty, especially in rural areas. More deeply, the implementation requires coordination by synergizing programs and carrying out integration which includes aspects of selecting program recipient villages, developing infrastructure with the target of accelerating poverty alleviation, structuring internal program institutions, and anticipating the implementation of program synergies in the field (Darwis & Rusastra, 2016). The findings of Kusri et al., (2017) explained that community empowerment can be done by utilizing local resources through self-reliance programs. The aim of this program is to reduce food and nutrition insecurity, institutions and rural local wisdom. The success of community empowerment is very dependent on changing people's mindsets and food accessibility through technology and the development of facilities. Adopting ICT in community empowerment can actually increase the role of the community. Social media can empower people from three dimensions, namely empowerment in structural, psychological and resource capacities (Leong et al., 2015). Carefully reading the description above leads to the realization of an understanding that with a good vocational education program that is trained to the community, strengthening food through various pro-poor programs, as well as increasing solid social security will have an impact on the success rate of community empowerment programs in a better direction.

Hypothesis IV: there is a significant influence between education, food security, social security simultaneously on the successful implementation of community empowerment in West Java.

2. Methods

Research Design

This study investigates the effect of education (X1), food security (X2) and Social Security (X3) either partially or simultaneously in increasing the empowerment of the poor (Y) in West Java Province. The study uses a quantitative research design to reveal the construction through multiple linear regression statistical analysis using the smart-PLS 3.0 application.

According to Creswell (2009), descriptive-quantitative research aims to examine the effect of independent variables either jointly or partially on the dependent variable. The data collection method used is a survey method, which is a method of

collecting data by giving questionnaires to respondents who are the research sample, then processed to be used as hypothesis testing data. This study found primary data in accordance with the number of samples designed, and all questionnaires that were filled out by respondents were completely complete so that they could be used for data analysis without having to correct or replace the results.

Sample and Population

The study population was all underprivileged communities in Indramayu, West Java Province with a total population of 234,043 people, spread across all districts and villages. Determination of the number of samples using the formula for the number of indicators (37) multiplied by a number between 5-10, and in this study multiplied by 5, so that a sample of 185 samples was obtained. In the implementation of the study, there were four (14) respondents who were incomplete in filling out the instrument so that the instrument was returned to the respondent to complete it, in order to fulfill the number of samples of 185.

The sampling technique used proportional random sampling in which sample members from the population were taken randomly according to the proportions of each sub-district, village and community unit, so that a sample of 185 people was obtained.

The underprivileged people referred to here are underprivileged communities who receive direct cash assistance from the government who have received education and training programs, food strengthening and social strengthening. Those who have never received the program have no chance of becoming a research sample.

Research data

Research data sources consist of two, namely primary data and secondary data. Primary data comes from surveys, observations, interviews, and questionnaires. While secondary data comes from public documents from the Central Bureau of Statistics for the West, the Regional Planning and Budgeting Agency, West Java Open Data, and the West Java Provincial Government via the link dpmdesa.jabarprof.go.id which contains the PMD Service's flagship programs, profiles, and local government collaboration.

The data collection tool uses a questionnaire developed by referring to the theory developed by previous researchers by taking into account the dimensions and indicators.

Table 1. Research Instruments Grid

Variable	Dimension	Indicator	Number of Item
Education (X1)	Kind of education	Formal education	EDU1

