



Community-Based Educational Intervention to Enhance Higher Education Aspirations among Underprivileged Students

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Abstract

Higher education plays a crucial role in improving the quality of life and breaking the cycle of poverty. However, economic constraints often hinder students from low-income families from pursuing tertiary education. This study aimed to increase students' interest in higher education among 30 students from social assistance recipient families in Batu Putuk Village, Teluk Betung Barat District, Bandar Lampung City, using the Participatory Action Research (PAR) approach. The community engagement program was implemented through socialization activities, motivational sessions, academic mentoring, and university entrance examination (UTBK) preparation training. The results of the self-awareness questionnaire analysis indicated a significant increase in students' interest in pursuing higher education. A total of 16 respondents (94%) reported being highly motivated to obtain better employment opportunities, 15 respondents (88%) were determined to improve their family's socioeconomic conditions, 16 respondents (94%) expressed a commitment not to depend on social assistance in the future, and 16 respondents (94%) felt that their families understood the importance of higher education. Higher education scholarship programs emerged as the primary motivating factor for 15 respondents (88%), while strong parental support was reported by 15 respondents (88%). The findings suggest that enabling economically disadvantaged students to access higher education requires cross-sector collaboration and the provision of accurate information to minimize financial barriers.

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INTRODUCTION

Quality education plays a strategic role in achieving the Sustainable Development Goals (SDGs), particularly SDG 4 on quality education and SDG 1 on poverty eradication (Patiung, 2019). UNESCO (2024) emphasizes that education is a fundamental investment that directly contributes to economic growth, the reduction of inequality, and improvements in quality of life, particularly in developing countries. Similarly, Patrinos (2022) reports that each additional year of schooling can increase individual earnings by an average of 9–10%, with even greater benefits for low-income populations. Higher educational attainment is positively associated with improved economic and social well-being (Hanushek & Woessmann, 2020). Nevertheless, access to higher education remains a significant challenge for students from economically disadvantaged families, particularly those living in areas with limited educational facilities and support systems (Maerani et al., 2021).

In Indonesia, government efforts to expand access to higher education have been implemented through various initiatives, including the Kartu Indonesia Pintar (KIP) Kuliah scholarship program.

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Since its introduction in 2020, the program has supported more than 1.1 million university students. However, Indonesia's Gross Enrollment Rate (GER) in higher education reached only 31.45% in 2023, remaining considerably lower than that of several other ASEAN countries. This condition underlies the importance of KIP Kuliah as a policy instrument designed to improve higher education access for economically disadvantaged communities ([Kemendikbudristek, 2023](#)).

The disparity is even more pronounced among families receiving social assistance, where only approximately 15% of students continue their studies at the tertiary level ([Suryana & Pradana, 2023](#)). Low participation in higher education among social assistance recipient families often results in graduates entering low-wage informal employment, thereby reinforcing intergenerational cycles of poverty ([Giriyanti & Oktarina, 2015](#)). If this issue is not addressed systematically, Indonesia risks failing to fully capitalize on its demographic dividend while facing widening socioeconomic inequalities ([Sadono, 2024](#)). Consequently, targeted social support interventions are required, particularly within the education sector, to break this cycle of disadvantage ([Fachrurrozi, 2023](#)).

Batu Putuk Village, located in Teluk Betung Barat District, Bandar Lampung City, is one of the areas with a relatively high poverty rate, as reflected in the substantial number of families enrolled in government social assistance programs ([Oktryana et al., 2023](#)). According to data from the Bandar Lampung City Social Affairs Office in 2023, a total of 1,670 families in Batu Putuk Village were registered in the Integrated Social Welfare Database (DTKS) and actively received social assistance benefits ([Statistik Sektor Kota Bandar Lampung Tahun 2023](#)). Children from these households face a high risk of not pursuing higher education due to various factors, including financial constraints, limited access to educational information, and low motivation to continue their studies ([Kementerian Sosial Republik Indonesia, 2024](#)). Under these circumstances, a holistic intervention is required, encompassing the dissemination of information on higher education pathways and scholarship opportunities, academic mentoring for students, and family empowerment as the primary support system. Such an approach is expected to address both the financial and psychological barriers that have traditionally prevented students from social assistance recipient families from pursuing higher education in a systematic and sustainable manner ([Sindy et al., 2024](#)).

