



Campus And Community Collaboration Through Greening And Tutoring In Nahornop Marsada Village

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Received :	<i>Abstract: This community service program aimed to strengthen collaboration between a higher education institution and a village community through greening and tutoring in Nahornop Marsada Village, Pahae Jae District, North Tapanuli Regency. A participatory approach was implemented through needs identification, joint planning, program delivery, mentoring, and reflective evaluation. Data were obtained from field observations, discussions with village officials and residents, activity documentation, and evaluation notes. The results indicate that tree planting and environmental cleaning fostered shared responsibility for village environmental care, while tutoring provided an accessible learning space that encouraged children to ask questions, participate actively, and strengthen their motivation to learn. Community involvement and institutional support were decisive for implementation. However, limited time, changing weather, and schedule differences constrained continuity. Continued plant maintenance and community-based tutoring are therefore necessary to sustain the program's benefits.</i>
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Revised :	
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02 Juli 2026	<i>Abstrak: Kegiatan pengabdian ini bertujuan memperkuat kolaborasi perguruan tinggi dan masyarakat melalui program penghijauan serta bimbingan belajar di Desa Nahornop Marsada, Kecamatan Pahae Jae, Kabupaten Tapanuli Utara. Pelaksanaan menggunakan pendekatan partisipatif yang meliputi identifikasi kebutuhan, perencanaan bersama, implementasi, pendampingan, dan evaluasi reflektif. Data diperoleh melalui observasi lapangan, diskusi dengan perangkat desa dan warga, dokumentasi kegiatan, serta catatan evaluasi. Hasil kegiatan menunjukkan bahwa penanaman pohon dan gotong royong mendorong tanggung jawab bersama terhadap pemeliharaan lingkungan desa. Bimbingan belajar menyediakan ruang belajar yang mudah diakses, mendorong anak untuk bertanya, berpartisipasi aktif, dan memperkuat motivasi belajar. Keterlibatan masyarakat dan dukungan kelembagaan desa menjadi faktor penentu pelaksanaan. Meskipun demikian, keterbatasan waktu, perubahan cuaca, dan perbedaan jadwal membatasi kesinambungan program. Oleh karena itu, perawatan tanaman dan bimbingan belajar berbasis komunitas perlu dilanjutkan.</i>
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INTRODUCTION

Higher education institutions serve not only as sites of knowledge production but also bear a social responsibility to connect academic knowledge with concrete problems faced by communities. In this context, Kuliah Kerja Nyata (KKN), an Indonesian student community service program, provides a platform that brings together students, village government, schools, and residents in a shared learning process. The strategic value of KKN lies not in the number of activities implemented, but in its capacity to establish participatory relationships, identify local needs, and develop programs that communities can sustain after students leave the service location. Collaboration that positions communities merely as program recipients tends to produce short-term effects, whereas involving them from problem identification through evaluation is more likely to cultivate ownership and program sustainability (Qorib, 2024).

Nahornop Marsada Village, Pahae Jae District, North Tapanuli Regency, possesses natural and social resources that can be developed through cooperation between the community and higher education institutions. The KKN team's initial observations identified two prominent needs. First, several village areas required environmental improvement through additional vegetation, the cleaning of public spaces, and stronger community awareness of environmental maintenance. Second, school-age children needed an accessible supplementary learning space to help them understand lesson content, complete assignments, and sustain their motivation to learn. Although these needs appeared distinct, they shared the same underlying issue: the need to strengthen community capacity through participation, assistance, and collective responsibility.

The greening program was selected because tree planting is an ecological intervention that also contains a social-educational dimension. Trees function not only as vegetation but also as a medium for cultivating awareness of the relationships among human behavior, environmental quality, soil stability, and the sustainability of living spaces. Planting activities conducted with residents can shift greening from a ceremonial act to a social practice that nurtures environmental concern. Mukson et al. (2021) emphasized that community-based tree planting can increase awareness of environmental greening. Similar findings were reported in a protective-tree planting program, which showed that support from local government and residents was essential to implementation and plant maintenance (Nita et al., 2023).

However, greening does not automatically produce ecological benefits unless it is accompanied by appropriate site selection, post-planting maintenance, and a clear

allocation of responsibilities. Tree planting often stops at the output of planted seedlings, even though substantive success depends on plant survival and changes in community practices. Accordingly, the greening program in Nahornop Marsada Village was designed around site observation, discussions with village officials, identification of priority areas, joint planting, installation of seedling guards, and initial monitoring. This approach is consistent with the view that greening should be positioned as a process of environmental education and community organization, rather than merely as a physical activity (Purwanto, 2021; Haryanti et al., 2025).

