



Empowerment of Dasawisma Human Resources Through Higher Education Assistance in Effective Implementation of Administration

lilisuryani^{1*}, Fatimah², Sabariah³

¹⁻³Sekolah Tinggi Ilmu Administrasi Lancang Kuning, Dumai, Indonesia

*Penulis korespondensi: lilisuryani@stia-ltd-dumai.ac.id¹

Article History:

Received: Desember 01, 2024;

Revised: Januari 14, 2025;

Accepted: Februari 18, 2025;

Published: Februari 28, 2025;

Keywords: Administration; Community Empowerment; Dasawisma; Good Governance; Higher Education Assistance

Abstract. This community service activity aims to enhance the human resource capacity of Dasawisma members in effective administration management as a family development data base at the sub-district level. The assistance was conducted using a participatory approach and hands-on practice, including socialization, technical administrative training, and reflective discussion. The results indicated an increase in Dasawisma members' understanding of the importance of orderly, systematic, and integrated administration in supporting social activities. Members' technical skills in managing family data, filling administrative books, classifying information, and preparing simple reports improved significantly. Furthermore, the assistance strengthened communication and coordination between Dasawisma and sub-district officials, promoted group independence, and strengthened Dasawisma's role as a key data source for family development. These findings confirm that planned and participatory higher education assistance plays a strategic role in community empowerment, supports good governance at the local level, and can serve as a replicable model for other community development programs.

1. INTRODUCTION

Community development at the local level is a crucial component of national development efforts focused on improving the quality of human resources. Development is not only defined as improving the economic aspect, but also encompasses strengthening the social, institutional, and administrative capacities of communities to enable them to manage their potential and challenges independently and sustainably (Suharto, 2018). In this context, community-based groups play a strategic role as actors in grassroots development. One such group playing a crucial role in social development and family empowerment is the Dasawisma (Village Unit). As the smallest unit within the community empowerment structure, Dasawisma plays a strategic role in managing family data, coordinating social activities, and acting as a liaison between the community and the government at the sub-district level.

Dasawisma is a group of housewives formed to support the implementation of family empowerment and welfare programs. Dasawisma serves not only as a forum for social activities but also as a social administration instrument that records various family conditions, such as population data, health, education, and family economics. Well-organized Dasawisma administration serves as a crucial foundation for planning and evaluating development

programs at the local level (Hidayati, 2020). However, in practice, many Dasawisma groups still face challenges in administrative management, both in terms of understanding, skills, and the availability of supporting resources.

Administrative problems in Dasawisma groups are often characterized by unsystematic data recording, a lack of understanding of administrative functions, and low utilization of simple technology in data management. This situation impacts the suboptimal role of Dasawisma as a database for family and community development. Effective administration is a crucial foundation for good organizational governance, as it enables accurate and sustainable planning, implementation, and evaluation of activities (Dwiyanto, 2018). Without adequate administration, various empowerment programs have the potential to be off-target and difficult to evaluate objectively.

Empowering Dasawisma human resources is key to improving the effectiveness of group administration. Empowerment is understood as the process of increasing an individual's abilities, knowledge, and skills to enable them to play an active role in decision-making and managing social activities (Chambers, 2017). In the Dasawisma context, human resource empowerment is not only related to increasing technical administrative capacity but also strengthening awareness of the importance of their role in supporting family and community development. Therefore, educational interventions and ongoing mentoring are necessary for the empowerment process to run optimally.

As centers of scientific development, universities have a social responsibility to contribute directly to community development through community service activities. The role of universities extends beyond knowledge transfer to facilitators and mentors in the community empowerment process. Through a participatory approach, universities can help communities identify problems, design solutions, and implement more effective and sustainable practices (Kolb, 2015). University mentoring is highly relevant in improving the administrative capacity of Dasawisma, which still faces various limitations.

Effective administrative assistance aims not only to improve technical record-keeping skills but also to build Dasawisma's understanding of the strategic role of data in supporting development policies and programs. Good administration enables Dasawisma to provide accurate and up-to-date data as a basis for decision-making at the village level. This aligns with the principles of good governance, which emphasize the importance of transparency, accountability, and participation in development governance (Adila, 2024). Therefore, strengthening Dasawisma administration has broad implications for the effectiveness of social development at the local level.

Several studies have shown that community-based mentoring involving universities can improve the institutional capacity and governance quality of community groups. Research by Rahmawati and Subali (2022) demonstrated that ongoing administrative mentoring can improve the performance of community groups in managing social programs. Meanwhile, Hidayati (2020) emphasized that improving the administrative capacity of women's groups positively contributes to the effectiveness of family empowerment programs. These findings reinforce the urgency of implementing Dasawisma mentoring activities as part of community service.

2. METHOD

The implementation method for this community service activity uses a participatory and qualitative descriptive approach. The participatory approach was chosen to ensure the active involvement of Dasawisma members in all stages of the activity, from planning to evaluation. This approach positions Dasawisma as the subject of empowerment who has a crucial role in determining the needs and solutions to the administrative problems faced. A qualitative descriptive approach is used to describe the mentoring process, forms of participation, and changes in administrative capacity that occur during the activity. The planning stage begins with coordination between the university community service team, village officials, and Dasawisma administrators. This coordination aims to identify the initial conditions of Dasawisma administration, the types of data managed, and obstacles encountered in recording and reporting. The identification results are used as the basis for compiling mentoring materials, which include an introduction to Dasawisma administration, family data recording techniques, and the preparation of simple administrative reports.