Previous studies have demonstrated that family socioeconomic conditions significantly influence students' decisions to pursue higher education ([Amilia et al., 2020](#)). In Indonesia [Rahmawati et al. \(2017\)](#) found that financial constraints constitute the primary factor contributing to low higher education participation among low-income families. Furthermore, identified insufficient family support and limited knowledge of available educational pathways as additional barriers that hinder students' educational aspirations.

Although various government programs, such as KIP Kuliah, have been introduced, their effectiveness in increasing higher education aspirations among students from social assistance recipient families remains limited ([Sitompul et al., 2024](#)). This limitation is largely attributed to the lack of holistic assistance that addresses not only financial concerns but also motivational, informational, and academic readiness dimensions ([Rorlen et al., 2021](#)). A gap analysis of existing initiatives indicates that most programs have adopted a predominantly top-down approach, with limited involvement of students, families, and communities as active agents of change ([Amilia et al., 2020](#)). Therefore, a more participatory, integrated, and sustainable approach is required to address these challenges effectively ([Archer et al., 2014](#)). Within the context of social assistance, community empowerment should not merely be viewed as a charitable effort but rather as a systematic process aimed at encouraging active participation and enabling beneficiaries to overcome vulnerability in a sustainable manner ([Indriantika & Solihin, 2021](#)).

This community engagement project aims to: (1) identify the factors contributing to low interest in higher education among students from social assistance recipient families in Batu Putuk Village; (2) design and implement an intervention program based on Participatory Action Research (PAR) involving students, families, educational institutions, and government stakeholders; and (3) evaluate the effectiveness of the program in enhancing students' motivation and readiness to pursue higher education. The PAR approach was selected because it facilitates active stakeholder participation and promotes sustainable change through collective reflection and collaborative action ([Junaedi, 2017](#)).

The novelty of this project lies in its holistic and participatory approach, which integrates four key components: (1) socialization and motivational activities involving local university students as

role models; (2) continuous academic mentoring; (3) structured University Entrance Examination (UTBK) preparation training; and (4) family empowerment as a support system. The structured UTBK preparation component represents a significant innovation, as previous studies have generally focused on evaluating learning outcomes or academic achievement without developing systematic and measurable training interventions specifically designed for university entrance examinations. This contribution is particularly important because the target participants are students from social assistance recipient families, a group that remains underrepresented in studies of academic intervention programs despite facing more complex structural barriers than students in general. Unlike previous programs that tended to be fragmented and top-down, this initiative positions students and their families as active agents of change in both decision-making and program implementation processes.

The scientific contribution of this project is the development of a PAR-based community engagement model designed to enhance higher education access for marginalized groups, which can be adapted to other regions with similar characteristics. From a practical perspective, the project contributes to the advancement of inclusive education policies at both local and national levels and provides an operational framework for educational institutions and government agencies in designing more effective and sustainable programs to improve access to higher education.

METHOD

This study employed the Participatory Action Research (PAR) approach, which actively involves multiple stakeholders, including students, parents, teachers, educational institutions, and local government representatives. PAR was selected because it enables the active participation of diverse stakeholders in identifying and addressing shared problems through collaborative problem-solving processes (Arikunto, 2019). Through this approach, students from social assistance recipient families were not merely treated as research subjects but were positioned as agents of change who actively contributed to determining the direction of the intervention. Consequently, the solutions developed were more contextual, participatory, and potentially sustainable in enhancing their academic aspirations (Rahmat & Mirnawati, 2020). By employing iterative cycles of action, reflection, and improvement, PAR emphasizes collaboration between researchers and participants to generate meaningful and sustainable change (Junaedi, 2017).

The study commenced with an assessment and mapping of the socioeconomic conditions of the Batu Putuk Village community. Several data collection methods were employed during this phase. Field observations were conducted to examine the daily living conditions of community members and to explore the economic backgrounds and academic aspirations of social assistance recipient families (Hasanah et al., 2022). Secondary data were collected through a review of village administrative documents, while Focus Group Discussions (FGDs) were conducted with community leaders and educational practitioners to validate the preliminary findings (Siswadi & Ahmad Syaifuddin, 2024).