In education, limited out-of-school learning support can restrict children's opportunities to review lessons, ask questions, and receive assistance that responds to their needs. Community-based tutoring can provide a more flexible alternative learning space close to children's everyday lives. Widad et al. (2022) showed that village-based tutoring can increase elementary school students' interest in learning, particularly when activities are interactive and allow students to participate actively. Pane et al. (2022) also found that the use of learning media and communicative assistance can strengthen students' interest in learning. Thus, tutoring quality is determined not only by the delivery of subject matter but also by pedagogical relationships that make children feel safe to ask questions, attempt tasks, and make mistakes.

Tutoring activities in this KKN program were conducted regularly at the village office and reinforced through student participation in school-based teaching. Materials were adapted to the children's needs, while the methods included brief explanations, discussions, exercises, question-and-answer sessions, and motivational reinforcement. These methods were selected to avoid one-way instruction. In a community service context, the success of tutoring is more appropriately understood through changes in children's engagement, willingness to ask questions, attendance consistency, and ability to participate in the learning process, rather than solely through academic scores that require long-term measurement.

The integration of greening and tutoring is strategically significant because sustainable village development requires simultaneous attention to environmental quality and human capacity. Environmental programs without education risk losing their foundation of awareness, whereas educational programs without a supportive social environment risk becoming unsustainable. Collaboration among students, village officials, schools, and residents serves as the mechanism linking these two domains. Reflections on KKN activities in various regions indicate that cross-actor collaboration

can broaden program benefits, but its effectiveness depends on communication, role allocation, and alignment with local needs (Bakri et al., 2023; Qorib, 2024).

Based on this context, this community service initiative aimed to describe and analyze the implementation of campus-community collaboration through greening and tutoring programs in Nahornop Marsada Village. This article specifically examines the needs-identification process, program implementation, forms of community participation, observable qualitative effects, implementation constraints, and sustainability requirements. The analysis demonstrates that the impact of community service extends beyond activity outputs to changes in relationships, the emergence of ownership, and the creation of shared learning spaces between the university and the community.

METHOD

The community service program was conducted in Nahornop Marsada Village, Pahae Jae District, North Tapanuli Regency, North Sumatra, from January 7 to February 7, 2026. The principal partner was the Nahornop Marsada Village Government. The implementing team comprised five KKN students from Institut Bisnis dan Komputer Indonesia under the guidance of a field supervisor. Participants included the village head, village officials, residents, village program organizers, teachers, and primary and secondary school students.

A participatory approach oriented toward community empowerment was adopted. This approach positioned residents and village officials as partners who contributed to determining needs, activity locations, implementation schedules, and follow-up arrangements. Epistemologically, knowledge of village needs was not assumed to originate solely from the academic team; rather, it was co-constructed through the encounter between student observations and residents' everyday experiences. The program was therefore not designed as a fixed package determined entirely before entering the village, but was adjusted after initial observations and discussions.

Implementation consisted of five stages: needs identification, program planning, resource preparation, implementation, and mentoring and evaluation. Needs identification was conducted through observations of village areas, discussions with village officials, and observations of children's learning needs. Planning included selecting planting sites, determining environmental activities, preparing a tutoring schedule, and coordinating with schools. Preparation included procuring seedlings,

mutual-cooperation equipment, materials for seedling guards, learning materials, and allocating team responsibilities.

Program data were collected through participant observation, field notes, reflective discussions with village officials and residents, photographic documentation, and the team's daily evaluation records. The data were analyzed qualitatively and descriptively through information reduction, thematic grouping by program, comparison between plans and implementation, and interpretation of changes observed during the activities. Interpretive credibility was strengthened through simple triangulation among observation notes, documentation, and informal confirmation with village stakeholders. The analysis did not seek to claim causal relationships or numerical improvements because the program did not use an experimental design or standardized pretest and posttest measurements.

Program evaluation used qualitative indicators, including activity completion, partner participation, participant responses, changes in children's learning engagement, the initial condition of plants after planting, and follow-up commitments from the village government and community. Ethical considerations included obtaining permission from the village government and schools, using activity documentation for academic reporting, and excluding children's personal identities from the analysis.