The mentoring phase was implemented through outreach activities, training, and hands-on practice. The outreach aimed to improve Dasawisma members' understanding of the importance of orderly and systematic administration. The training focused on improving technical skills, such as filling out administration books, grouping family data, and organizing archives. Direct practice was conducted so that participants could apply the material provided according to the conditions of their respective Dasawisma. The evaluation phase was conducted qualitatively through observation and reflective discussions with Dasawisma members and village officials. The evaluation focused on changes in understanding, administrative skills, and the level of independence of Dasawisma in managing data after the mentoring. The evaluation results were used as reflection material to assess the effectiveness of the mentoring and as a basis for improving future community service activities.

3. RESULTS

The results of the activity showed an increase in Dasawisma members' understanding of the importance of orderly, systematic administration, and integration with social activities in their communities. Prior to the mentoring, some Dasawisma members tended to view administration solely as a routine record-keeping obligation, without understanding its strategic role in supporting the planning, implementation, and evaluation of social activities. However, after the mentoring, Dasawisma members began to realize that administration is a crucial tool that can help them map family conditions, identify community needs, and monitor the progress of programs implemented in their respective communities.

This shift in understanding is evident in the increased awareness of Dasawisma members to comprehensively complete and regularly update their family data. Members not only record basic information such as number of family members, age, and occupation, but also data more relevant to social activity planning, such as health, education, and the special needs of each family member. With this improved understanding, Dasawisma is able to use administrative data as a basis for decision-making in designing more targeted work programs.

From a skills perspective, the mentoring program successfully improved the technical skills of Dasawisma members in managing administration more effectively. Members were able to fill out administration books more neatly and systematically, group family data based on specific criteria, and compile simple reports that were easily understood by all parties, including village officials and other supporting institutions. This capability was also supported by an improved understanding of recording standards and the use of administrative formats in accordance with applicable guidelines.

In addition to improving technical skills, the mentoring activities also strengthened communication and coordination between Dasawisma members and village officials. This was reflected in the smooth delivery of administrative data, discussions on identified issues, and follow-up on social programs based on available data. This improved communication not only strengthened cooperation but also fostered a sense of collective responsibility among Dasawisma members to maintain the quality of administration and the sustainability of social activities in their communities.

Overall, this administrative assistance not only improved the technical skills and understanding of Dasawisma members, but also fostered an orderly, systematic, and successful-oriented administrative culture for social programs. Dasawisma members now see administration as a strategic tool for achieving shared goals, increasing community participation, and supporting sustainable social development at the village level.

4. DISCUSSION

The results of this activity demonstrate that university mentoring plays a strategic role in empowering Dasawisma's human resources. The improvements in understanding and administrative skills that occurred were not only technical in nature, but also fostered Dasawisma members' awareness of the importance of data as a foundation for decision-making in family development at the local level. This emphasizes that Dasawisma is not merely a social group but also a database for family development that plays a crucial role in facilitating evidence-based program planning. This finding aligns with Chambers' (2017) perspective, which emphasizes that ongoing community mentoring can foster real and measurable changes in community capacity.

The participatory approach implemented during the activities proved effective in increasing the engagement of Dasawisma members. By actively involving members through hands-on practice and reflective discussions, the learning process became more contextual and meaningful. Dasawisma members not only passively received knowledge but also experienced a learning process that enabled them to understand the rationale behind each administrative procedure and its impact on family program planning. These findings support the experiential learning theory proposed by Kolb (2015), which states that experiential learning can develop skills, attitudes, and understanding more deeply than theoretical learning alone. Through this approach, Dasawisma members were able to internalize the principles of orderly and systematic administration, making the acquired skills more durable and applicable independently.

Furthermore, this activity emphasized the importance of synergy between universities, the community, and the village government. This synergy is a key factor in creating effective development governance that is responsive to community needs. Well-organized Dasawisma administration not only improves data accuracy but also strengthens transparency and accountability in managing family information. Complete and structured data facilitates village officials in designing evidence-based development programs and facilitates evaluation of their impact. Thus, Dasawisma administrative assistance not only improves individual capacity but also supports good governance at the local level through the provision of reliable information and active community participation in development.

Furthermore, the results of this activity demonstrate that Dasawisma empowerment through administrative assistance can serve as a model for replication in other regions. Activities that emphasize participation-based empowerment and real-life experiences can be applied in other social development contexts, such as health data management, education, or community welfare programs. The success of this assistance also opens up opportunities for

universities to continue acting as agents of change, not only transferring knowledge but also building sustainable local capacity.

Overall, this mentoring program demonstrates that investing time and resources in building the administrative skills of Dasawisma members not only improves group performance but also strengthens the foundation of data-driven and participatory family development. This confirms that collaborative efforts between academics, communities, and local governments have significant strategic value in strengthening local capacity and supporting inclusive, accountable, and sustainable development.