	Hard and Soft Skill	Non-formal education	EDU2
		<i>Vocation Education</i>	EDU3
		<i>Education of life skill</i>	EDU4
		<i>Leadership</i>	EDU5
		<i>Education of e-commerce</i>	EDU6
	Workshop	Industrial Intern	EDU7
		Collaboration to industry	EDU8
	Food Security (X2)	Planting	Fertile soil
Subsidized cheap fertilizer			FS2
Good seeds			FS3
Maintenance		Plant medicines available	FS4
		Literature about pests	FS5
Plant type		Palawija plants	FS6
		Vegetable plant	FS7
		Staple food	FS8
Post-harvest		Storage as inventory	FS9
		Staple food store	FS10
		Sales when surplus	FS11
Social Security (X3)	Social Order	Peaceful social order	SS1
		Environmentally friendly social order	SS2
		Women-friendly social order	SS3
		Child-friendly social setting	SS4
	Culture and customs	Traditions are well established	SS5
		Community culture is going well	SS6
		Cultural festivals are held regularly	SS7
		Manners are going well	SS8
	Community organization	Community formal organization	SS9
		Community non-formal organizations	SS10
Community Empowerment (CE)	Type of empowerment	Socialization of entrepreneurship	CE1
		Community services	CE2
		Training	CE3
		Workshop	CE4
		Skills course	CE5
	Capital	Revolving working capital loan	CE6
		Purchase of work equipment	CE7
		Giving Free Business Capital	CE8

Data Validity

The validity of quantitative data is done by checking the completeness of the data from the results of filling out the instrument. The results of filling out the complete instrument are followed by tabulation and verification. To increase the validity

of quantitative data before being used to test research hypotheses, validity and reliability tests are carried out first.

Validity test results

Table 2. Validity test results

	Education (X1)	Social security (X3)	food security (X2)	Community empowerment (Y)
CE1		0,884		
CE2		0,966		
CE3		0,890		
CE4		0,877		
CE5		0,825		
CE6		0,875		
CE7		0,783		
CE8		0,735		

Edu1	0,815			
Edu2	0,824			
Edu3	0,896			
Edu4	0,896			
Edu5	0,781			
Edu6	0,739			
Edu7	0,811			
Edu8	0,772			
FS1			0,760	
FS10			0,863	
FS11			0,727	
FS2			0,747	
FS3			0,743	
FS4			0,796	
FS5			0,713	
FS6			0,736	
FS7			0,806	
FS8			0,871	
FS9			0,792	
SS1				0,841
SS10				0,733
SS2				0,756
SS3				0,760
SS4				0,763
SS5				0,832
SS6				0,761
SS7				0,747
SS8				0,772
SS9				0,787

The loading factor above shows convincingly that all items of the instrument are valid and feasible

when used for extracting data at the research site in order to test hypotheses.

Table 3. Variable Validity

Variable	Average Variance Extracted (AVE)
Education (X1)	0,670
Social security (X3)	0,735
Food security (X2)	0,607
Community empowerment (Y)	0,602

The table above shows that the entire AVE value for all the variables above is 0.5 so that all variables are valid and feasible to be used as data

collection tools in the field that will be used for hypothesis testing.
Reliability test results

Table 4. Reliability test

Variable	Cronbach's Alpha	rho_A	Composite Reliability
Education (X1)	0,929	0,931	0,942
Social security (X3)	0,947	0,952	0,957
food security (X2)	0,935	0,936	0,944

Community empowerment (Y)	0,926	0,927	0,938
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Based on the table above, Cronbach's alpha coefficient is more than 0.7 so that all of them are reliable. All data from all variables have a high consistency value so that the instrument compiled is suitable for extracting research data.

Data analysis

The data analysis technique refers to the opinion of Creswell (2009). First, test the validity and reliability of the data. This stage has been carried out as explained above (Tables 2, 3, and 4).

Second, test the model using the smart-PLS 3.0 application which aims to analyze the magnitude of

the influence between education (X^1), food security (X^2) and Social Security (X^3) on community empowerment (Y). The analysis results obtained can be interpreted by looking at the values of R^2 and T.

3. Results and Discussion

Research Data Analysis Results

To test the research hypothesis, the Smart-PLS 3.0 application was used with the following results.