In addition, information sessions on higher education pathways, university selection, and academic motivation were organized for participating students. These activities were designed to improve students' preparedness for university admission processes and enhance their motivation to pursue higher education (Ibnu Hizam, 2015). Academic mentoring was provided by a community engagement team from Universitas Islam Negeri Raden Intan Lampung in collaboration with local schools to ensure the effective implementation of all program activities.

The research procedure was carried out systematically in accordance with the principles of Participatory Action Research (PAR), consisting of four main phases, as illustrated in Figure 1. Each phase was designed to be interconnected, forming a comprehensive research cycle that began with the initial assessment and concluded with the dissemination of findings to the community.

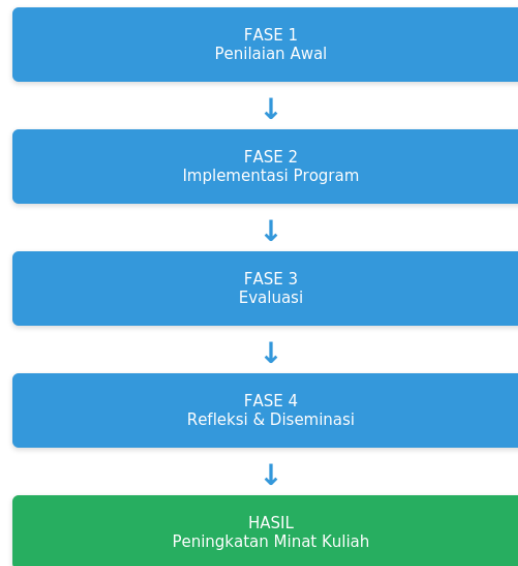


Figure 1. Research Design Framework

RESULTS AND DISCUSSION

Results

Implementation of the Community Engagement Program

The community engagement program entitled “Efforts to Increase Higher Education Interest among Students from Social Assistance Recipient Families” was conducted in Batu Putuk Village, Teluk Betung Barat District, Bandar Lampung City, over a six-month period in 2024. The program was designed using a Participatory Action Research (PAR) approach involving multiple stakeholders, namely Universitas Islam Negeri Raden Intan Lampung as the implementing institution, students from social assistance recipient families, and the Bandar Lampung City Social Affairs Office as a partner institution. The program consisted of four main components: (1) socialization on the importance of higher education and the utilization of social assistance programs delivered by the Social Affairs Office and the research team (Figure 1), (2) motivational sessions and orientation on university life (Figure 2), (3) academic mentoring in the form of learning guidance and motivation support (Figure 3), and (4) self-awareness assessment to identify students’ interests and potential.



Figure 2. Social Assistance Program Socialization by the Bandar Lampung City Social Affairs Office to Support Education for Students from Beneficiary Families

In this activity, students were encouraged to understand that higher education is not unattainable, even for those from low-income families. With government efforts through educational social assistance programs, the aspiration to pursue higher education remains achievable. This is consistent with findings from previous research (Suroto et al., 2024). The provision of motivation is a strategic step in community engagement programs aimed at raising awareness and strengthening

the learning motivation of students from social assistance recipient families in Batu Putuk Village (Figure 2), as an effort to enhance their academic aspirations to pursue higher education. The main objective of this activity is to provide students with a clear and inspiring overview of university life (Siregar, 2020). Through this initiative, it is expected that students will develop a positive mindset regarding the importance of higher education as a means to improve quality of life, break the cycle of poverty, and contribute to national development. Students are encouraged to aspire to become part of economically independent families who are no longer reliant on social assistance in the future (Ditjen Jamsos Kemensos, 2018).



Figure 3. Efforts to Provide Motivation and Guidance to Students on the Importance of Higher Education

In addition to motivational activities, this program also included the provision of materials and information related to university life (Figure 3). In this session, students were introduced to various aspects of campus life, such as student organizations that help develop leadership and social skills, as well as entrepreneurship programs that foster early economic independence. Furthermore, success stories and biographies of high-achieving alumni from similar socioeconomic backgrounds were presented, allowing students to observe real examples of how higher education is accessible to all groups and serves as a key pathway to success and upward socioeconomic mobility.

