



Implementation of the PPG Leadership Project for Prospective Teachers at Pasundan University through the Green Bites Program: Educating about Healthy Menus Based on Local Vegetables

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Received: May 8, 2025 | Revised: Juli 19, 2025 | Accepted: July 22, 2025 | Published online: October 31, 2025

Abstract

Low vegetable consumption and the lack of skills in processing local food into healthy meals are ongoing nutritional issues in various regions of Indonesia, including in Cibangkong Village, Bandung City. This activity aims to increase consumption and skills in processing local food into healthy meals by PKK mothers through training in processing local vegetables into Pakcoy Nori and vegetable nuggets. The activity methods include preparation, implementation, and analysis of results. The activity began with observation, training involving PPG Candidate Teacher students and the Faculty of Food Technology, Pasundan University as mentors, and practical training in making Pakcoy Nori and vegetable nuggets. The results of the activity showed improved skills of participants in processing and packaging healthy food products, increased nutritional awareness, and an interest in turning these products into business opportunities. The conclusion of this project is that training in appropriate local vegetable processing can be a strategic solution to address nutrition issues, build family food independence, and encourage a sustainable local economy.

Keywords: Empowerment, Nori pakcoy, Nuggets, Local food, Skills training.

Abstrak

Rendahnya konsumsi sayur dan kurangnya keterampilan masyarakat dalam mengolah bahan pangan lokal menjadi makanan sehat merupakan permasalahan gizi yang masih berlangsung di berbagai wilayah Indonesia, termasuk di Kelurahan Cibangkong, Kota Bandung. Kegiatan ini bertujuan untuk meningkatkan konsumsi dan keterampilan dalam mengolah bahan pangan lokal menjadi makanan sehat oleh ibu-ibu PKK melalui pelatihan pengolahan sayuran lokal menjadi nori pakcoy dan nugget sayuran. Metode kegiatan meliputi persiapan, pelaksanaan dan analisis hasil. Kegiatan dimulai dengan melakukan observasi, pelatihan yang melibatkan mahasiswa PPG Calon Guru dan Fakultas Teknologi Pangan Universitas Pasundan sebagai pendamping, serta praktik pembuatan nori pakcoy dan nugget sayuran. Hasil kegiatan menunjukkan peningkatan keterampilan peserta dalam mengolah dan mengemas produk pangan sehat, meningkatnya kesadaran gizi, serta munculnya minat untuk menjadikan produk tersebut sebagai peluang usaha. Simpulan dari proyek ini adalah bahwa pelatihan pengolahan sayuran lokal secara tepat dapat menjadi solusi strategis dalam mengatasi isu gizi, membangun kemandirian pangan keluarga, serta mendorong ekonomi lokal yang berkelanjutan.

Kata Kunci: Pemberdayaan, nori pakcoy, nugget, pangan lokal, pelatihan keterampilan.

How to Cite: Nuroswandi, H., et al. (2025). Implementation of the PPG Leadership Project for Prospective Teachers at Pasundan University through the Green Bites Program: Educating about Healthy Menus Based on Local Vegetables. *Jurnal Pengabdian Sains dan Humaniora*, 4 (2), 71-84.

Introduction

The Indonesian government is currently reforming its education system to improve the quality of education. One such effort is the Teacher Professional Education (PPG) program for Prospective Teachers (Pristiwanti Desi et al., 2022). This program has been running since 2022 under the name PPG Pre-Service. One of the characteristics of a quality teacher is a set of four competencies that must be mastered by every teacher (Firdaus, 2020). According to Law No. 14 of 2005, these four competencies are pedagogical, personality, professional, and social. These four competencies complement each other and form the basis of a professional teacher. Professionalism refers to expertise related to a person's skills and knowledge (Putra et al., 2022).

In interacting with the school community and the surrounding community, teachers must possess social competence. According to (Simbolon, 2018) social skills are a set of abilities that encompass interaction and communication, both verbally and nonverbally. However, the low level of social skills among teachers remains a problem in the delivery of education in the majority of schools in Indonesia (Ulia & Sari, 2018). The government, through the implementation of the Prospective Teacher Training Program (PPG) for Teacher Candidates, hopes that teachers in Indonesia will possess a strong competency. Teachers who demonstrate social skills in communicating effectively with the community will be able to master a wide range of vocabulary. This will help them provide better information, act as mentors, and encourage them to be active and become professional teachers (Julita & Dafit, 2021). The Prospective Teacher Education Program (PPG) has seven core courses, one of which is the Leadership Project. Generally, a leadership project aims to develop students' leadership skills needed in the dynamic world of modern education (Nidiana & Sophianty, 2023). Leadership skills include trust-building, interpersonal skills, and decision-making skills (Bakhtiar, 2022). Leadership skills foster a sense of responsibility, self-awareness, and social skills (Alfi Nur Hidayati, 2021). The leadership project provides a variety of positive learning experiences for individuals, enabling them to navigate the diverse conditions of today's modern world. As a result, prospective teachers participating in the PPG for Prospective Teachers will gain a better understanding of the objectives of the Leadership Project course (Fitriyani, 2021).

The essence of developing social-emotional maturity is the development of awareness and responsibility in Pasundan University's PPG Candidate Teacher students in their lives, specifically as prospective professional educators. This is in line with (Rukaesih, 2024) statement that responsibility for developing social-emotional maturity does not merely emphasize cognitive or intellectual aspects but rather needs to be realized through concrete actions and behaviors in real life (Annisa et al., 2023). Developing this awareness and responsibility includes: awareness of responsibility in managing and controlling emotions in dealing effectively with various life situations, even painful ones, and awareness of responsibility in establishing harmony with others by developing better communication and respect for the environment (Mawar Sari et al., 2023).