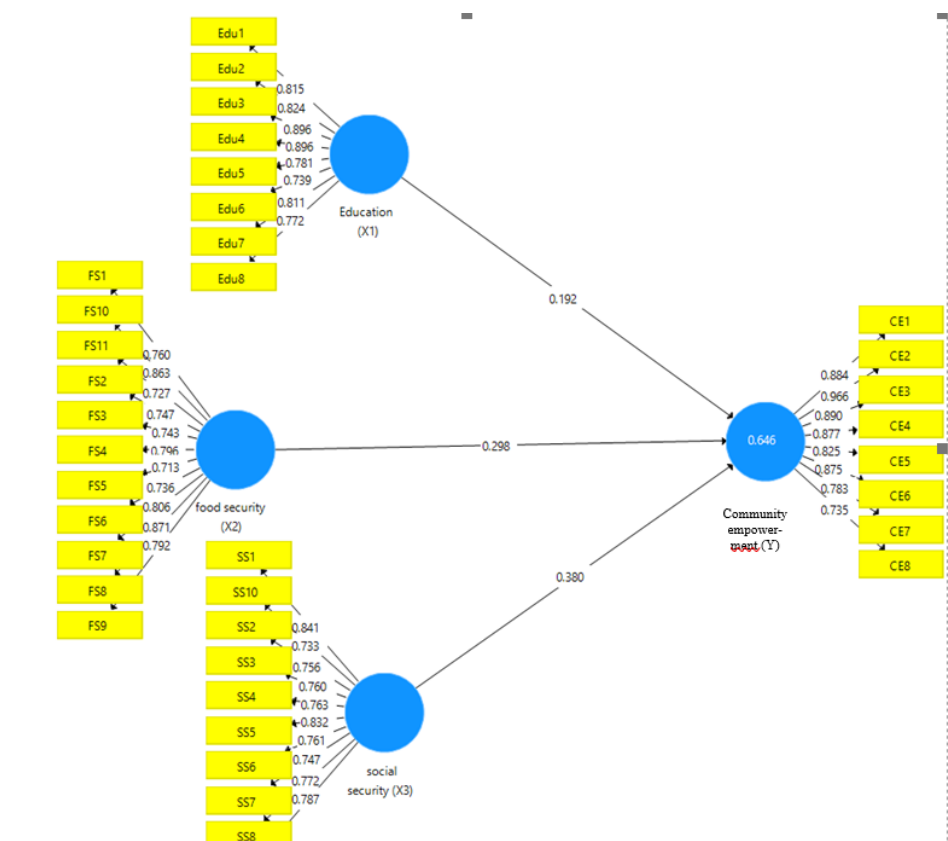


Diagram 1. Path coefficient of influence between variables

Hypothesis testing is carried out based on the results of the Inner Model (structural model) test which includes r-square output, parameter coefficients and t-statistics. To see whether a hypothesis can be accepted or rejected, among others, by paying attention to the significance value between constructs, t-statistics, and p-values. The

hypothesis testing of this research was carried out with the help of the SmartPLS (Partial Least Square) 3.0 software. These values can be seen from the bootstrapping results. The rules of thumb used in this study are t-statistics > 1.96 with a significance level of p-value 0.05 (5%) and a positive beta coefficient.