This orientation also included strengthening students' future orientation, encouraging them to reflect on the opportunities that can be achieved through higher education. In addition, students were introduced to various available scholarship programs, including access mechanisms and eligibility requirements, in order to reduce financial barriers that have been the main obstacle to pursuing further studies. Based on the post-program questionnaire results, most participants reported an increased understanding of scholarship pathways and a higher level of confidence in their ability to access higher education compared to before participating in the program.



Figure 4. Provision of Information to Students Introducing Higher Education Culture to Foster Interest in Pursuing University Studies

The socialization program emphasized that access to higher education can be obtained through various scholarship schemes, including the Family Hope Program (Program Keluarga

Harapan/PKH), which specifically targets families with school-aged children. Students were introduced to scholarship registration procedures, strategies to improve their chances of selection success, and the importance of developing soft skills as preparation for entering the workforce.

Self-Awareness Results

To measure students' self-awareness and interest in pursuing higher education, 30 students from social assistance recipient families were asked to complete a self-awareness questionnaire. A purposive sampling technique was applied, with participants intentionally selected based on their relevance to the objectives of the community engagement program. This sample size was considered appropriate within the Participatory Action Research (PAR) framework, as it enables effective management of discussion activities, observation, and data collection within a small group setting. Participants were also expected to act as agents of change through a peer-support approach, allowing the program's impact to extend to other students within their communities. In addition, participant selection was based on recommendations from social workers of the Bandar Lampung City Social Affairs Office, who had identified them as representatives from different schools, ensuring diversity of backgrounds and comprehensive representation of the target group. The results of the self-awareness assessment are presented in frequency and percentage distributions in Tables 1–5 below:

Table 1. Frequency and Percentage Distribution of Motivation to Continue Education (N=30)

Indicator	Not Influential	Low Influence	Moderately Influential	Influential	Highly Influential
	f (%)	f (%)	f (%)	f (%)	f (%)
Social assistance recipient status	1 (3,3%)	2 (6,7%)	4 (13,3%)	11 (36,7%)	12 (40,0%)
Desire to improve family socioeconomic status	0 (0%)	1 (3,3%)	3 (10,0%)	12 (40,0%)	14 (46,7%)
University scholarship programs	0 (0%)	1 (3,3%)	2 (6,7%)	12 (40,0%)	15 (50,0%)
Success of others through higher education	0 (0%)	2 (6,7%)	3 (10,0%)	12 (40,0%)	13 (43,3%)
Desire for employment opportunities	0 (0%)	1 (3,3%)	1 (3,3%)	12 (40,0%)	16 (53,3%)

To clarify the distribution pattern of respondents' answers for each motivation indicator, the data are presented in a bar chart (Figure 5).

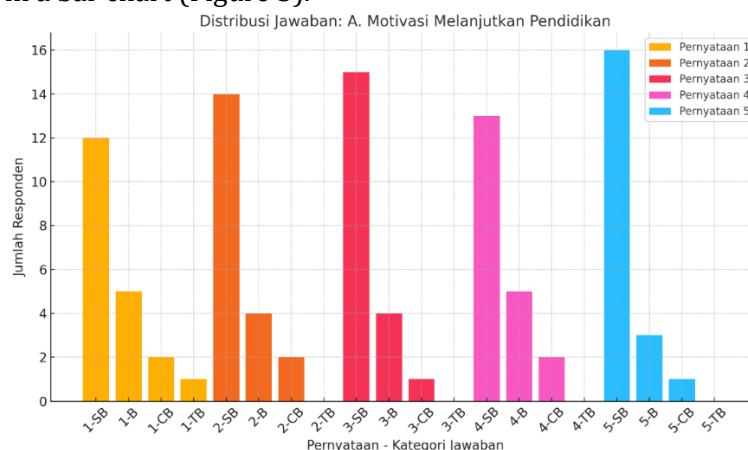


Figure 5. Bar Chart of Respondents' Response Distribution for Motivation Indicators

The questionnaire results indicate that most respondents are motivated to pursue higher education due to several factors. Social assistance recipient status was perceived as highly influential by 12 respondents, while only 1 respondent reported that it had no influence at all. The desire to improve family socioeconomic status was highly dominant, with 14 respondents selecting "Highly Influential." University scholarship programs were identified as a key driving factor for 15 respondents. The success of others through higher education also served as an inspiration for the majority of respondents, with 13 respondents reporting it as highly influential. Furthermore, the

desire to obtain better employment opportunities emerged as the strongest motivating factor, with 16 respondents selecting “Highly Influential.”