Table 1 Stages of Community Service Program Implementation

Stage	Main Activities	Stakeholders Involved	Process Outputs
1	Area observation, needs discussion, and site mapping	KKN team, village head, village officials, residents	Map of environmental and educational needs
2	Program design, scheduling, task allocation, and school coordination	KKN team, village government, school representatives	Agreed work plan
3	Provision of seedlings, equipment, plant guards, and learning materials	KKN team, village officials, community members	Readiness of program resources
4	Planting, mutual cooperation, teaching, and tutoring	University students, residents, teachers, children	Implementation of environmental and educational programs
5	Initial monitoring, reflection, constraint evaluation, and closing	KKN team and village partners	Records of results, constraints, and follow-up needs

Source: Adapted from the Group 9 KKN activity report, 2026

RESULTS AND DISCUSSION

Initial Conditions and Program Prioritization

Initial observations indicated that environmental needs in Nahornop Marsada Village could not be reduced to a shortage of trees. The team identified several areas

requiring improvement, including relatively open land, public facilities, roadsides, areas around the school, the village garden, and locations requiring mutual-cooperation activities. At the same time, discussions with village officials showed that the success of greening depended on residents' willingness to maintain the plants. This finding shifted the program's orientation from merely planting trees to building social engagement in planting and maintenance processes. In the educational domain, children demonstrated a need for assistance outside school hours. This need arose not only from difficulties in understanding lesson content but also from limited access to a structured learning space and mentors able to provide direct attention. Tutoring was therefore positioned as an additional pedagogical space rather than a substitute for school. This positioning was important to ensure that the program did not take over the roles of teachers and parents, but instead strengthened the existing learning ecosystem.

Selecting these two main programs reflected a strategic decision to combine physical and social interventions. Greening produced visible changes in village spaces, whereas tutoring addressed less visible processes, including motivation, confidence, and learning habits. The two programs required different forms of continuity. Plants required maintenance, while children required consistent assistance. Therefore, from the planning stage, the team positioned the village government, residents, schools, and families as actors responsible for sustainability after the KKN period ended.

Table 2 Mapping of Initial Problems, Program Responses, and Qualitative Indicators

Initial Problem	Program Response	Observed Qualitative Indicators
Environmental awareness and maintenance practices were uneven	Tree planting, environmental education, construction of plant guards, and mutual cooperation	Resident involvement, task allocation, and attention to plant maintenance
Several village areas required vegetation management and cleaning	Site surveys, planting at priority locations, & cleaning of public facilities and surrounding areas	Better-organized areas and the establishment of new vegetation points
Children required additional learning assistance	Regular tutoring, exercises, discussions, question-and-answer sessions, and motivational reinforcement	Attendance, participation, willingness to ask questions, and persistence in completing exercises
Campus-community coordination was not yet structured	Meetings with village officials, school coordination, joint implementation, and evaluation	Cross-stakeholder communication and support for activities

Source: Observation and evaluation results of the Group 9 KKN Team, 2026

Implementation of the Village Greening Program

The greening program began with a site survey to identify areas requiring intervention. Planting locations were selected by considering land exposure, proximity

to public facilities, maintenance access, and guidance from village authorities. Seedlings were then planted jointly with village officials and residents. For several plants, the team constructed wooden guards to reduce the risk of damage during the early growth stage. Environmental activities did not stop at tree planting, but also included cleaning the village office, the Family Welfare Empowerment garden, residential areas, and several hamlets through mutual-cooperation activities.

Community involvement gave the greening activities social meaning. When residents helped determine locations, provided equipment support, and participated directly in planting, the seedlings were no longer perceived as belonging to the KKN team. This process created collective ownership, which is a prerequisite for maintenance. The finding is consistent with Mukson et al. (2021), who showed that tree planting can increase community awareness when implemented participatively. Support from local government and residents was also an important factor in the greening activities reported by Nita et al. (2023).

Ecologically, the program could not yet be assessed through long-term plant growth because the KKN period was relatively short. Claims of impact were therefore limited to initial outputs, including planted seedlings, improved organization of selected areas, and emerging shared concern for maintenance. This limitation is important because a community service article should not equate planting activities with successful environmental rehabilitation. Sedijani et al. (2022) emphasized the role of tree planting in preventing floods and landslides, but these benefits depend on appropriate vegetation, land conditions, and sustained maintenance. Thus, the immediate contribution of the Nahornop Marsada program was the strengthening of awareness, the development of mutual-cooperation practices, and the initial addition of vegetation.

Mutual-cooperation activities broadened the meaning of greening from tree planting to the care of shared living spaces. Cleaning village areas demonstrated that environmental quality is shaped by collective habits rather than by one-time interventions. From an empowerment perspective, the most important change was the formation of a shared experience that environmental problems could be addressed through coordination and modest contributions from multiple actors. This experience may serve as social capital for subsequent environmental initiatives.