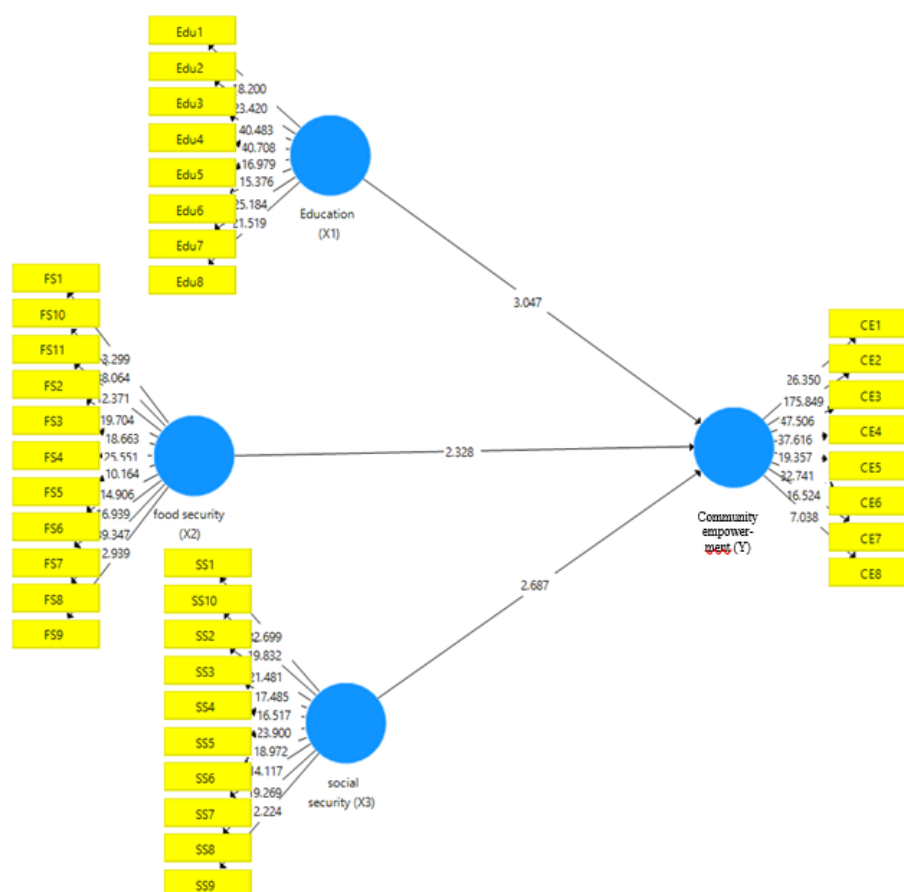


Diagram 2. t test results

The value of testing the hypothesis of this study can be shown in the table as follows:

Table 5. Path, T, and Sign Coefficients.

Effect	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Education (X1) -> community empowerment (Y)	0,192	0,194	0,063	3,047	0,002
food security (X2) -> community empowerment (Y)	0,298	0,294	0,128	2,328	0,020
social security (X3) -> community empowerment (Y)	0,380	0,385	0,141	2,687	0,007

Hypothesis Test I (H₁): there is an effect of Education on Community empowerment (CE)
 The first hypothesis examines whether there is an influence between education on community empowerment. From the results of the first hypothesis test, the coefficient R² is 0.192 with a t-statistic of 3.047 > 1.96 with a p-value of 0.002 < 0.05, so H₀₁ is rejected and H_{a1} is accepted. there is a significant effect between education on community empowerment. Education is able to explain 19.2% of Community empowerment, while the remaining 80.8% is influenced by other variables outside the model.

Hypothesis II Test (H₂): there is an effect of food security (FS) on community empowerment (CE)
 The second hypothesis examines whether there is an influence between food security and community empowerment. From the results of the second hypothesis test, the coefficient R² is 0.298 with a t-statistic of 2.328 > 1.96 with a p-value of 0.020 < 0.05, so H₀₁ is rejected and H_{a1} is accepted. there is a significant influence between food security and community empowerment. Food security is able to explain 29.8% of Community empowerment, while the remaining 70.2% is influenced by other variables outside the model.

Hypothesis Test III (H₂): there is an influence of social security (SS) on community empowerment (CE) The third hypothesis examines whether there is an influence between social security on community empowerment. From the results of the third hypothesis test, the coefficient R² is 0.380 with a t-statistic of 2.687 > 1.96 with a p-value of 0.007 < 0.05, so H₀₁ is rejected and H_{a1} is accepted. there is a significant influence between social security on community empowerment. Social security is able to explain 38.0% of Community empowerment, while the remaining 70.2% is influenced by other variables outside the model.