Overall, approximately 70% of respondents selected the “Highly Influential” category, indicating that extrinsic motivation based on social and economic mobility is the primary driver of academic aspirations among students from social assistance recipient families in Batu Putuk Village.

Table 2. Frequency and Percentage Distribution of Aspirations and Determination (N=30)

Indicator	Not Influential	Low Influence	Moderately Influential	Influential	Highly Influential
	f (%)	f (%)	f (%)	f (%)	f (%)
Having a clear aspiration after graduating from university	0 (0%)	1 (3,3%)	3 (10,0%)	12 (40,0%)	14 (46,7%)
Determination to improve family circumstances	0 (0%)	1 (3,3%)	2 (6,7%)	12 (40,0%)	15 (50,0%)
Intention not to rely on social assistance in the future	0 (0%)	1 (3,3%)	1 (3,3%)	12 (40,0%)	16 (53,3%)
Belief that aspirations can be achieved through higher education	0 (0%)	1 (3,3%)	3 (10,0%)	12 (40,0%)	14 (46,7%)
Economic hardship strengthens determination to pursue university education	0 (0%)	2 (6,7%)	3 (10,0%)	12 (40,0%)	13 (43,3%)

To clarify the distribution patterns of respondents' answers for each indicator of Determination, the data were visualized in the form of a bar chart, as shown in Figure 6.

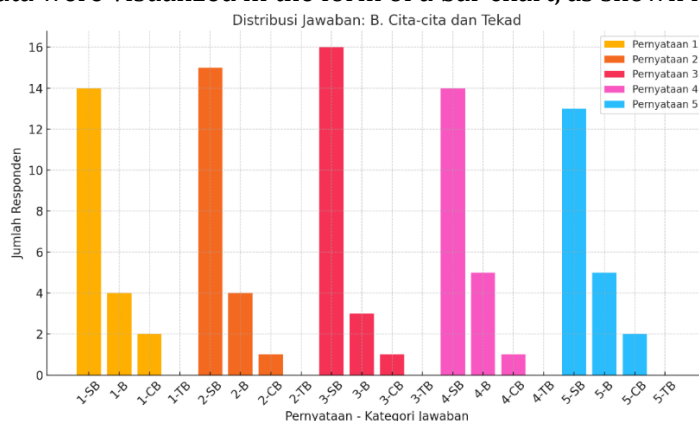


Figure 6. Distribution of respondents' answers to the determination indicator

The results indicate a high level of aspirations and determination among the respondents. A total of 14 respondents reported having clear aspirations regarding their goals after graduating from university, while strong determination to improve their family's economic condition was indicated by 15 respondents. In addition, 16 respondents expressed a commitment not to depend on social assistance in the future. Confidence that their aspirations can be achieved through higher education was also very high, as reflected by 14 respondents who selected “Very Influential.” Furthermore, economic hardship was reported to strengthen the determination to pursue higher education by 13 respondents. Overall, the respondents demonstrate strong aspirations and determination to overcome economic limitations through education, and they generally believe that education is the key to achieving a better life.

Table 3. Frequency Distribution and Percentage of Learning Motivation (N = 30)

Indicator	Not Influential	Low Influence	Moderately Influential	Influential	Highly Influential
	f (%)	f (%)	f (%)	f (%)	f (%)
Diligently studying to prepare for university admission	1 (3,3%)	2 (6,7%)	4 (13,3%)	11 (36,7%)	12 (40,0%)
Actively seeking scholarship information	0 (0%)	2 (6,7%)	3 (10,0%)	12 (40,0%)	13 (43,3%)

Willing to work while studying if necessary	0 (0%)	1 (3,3%)	3 (10,0%)	12 (40,0%)	14 (46,7%)
Ready to study harder to obtain a scholarship	0 (0%)	1 (3,3%)	2 (6,7%)	12 (40,0%)	15 (50,0%)
Regularly attending tutoring programs	1 (3,3%)	3 (10,0%)	4 (13,3%)	11 (36,7%)	11 (36,7%)

To clarify the distribution patterns of respondents' answers for each indicator of learning motivation, the data were visualized using a bar chart, as shown in Figure 7.