Figure 1 Arrangement and Greening of Village Areas
 Source: Documentation of the Group 9 KKN Team, 2026



Figure 2 Joint Seedling Planting by the KKN Team and Community
 Source: Documentation of the Group 9 KKN Team, 2026

Implementation of the Tutoring Program

Tutoring was conducted periodically at the village office and reinforced through teaching activities at the school. Children received assistance in understanding lesson content, completing exercises, and discussing learning difficulties. The methods were flexible and included brief explanations, question-and-answer sessions, discussions, exercises, and interactive learning. Flexibility was necessary because participants differed in ability levels, learning needs, and age ranges.

The most visible change was greater child engagement during the learning process. Children became more willing to ask questions, complete exercises, and interact with mentors. This change cannot be directly interpreted as improved academic achievement because learning outcomes were not measured using standardized instruments. Nevertheless, active engagement is an important process indicator. Widad et al. (2022) showed that tutoring can increase elementary school students' interest in learning, while Lainsamputty et al. (2023) emphasized that mentoring can build learning awareness when children are provided with a supportive space.

The relationship between students and children was a key component of the program. University students acted not only as content instructors but also as mentors who provided reinforcement, listened to difficulties, and created a non-threatening learning atmosphere. Amanda et al. (2024) found that enthusiasm, active responses, and consistency in completing tasks can indicate growing interest in learning. These findings help interpret the responses of children in Nahornop Marsada, particularly when they demonstrated a desire to attend activities, ask questions, and complete exercises.

School-based teaching activities strengthened coordination with teachers and expanded the students' understanding of the formal learning context. These interactions helped the team adapt tutoring materials to children's needs. However, the program also demonstrated that effective assistance requires continuity. One month of tutoring may initiate motivation and early learning habits, but it is insufficient to guarantee long-term change. Sianturi et al. (2025) showed that the success of tutoring by KKN students is associated with activity consistency and participant involvement. Sustainability should therefore be designed through the roles of parents, teachers, local volunteers, or village programs.



Figure 3 Learning Assistance for Elementary School Students

Source: Documentation of the Group 9 KKN Team, 2026

Collaboration among the University, Village Government, Schools, & Community

Collaboration in this program operated through a relatively clear division of roles. The village government provided permission, location information, access to facilities, and coordination support. Residents participated in mutual-cooperation and environmental activities. The school provided opportunities for university students to participate in teaching. The KKN team was responsible for technical planning, activity

facilitation, partial resource provision, documentation, and evaluation. This pattern indicates that the university functioned as a catalyst rather than as the sole actor.

In practice, collaboration did not proceed without constraints. Differences between student and community schedules required adjustments to several activities. Changing weather also affected outdoor activities. The limited KKN period meant that plant maintenance and children's learning development could only be monitored at an early stage. These constraints demonstrate that collaboration requires continuous negotiation. Qorib (2024) emphasized that open communication, alignment of expectations, and active involvement are important conditions for preventing university-community partnerships from becoming merely formal arrangements.

Nevertheless, support from the village head, village officials, residents, and schools was the principal enabling factor. This support not only facilitated technical implementation but also provided social legitimacy for the program. Bakri et al. (2023) explained that KKN can become a collaborative space for village development when students interact directly with social, cultural, and environmental change and community needs. In Nahornop Marsada, these interactions generated reciprocal learning. Students gained an understanding of village dynamics, while the community received program support and collective energy to implement activities.

Critically, the success of collaboration should not be measured solely by community acceptance of university students. Substantive collaboration requires the transfer of responsibility and capability. In the greening program, such transfer means the presence of local actors who maintain the plants. In the tutoring program, it means support from parents, teachers, or volunteers who continue the learning space. The conclusion of the KKN period should therefore be understood as a transition of program ownership rather than the termination of activities.



Figure 4 Community Mutual Cooperation in the Village Environment
Source: Documentation of the Group 9 KKN Team, 2026

Qualitative Effects and Program Significance

Program effects can be interpreted at three levels. At the output level, the activities produced planted seedlings, improved organization of several areas, mutual-cooperation activities, tutoring sessions, and student involvement in schools. At the process level, cross-stakeholder communication, community participation, and closer pedagogical interaction with children emerged. At the level of meaning, the program strengthened the understanding that environmental care and education are shared responsibilities. In the greening program, empowerment was reflected in the community’s shift from spectators to active participants. Participation in planting and cleaning translated ecological knowledge into practice. Haryanti et al. (2025) likewise showed that greening programs conducted by KKN students can increase environmental awareness when accompanied by community participation. However, awareness must be distinguished from sustainable behavior. Awareness is an initial condition, while sustainability requires maintenance routines, monitoring, and institutional support.