5. CONCLUSION

Community service activities through university mentoring in the implementation of effective administration have proven successful in empowering the human resources (HR) of Dasawisma members. This mentoring not only improves technical skills in administrative management but also raises Dasawisma members' awareness of the importance of administration as a strategic tool in supporting the planning, implementation, and evaluation of family development programs at the village level. Before the mentoring, some Dasawisma members viewed administration merely as a routine, formality-based obligation. However, through a structured mentoring process, members began to understand that orderly, systematic, and accurate administration is a crucial foundation for sound decision-making and more effective activity planning.

The improved understanding and administrative skills of Dasawisma members are evident in their ability to manage family data more neatly and systematically, complete administration books completely, and compile simple reports that are easily understood by all relevant parties. Furthermore, the mentoring has also successfully encouraged Dasawisma members to regularly update family data, recording important information such as health conditions, education, and special needs of each family. This demonstrates that Dasawisma members are now able to view administration not merely as an obligation, but as a strategic tool to support the sustainability of development programs in their communities.

The participatory approach implemented in this activity has proven effective in increasing the engagement of Dasawisma members. Through hands-on practice, group discussions, and collective reflection, Dasawisma members not only passively receive knowledge but also experience a contextual learning process. This approach enables members to thoroughly understand administrative procedures, from data recording and categorizing information to compiling reports relevant to development program planning. Through this

method, the skills acquired are not only technical but also influence members' attitudes and awareness of the importance of accurate and orderly administration.

In addition to enhancing individual capacity, this activity also strengthens Dasawisma's role as a database for family development at the village level. Well-organized administration facilitates village officials' access to accurate and accountable information, thus ensuring more targeted planning of family development programs. Thus, Dasawisma administrative assistance not only improves the capacity of members but also contributes to better, more transparent, and more participatory development governance.

Going forward, Dasawisma administrative support is expected to be implemented sustainably by developing more innovative methods, including the use of simple technologies such as spreadsheets, digital record-keeping applications, or web-based information systems that are easily accessible to Dasawisma members. The implementation of this technology is expected to improve data management efficiency, minimize recording errors, and accelerate the preparation of accurate reports. With this strategy, the resulting empowerment impact will not only be short-term but also sustainable, so that Dasawisma can continue to play a vital role in family and community development at the local level.

Overall, community service activities through university mentoring demonstrate that planned, participatory, and experience-based collaboration can significantly empower communities. This activity serves as a concrete example of how universities can act as agents of social change, not only in knowledge transfer but also in building sustainable local capacity, encouraging active community participation, and supporting inclusive, accountable, and sustainable development at the village level.

This community service project demonstrates the strategic role of public administration in the stunting reduction program. Optimizing this role can be achieved through: increasing human resource capacity, cross-sector coordination, active community participation, and utilizing information technology for nutrition monitoring. The community service activity successfully increased community knowledge, empowered integrated health post (Posyandu) cadres, and strengthened public administration at the village level. Sustainability strategies for the program are recommended, including routine mentoring, periodic outreach, and strengthening networks between relevant agencies to ensure the effective and sustainable stunting reduction program.

REFERENCE LIST

Adila, F. (2024). *Good governance dan peran administrasi publik dalam pembangunan lokal*. Rajawali Pers.

Bryson, J. M. (2018). *Strategic planning for public and nonprofit organizations* (5th ed.). Jossey-Bass.

Chambers, R. (2017). *Empowering communities: Participatory approaches to sustainable development*. Routledge.

Denhardt, J. V., & Denhardt, R. B. (2015). *The new public service: Serving, not steering* (3rd ed.). Routledge.

Departemen Kesehatan Republik Indonesia. (2023). *Pedoman administrasi dasawisma dan pemberdayaan keluarga di tingkat kelurahan*. Kementerian Kesehatan RI.

Dwiyanto, A. (2018). *Administrasi publik dan pembangunan masyarakat: Perspektif lokal*. Pustaka Pelajar.

Hidayati, S. (2020). Peningkatan kapasitas administrasi kelompok perempuan dan efektivitas program pemberdayaan keluarga. *Jurnal Pengabdian Masyarakat*, 10(2), 65–78.

Ife, J. (2016). *Community development in an uncertain world: Vision, analysis and practice*. Cambridge University Press.

Kettl, D. F. (2015). *The transformation of governance: Public administration for the twenty-first century*. Johns Hopkins University Press.

Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Pearson Education.

Midgley, J. (2014). *Social development: Theory and practice*. SAGE Publications.

Osborne, S. P. (Ed.). (2017). *The new public governance? Emerging perspectives on the theory and practice of public governance*. Routledge.

Rahmawati, D., & Subali, B. (2022). Pendampingan administrasi berbasis komunitas dan peningkatan kinerja kelompok masyarakat. *Jurnal Pemberdayaan Masyarakat*, 9(1), 23–39.

Suharto, E. (2018). *Pembangunan masyarakat lokal dan pemberdayaan sosial: Konsep dan praktik*. Alfabeta.