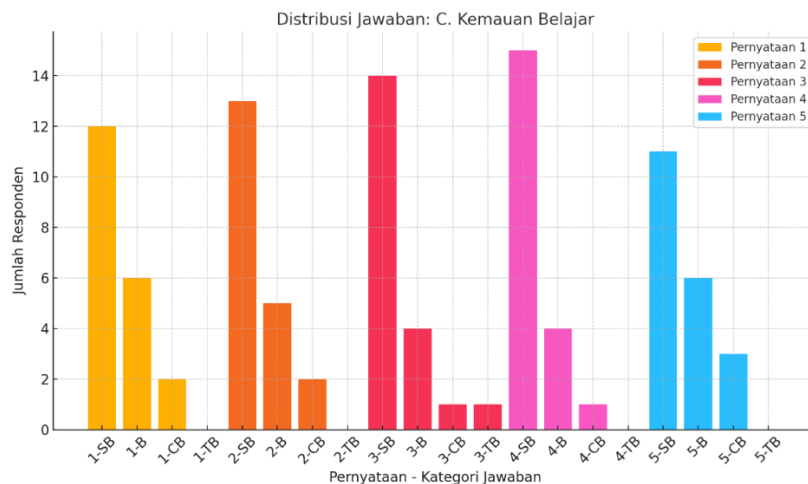


Figure 7. Distribution of respondents' answers to indicators of willingness to learn

A high level of learning motivation is evident from the following results. A total of 12 respondents reported diligently studying to prepare for university admission, while 13 respondents actively sought information on scholarships. In addition, 14 respondents indicated their willingness to work while studying if necessary, and 15 respondents expressed readiness to study harder in order to obtain scholarships. Meanwhile, 11 respondents regularly attended tutoring programs, although some still felt less influenced by this activity. Overall, the respondents demonstrate serious efforts in preparing for higher education through independent study, participation in tutoring programs, and a willingness to adapt to financial demands.

Table 4. Frequency Distribution and Percentage of School Environment Support (N = 30)

Indicator	Not Influential	Low Influence	Moderately Influential	Influential	Highly Influential
	f (%)	f (%)	f (%)	f (%)	f (%)
Teachers provide information about university opportunities	0 (0%)	2 (6,7%)	4 (13,3%)	12 (40,0%)	12 (40,0%)
Socialization of university admission pathways	0 (0%)	1 (3,3%)	4 (13,3%)	12 (40,0%)	13 (43,3%)
School counseling (BK) assists in selecting university majors	0 (0%)	2 (6,7%)	4 (13,3%)	12 (40,0%)	12 (40,0%)
Support from school friends	0 (0%)	2 (6,7%)	3 (10,0%)	12 (40,0%)	13 (43,3%)
The school facilitates scholarship registration	0 (0%)	1 (3,3%)	3 (10,0%)	12 (40,0%)	14 (46,7%)

To provide a clearer illustration of the distribution patterns of respondents' responses for each school environment indicator, the data were visualized in the form of a bar chart, as shown in Figure 8.