In the tutoring program, empowerment was reflected in expanded access to assistance and the growth of children’s confidence in learning. Children did not merely receive answers, but were encouraged to ask questions and attempt tasks. Pane et al. (2022) emphasized the importance of learning media and interaction in increasing students’ interest. The program’s results should therefore be assessed not only by the delivery of material but also by the development of a more participatory learning experience. For university students, the activities strengthened social, communication, organizational, and reflective competencies. Students learned that academic solutions must be negotiated with local conditions. Knowledge considered conceptually appropriate cannot necessarily be applied without adjustment to residents’ schedules, weather, facilities, and community work culture. This experience illustrates the transformative learning dimension of KKN, namely a change in how students understand the relationship among theory, practice, and social responsibility.

Table 3 Summary of Qualitative Program Effects

Dimension	Qualitative Findings	Meaning and Implications
Environment	Seedlings were planted, selected areas were better organized, and mutual cooperation was implemented	A collective experience of caring for village spaces was established
Education	Children asked more questions, completed exercises, and interacted actively during tutoring	Tutoring functioned as a safe and supportive learning space
Institutional	Coordination involved the KKN team, village government, community, and schools	Cross-stakeholder partnership became an asset for sustainability

University Students	Communication, adaptation, organization, and reflective abilities were strengthened	KKN became a form of contextual learning and social responsibility
Sustainability	Plant maintenance and learning assistance still required local actors	A follow-up mechanism was required after the KKN period

Source: Reflective evaluation results of the Group 9 KKN Team, 2026

Constraints and Sustainability Strategies

The main constraints included changing weather, limited time, schedule differences, and limited supporting facilities. Weather affected planting and mutual-cooperation activities, while schedule differences affected the number of residents able to participate at particular times. In tutoring, variations in participants' ages and abilities required a more adaptive distribution of attention. These constraints did not prevent the program from being implemented, but they limited the depth of evaluation and continuity of the interventions.

Sustainability strategies should be developed at three levels. First, technical sustainability requires assigning responsibility for plant care, establishing watering schedules, inspecting seedling guards, and replacing plants that do not survive. Second, social sustainability requires periodic mutual-cooperation activities and environmental education involving families and community groups. Third, educational sustainability requires establishing a community learning schedule, involving teachers or local volunteers, and using the village office as a learning space at agreed times.

Higher education institutions should also develop mechanisms for continuity across successive KKN cohorts. Data on plant locations, records of learning needs, program documentation, and follow-up recommendations should be transferred to the village government and subsequent KKN teams. This mechanism prevents new programs from repeating the initial identification process and enables longitudinal evaluation. Sustainable collaboration requires institutional memory rather than only personal relationships during the service period.

Overall, the program demonstrates that impactful community service does not always require complex technology. Simple interventions can be meaningful when they originate from local needs, are implemented collaboratively, and include reflection on sustainability. The program's value lies in its capacity to build awareness, connect stakeholders, and create collective experiences that can provide a foundation for subsequent action.

Table 4 Program Follow-Up Plan

Program	Follow-Up Actions	Potential Responsible Parties	Sustainability Indicators
Greening	Watering, seedling inspection, repair of guards, and replacement of plants	Village government, residents near planting sites, community groups	Plants are maintained and a monitoring schedule is established
Environmental cleanliness	Periodic mutual cooperation at public facilities, drainage channels, & residential areas	Village officials and residents of each hamlet	Routine activities and allocation of areas of responsibility
Tutoring	A community learning schedule and local mentors	Teachers, parents, village youth, & subsequent KKN students	The learning space continues after the KKN period
University-village partnership	Exchange of program data and evaluation of follow-up actions	Higher education institution and village government	Subsequent KKN programs use the same records and needs assessment

Source: Recommendations of the Group 9 KKN Team, 2026

CONCLUSION

The campus-community collaboration program involving greening and tutoring in Nahornop Marsada Village demonstrates that community service can integrate environmental development with the strengthening of educational capacity. The greening program produced an initial increase in vegetation, improved the organization of several areas, and created mutual-cooperation experiences that reinforced shared environmental responsibility. The tutoring program provided an additional learning space that encouraged participation, willingness to ask questions, and children's motivation to learn. The program's main effects lay not only in physical outputs and the number of activities, but also in collaborative relationships among students, the village government, residents, schools, and children. Partner support was a decisive enabling factor, while changing weather, limited time, and schedule differences were the principal constraints. Sustainability requires local responsibility for plant care, the organization of periodic mutual-cooperation activities, and a community-based tutoring mechanism. Higher education institutions should maintain continuity of data and programs across KKN cohorts so that community service develops as a long-term empowerment process.

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