Hypothesis Test IV (H₄): There is a simultaneous influence of Education, food Security, and Social security on Community empowerment in West Java The fourth hypothesis examines whether there is an effect of Education, food security, and social security simultaneously on community empowerment in West Java. Analysis of Variant (R²) or Determination Test, which is to determine the effect of exogenous variables together on indogen variables. The value of the coefficient of determination can be shown as follows.

Table 6. Determination Test

Variable	R Square	R Square Adjusted
Community empowerment	0,638	0,632

Based on the table above, it can be seen that the results of the third hypothesis test obtained the value of R Square for Community empowerment (Y), which is 0.638. Thus, the variables Education (X₁) and Food security (X₂) and social security (X₃) together affect community empowerment (Y) 63.8%. The remaining 36.2% is influenced by other variables that are not included in the research model.

4. Discussion

Implementation of community empowerment through education for underprivileged communities in West Java Province (RQ1)

The implementation of empowering underprivileged communities through education for underprivileged communities in West Java Province has not been maximal enough because there are still a number of problems. The biggest problem is Wadalam Permendikbud 10 of 2020 concerning the Smart Indonesia Program, PIP funds can be used by students to meet educational needs. Educational needs can be in the form of school supplies, transportation costs, and pocket money (Jabar, 2021).

The results of this study are in line with the findings of previous research which states that through education people become more prepared to compete in the world of work, considering that the purpose of community empowerment through education is to provide skills to the community to be more independent because they have been educated, trained and given skills that are in accordance with their passion them (Ife & Tesoriero, 2008). The results of this study are also in line with research (Christenson, 2019) that when people are educated with good skills, they will become effective development agents. Education is a vehicle for community empowerment in order to increase community capacity. Through public education, people become more resilient in dealing

with the needs of the world of work (Philips & Pittman, 2009).

This study believes that education is expected to contribute to the empowerment of the poor. The results of this study support the findings (Tuafuti & McCaffery, 2005) which states that with education the community's dignity and dignity will be increased. Saleh & Mujahiddin (2020) argue that education and community skills can be improved by universities in carrying out their tri dharma, especially the first (education) and third (public service) dharma. Kartika (2015) argues that education policies issued by the government that are pro-poor, such as the "BIDIK MISTI" smart card program, the provision of scholarships to the central and provincial governments will have a positive impact on the success of community empowerment programs.

With education, it creates space for the community to develop themselves which has implications for increasing their capacity and success in working (Mahardhani, 2018). Education is the most strategic vehicle in improving people's welfare (Miradj et al., 2014). Finally, the results of this study strengthen the findings of Laksono & Rohmah (2019) that education is able to increase competitiveness, maintain culture, and the noble values of society.

Implementation of community empowerment through food security in underprivileged communities in West Java Province

As is known through in-depth research that has been carried out, that in West Java, a community empowerment program under the name Mascara has been implemented. Mascara is a multifunctional car that is used by villagers for various purposes. Mascara is a village aspiration as a form of public service that is accommodated in the West Java Governor's strategic program. The West Java local government has launched the One Pesantren One Product (OPOP) program in order to

encourage pesantren to have superior products so that they are able to be economically independent and have good food security. Until 2020, there are 1,574 OPOP products with distribution in 825 sub-districts throughout West Java, and it is targeted that 1,000 new Islamic boarding schools are targeted in 2021 (Jabar, 2021).

The government also empowers village lands with the one village one company program or known as the One Village One Company, which is an umbrella program that aims to make villages independent by optimizing potential resources, both human and natural, through Village Owned Enterprises (BUMDes). Each village is managed by young people from the village. The local government through education with its vision of West Java being the Champion of Birth and Inner carrying out the Sadesha (One Village One Hafidz) program, which until now there are 3,000 villages that already have Al-Quran memorizers and is targeted by 2022 all villages have at least one 30 juz Al-Quran memorizers (Jabar, 2021). Community empowerment in the form of food security has been proven to increase the success of community empowerment programs (Ledwith, 2020). Community empowerment through food security will provide an increase in community self-reliance which in turn is able to improve community welfare (Gottlieb & Fisher, 1996). The establishment of food barns in each village in West Java is also a form of community independence in an effort to improve food security (Purwaningsih, 2008). This study confirms the opinion of previous researchers who said that various forms of central government policies, local governments, to village level policies were able to increase food security which had an impact on increasing community welfare (Kenton & Singha, 2018).