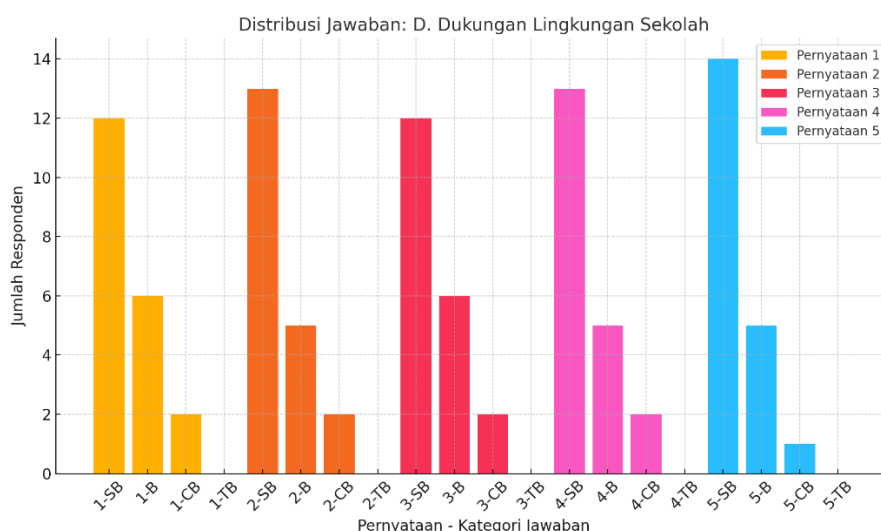


Figure 8. Distribution of respondents' answers on the school environment indicators.

The school environment has a significant positive impact. Teachers provide information about university opportunities to 12 respondents, while 13 respondents feel greatly assisted by the socialization of university admission pathways. School counseling (BK) plays a role in helping 12 respondents with their choice of university major. Peer support is strongly felt by 13 respondents, and 14 respondents reported that the school provides excellent facilitation for scholarship registration.

The school environment serves as a key supporting factor in preparing students for higher education. The information, moral support, and facilities provided by the school encourage students to continue their studies to the university level.

Table 5. Frequency Distribution and Percentage of Family Environment Support (N = 30)

Indicator	Not Influential	Low Influence	Moderately Influential	Influential	Highly Influential
	f (%)	f (%)	f (%)	f (%)	f (%)
Parental support	0 (0%)	1 (3,3%)	2 (6,7%)	12 (40,0%)	15 (50,0%)
Family readiness to allocate social assistance funds	0 (0%)	1 (3,3%)	3 (10,0%)	12 (40,0%)	14 (46,7%)
Support from siblings	0 (0%)	2 (6,7%)	3 (10,0%)	12 (40,0%)	13 (43,3%)
Family understanding of the importance of higher education	0 (0%)	1 (3,3%)	1 (3,3%)	12 (40,0%)	16 (53,3%)
Motivation derived from the family's economic condition	0 (0%)	1 (3,3%)	2 (6,7%)	12 (40,0%)	15 (50,0%)

To clarify the distribution patterns of respondents' answers for each indicator of the family environment, the data were visualized in the form of a bar chart, as shown in Figure 9.

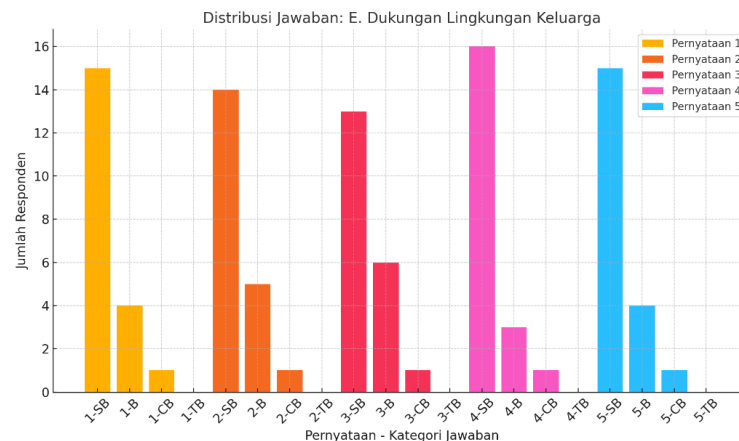


Figure 9. Distribution of respondents' answers on the family environment indicators.

The family has a strong influence on students' decisions to continue their education. Strong parental support was reported by 15 respondents, while 14 respondents felt that their families were willing to allocate social assistance funds for educational purposes. Support from siblings was experienced by 13 respondents. In addition, 16 respondents stated that their families understand the importance of higher education. Motivation derived from the family's economic condition was also significant for 15 respondents. Overall, the findings indicate that the family plays an important role in encouraging students to pursue higher education.

Discussion

The self-awareness assessment results indicate that the Participatory Action Research (PAR)-based community service program successfully increased the awareness and interest of students from social assistance recipient families in pursuing higher education. Based on the findings presented in Tables 1–5, it is evident that the majority of respondents (>80%) selected "Influential" to "Very Influential" across all measured dimensions. The dominant findings show that: (1) the desire to obtain better employment was the strongest motivation (53.3% very influential), (2) the determination not to depend on social assistance in the future was very high (53.3%), (3) family understanding of the importance of higher education strongly supported students' aspirations (53.3%), and (4) university scholarship programs served as a major driving factor (50.0%).

These findings are consistent with the study by [Muzakkir & Rizki Yunanda \(2021\)](#), which states that community-based interventions involving active participation from students and parents are effective in increasing higher education aspirations among low-income groups. The PAR program facilitates multi-stakeholder collaboration (schools, families, government, and universities), creating a supportive ecosystem that encourages students to aspire toward higher education ([Amilia et al., 2020](#)). This is also in line with [Novita sari \(2021\)](#), who emphasizes that students' learning motivation is not only determined by internal factors but is also significantly influenced by parental communication patterns within the family environment. Furthermore, [Purwanto et al. \(2013\)](#) found that students from families receiving the Family Hope Program (PKH) tend to develop strong intrinsic motivation to escape poverty through education, indicating that structural economic pressures can actually strengthen academic aspirations among vulnerable groups. Scholarship programs play a crucial role in ensuring accessibility (50.0% very influential), as they remove financial barriers that have long hindered educational continuation ([Abdillah et al., 2023](#)). In addition, government social assistance through education pathways provides strong motivation for families to move out of the vulnerable economic category ([Azhari & Rosali, 2022](#)).

These findings also reinforce [Hossler and Stage \(1992\)](#), who argue that parental involvement is one of the most consistent factors in shaping children's educational aspirations, even more influential than economic factors. School support through scholarship registration facilities (46.7%) and the socialization of university admission pathways (43.3%) highlights the importance of educational institutions as information bridges. [McDonough \(2005\)](#) emphasizes that schools that foster a "college-going culture" significantly increase enrollment rates among students from low-income backgrounds. Collaboration between schools and universities in this program creates a

structured pathway that facilitates students' transition from secondary to higher education (Cabrera et al., 2014).

Implications of the Program for Achieving the SDGs

This community service program directly contributes to the achievement of SDG 4 (Quality Education), particularly target 4.3, which emphasizes equal access to higher education for all, including vulnerable and marginalized groups (Sofianto, 2019). By increasing the interest and readiness of students from social assistance recipient families, the program helps reduce disparities in access to higher education, which remains a major challenge in Indonesia (Patiung, 2019).

Moreover, the students' determination not to rely on social assistance in the future (53.3%) reflects a transformation in mindset from aid recipients to agents of family economic change. This aligns with the concept of "sustainable poverty alleviation," which emphasizes education as a long-term empowerment strategy (Junaedi, 2017).

LIMITATION

Although the program shows positive results, further longitudinal studies are needed to measure its long-term impact. For program sustainability, it is recommended that: (1) university alumni from similar socioeconomic backgrounds be involved as mentors, (2) a post-program monitoring system be developed to ensure that students successfully apply to and are accepted into higher education institutions, (3) the program's geographic scope be expanded to other sub-districts with similar characteristics, and (4) policy advocacy be conducted to local governments to integrate similar programs into the empowerment schemes for social assistance recipient families.

CONCLUSION

This study demonstrates that the community service program was successful in increasing the interest of students from social assistance recipient families in pursuing higher education in Batu Putuk Village. Through a Participatory Action Research (PAR) approach, students, parents, and various stakeholders were actively involved in efforts to improve access to higher education. Socialization activities, motivational support, academic mentoring, and multi-stakeholder assistance proved effective in encouraging students to continue their studies to a higher level.

With the implementation of this program, it is expected that students' interest in pursuing higher education will continue to grow sustainably, thereby helping to break the cycle of poverty and produce a more competitive younger generation. This program can also be replicated in other regions with similar socioeconomic conditions to achieve a broader impact.

AUTHOR CONTRIBUTIONS

RS contributed to the conceptualization of the study, research design, community field coordination, implementation of educational intervention activities, data collection, and preparation of the initial manuscript draft. UR contributed to the development of intervention materials, facilitation of motivational and mentoring sessions, questionnaire analysis, interpretation of findings, manuscript revision, and final editing.

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