Monumentally, the results of this study provide a separate reinforcement for Bahua et al., (2016), community empowerment through food security is the key to the success of programs to improve community welfare and prosperity, both through the god of agricultural tourism by planting superior commodities (Cahyono et al., 2018) so that people have broad and surplus access to food (Pine, 2016). People no longer have food shortages, malnutrition, stunting, and various other bad conditions.

Implementation of community empowerment through social resilience in underprivileged communities in West Java Province (RQ3)

The results of in-depth research in West Java Province found that, of the three flagship programs that have been implemented by the West Java Province Village and Community Empowerment Service in order to improve the people's economy to date (Jabar, 2021). The first is Digital Village, which is a program of collaboration between The Community Empowerment Service and the

Communication & Informatics Service which aim to make villages in West Java more digitally independent so that their standard of living increases, especially in the midst of the current pandemic conditions. The second program is Patriot Desa, which is an activity to empower West Java youth as village cadres in development through assistance, organization, direction, and facilitation in order to achieve a better socio-cultural life and development of community self-help participation.

The third program is the Caang village, which is a program to provide assistance in the form of DC Power, Solar Panel and Diesel Engine-powered lighting products called Electricity Mandiri Rakyat (LIMAR) by targeting houses in remote areas or remote areas far from the PLN electricity grid. The results of this study are in line with previous research which states that the social resilience that is already owned by the community thanks to the community empowerment program is able to increase the success of the program and can be enjoyed by the wider community (Keck & Sakdapolrak, 2013). The results of this study also strengthen the opinion which states that community empowerment through social resilience can build strong communities in the face of various obstacles both from within the community itself and external risks (Revell & Dinnie, 2020). The results of this study also strengthen the opinion which states that social institutions, commitment and care, implementation of social cohesiveness, can be an important solution in handling social problems, both minor and critical (Roebyantho & Padmiati, 2007). The results of this study also clarify the findings of Steiner & Markantoni (2014) that social resilience that has been successfully realized by the government Together with local communities is able to improve community welfare in the long term. Experience in dealing with the COVID-19 pandemic shows that community social resilience has been proven to be effective in dealing with various obstacles (Arfidiandra et al., 2020). Fragile social resilience will produce people who are afraid, because they do not have strong resilience when various obstacles occur (Andayani et al., 2017). The results of this study are able to provide additional contributions to the research of Bahransyaf & Probosiwi (2013), that for good community resilience will provide its own strength in increasing the success of community empowerment for the long term. So, social resilience should be based on partnership, social welfare, protection of the poor, and independence and social values will have a positive impact on increasing social resilience (Lestari, 2016). Thus, social resilience, which is characterized by the lack of social conflict, will have a positive impact on increasing the success of community empowerment programs (Budiaty, 2008).

Implementation of community empowerment through education, food security and social security for underprivileged communities in West Java Province (RQ4)

The West Java Provincial Government has a number of community empowerment programs for underprivileged communities, especially those in rural areas. There are at least 11 (eleven) flagship programs and IKP dpm-village in 2021 that have been implemented which can be categorized into three types. First, through the Education Sector consisting of six, namely; (1) Leadership Special Instructions (IKP) are 1 village; (2) IKP Center for Digital & Village Economy (TALESA) as many as 5 villages; (3) Champion Village Dashboard as much as 1 champion village data; (4) BUMDes schools have 100 villages; (5) The Champion Village Academy (Aksara) has 50 villages; and (5) the Spatial Planning School has 60 beneficiaries.

Second, through the food security sector, namely through the BUMDes CEO program with a total of 2,318 beneficiaries. Third, through the social security sector, the number of programs that have been implemented are four types, namely; (1) Patriot villages as many as 403 beneficiary villages; (2) Pisyandu companion program won 657 people; (3) 139 units of Champion Village Aspiration Car; and (4) village infrastructure improvement program with 5,312 beneficiary villages. From the survey, it can be seen that the education sector has more programs implemented than the other two sectors. There is empowerment of underprivileged communities in rural areas, 269 villages have independent status as of July 2020, in addition, villages with developed status have increased from 1,232 to 1,632 villages. The education sector which has more programs is allegedly because West Java Province has the potential for competitive human and natural resources and the people live in conducive traditional roots. It is hoped that through the education sector, the community will become more productive in managing natural resources and make the next generation able to excel and be competitive. The local government program also supports the implementation of community empowerment, namely the Village Heart program, namely the Village Suspension Bridge which has the function of connecting the two ends of the disconnected village road, thereby increasing the ease of access to education, the economy, disaster management, and the development of tourism potential. This indicates that the implementation of empowering underprivileged communities has been driven towards community development that is better, measurable, and involves the community at large in a transparent, aspirational, responsible manner and based on applicable laws.

The results of this study are very consistent in strengthening the findings (Fischer & McKee, 2017) which state that community empowerment will work well when it is carried out simultaneously through skills education, strengthening food security, and strengthening social security. The results of this study also flow in tandem with research findings which state that substantial values of community empowerment can be achieved through education, food security, and social security. This can be used as a solution for the community to overcome poverty and improve community welfare (Umanilo, 2019). Ready-to-use education, sufficient capital, well-organized social conditions, adequate food security will have a very good positive impact on the realization of a prosperous society because it is able to meet physical and spiritual needs (Tahrin et al., 2019).

Community empowerment programs in the context of overcoming poverty both through education and skills training, economic empowerment in the provision of staple foods, and the establishment of a good social order will provide a significant impact for the realization of a society that is balanced between physical and psychological needs (Darwis & Rusastra, 2016). This finding is inherent with the findings of Kusri et al., (2017) community empowerment through IT-based education, IT-based agriculture, IT-based trade, IT-based community organizational governance, has a positive rational impact that has succeeded in bringing the community towards the formation of a prosperous civil society. . Thus, it can be believed that education to the community through socialization, internalization of skills, increasing structural, psychological, and resource capacities will have a permanent positive impact on the success of the community in determining a bright future (Leong et al., 2015).

5. Conclusion

Based on the findings, it can be concluded that the ready-to-use skills education and training program provided to the community is able to increase the success of community empowerment programs in West Java. The food strengthening program is also able to increase the government's level of success in community empowerment programs. Likewise, social strengthening programs are able to increase the success of community empowerment programs in the form of a safe, peaceful and peaceful social order. Finally, simultaneously education and training programs, food strengthening, and social strengthening are able to have a positive impact on the success of community empowerment programs in West Java. In other words, the implementation of village community empowerment through education, food security and social security for the underprivileged in West Java Province is positively

and significantly in accordance with the needs and interests of the wider community. Local governments need to carry out better planning implementation through various forms of collaboration/collaboration with the central government, other local governments, and private parties including universities, NGOs, and companies in the form of providing Corporate Social Responsibility. In addition, it is very important to implement the principles of democracy, equality, and social justice to maintain public order and security. Without all of this, the community empowerment program will not be able to significantly improve the living standards of the underprivileged. The limitation of this research is that it concerns the community in the very broad scope of West Java Province, so it is not able to provide specific recommendations to the community specifically. However, future researchers can focus on conducting qualitative research on the role of empowerment in the fields of education and skills, strengthening food security, and social strengthening in a specific scope so as to be able to provide applicable theoretical and practical recommendations.

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