To develop leadership character and strengthen the social role of teachers, Pasundan University's Prospective Teacher Program (PPG) students are required to take a leadership project course, one implementation of which is community service activities. As part of this course, PPG students are required to implement a real-life project that has a positive impact on the community surrounding their educational environment. One concrete example of this leadership project is the community service activity carried out by Pasundan University PPG

students in neighborhood unit (RW) 11, Cibangkong Village, Batununggal District, Bandung City.

This activity was implemented in response to the low utilization of abundant local vegetables in the community, especially by housewives, in innovative and marketable forms. Vegetables like bok choy, although easy to cultivate and highly nutritious, are underutilized. Through the Green Bites program, this activity aims to empower women members of the Family Empowerment and Welfare Movement (PKK) to develop the skills to process local food ingredients into creative products such as Pakcoy based nori and healthy and economical vegetable nuggets. This training focuses not only on improving culinary skills and creativity, but also as a strategic step to strengthen family food security and open up household economic opportunities based on local potential. Thus, this program is expected to raise awareness of the importance of food diversification while creating business opportunities from local produce.

Through this activity, PPG Candidate Teacher students not only develop their leadership skills but also fulfill their social role as agents of change in society. This activity also serves as a means to build synergy between educational institutions and the community in an effort to create a transformative and sustainable learning ecosystem.

Method

This leadership project, themed "Green Bites: A Healthy Menu Based on Local Vegetables," was conducted by Prospective Teacher Program (PPG) students, Batch 2, 2024, and their Project Supervisors. The project took place in Neighborhood Association (RW) 11, Cibangkong Village, Batununggal District, Bandung City. The goal was to foster the social role of Prospective Teacher Program students as agents of change in the community, hone their social skills, collaborate in solving problems, and develop their insight, character, soft skills, and hard skills.

This activity was implemented using a phased method: preparation, implementation, and analysis of results in the form of reporting. The preparation phase included briefings, observation, training, and planning. The implementation phase included project implementation in the community in Neighborhood Association (RW) 11, Cibangkong Village, Batununggal District, Bandung City.

The analysis of results in the form of reporting included the preparation of individual and group reports and the submission of reports. Implementation of the activity began on February 3, 2025, and will run until May 10, 2025.

Table 1. Stages of Leadership Project Activities

Stages	Explanations	Time
Preparation	Conducting meetings between students and the Project Supervisor (DPL) to discuss plans and overviews during the fieldwork. Then, conducting observations to closely observe environmental conditions and conducting direct interviews with project partners to understand needs. Next, conducting training with partners in the Food Engineering Laboratory of Pasundan University with the aim of equipping students with practical skills and knowledge that are specific and relevant to the project activities to be carried out. Finally, making planning and delivery of the project program, involving the	February 3, 2025 to March 28, 2025

	preparation of a detailed work plan regarding the project program to be implemented. Once completed, this plan will be presented and discussed with the Project Supervisor (DPL) and the Chairperson of the PKK for approval and input.	
Implementation	This implementation stage consists of two main parts, namely: opening activities and training activities. The opening activity is carried out with a series of activities including: opening and welcoming remarks, reading of holy verses, a report from the head of the committee regarding the preparation and objectives of the project, a welcoming speech from the Project Supervisor, a welcome from the Head of PKK as well as the official opening of the activity, and ends with a closing and information on the next activity. Then the training activities in this stage include the delivery of material on making nori pakcoy and nuggets, dividing participants into small groups, direct practice of making nori pakcoy and nuggets with guidance from students, as well as a discussion of the results and obstacles during the activity.	May 3, 2025
Analysis Results	At this stage, the report is compiled, consisting of a final activity report and a series of work programs. Then, if there are any revisions, the report is revised. After revisions are made, the report is submitted to the Prospective Teacher PPG LMS page according to the specified deadline.	May 5, 2025 to May 10, 2025

Results and Discussion

As part of an effort to improve community skills in processing local food ingredients into healthy and economically valuable products, this training program is systematically designed and involves various parties. This activity aims not only to transfer knowledge but also to build nutritional awareness and open up business opportunities based on local potential. The program is implemented through several integrated stages, starting with initial observation and continuing with hands-on practice by participants. These stages are explained in the following description.

A. Location observation

Prior to conducting community training, UNPAS PPG students conducted a survey and observation of the training location in Cibangkong Village, located in Batununggal District, Bandung City. This location is densely populated, with the majority of residents working as laborers and traders. Accessibility to the location is quite good, with public transportation available, such as public transportation and trains.

Community empowerment is a primary strategy for improving the quality of life by activating their potential and skills in a productive and integrated manner (Pangan et al., 2024). Cibangkong residents have a high level of participation in community activities, particularly through the Family Welfare Movement (PKK). They have shown great interest in training that can improve their skills and family economic well-being. The Cibangkong sub-district has significant potential to develop training in making Pakcoy Nori (rice cake) and vegetable nuggets. Involving residents through the PKK is expected to improve the local economy and community health.

B. PPG Student Training for Prospective Teachers at the Food Technology Laboratory at Pasundan University

This training is part of Pasundan University's efforts to provide prospective teacher PPG students with hands-on experience in the Food Technology Laboratory to strengthen their practical understanding and enhance their professional competency in food education and technology.



Figure 1. *Student Training in the Laboratory*

Figure 1 shows a training environment where PPG students are actively involved in hands-on laboratory practice. This activity aims to enhance students' understanding of food technology processes. The training also fosters observation skills, teamwork, and the application of knowledge in real-world contexts.

Interdisciplinary collaboration is key to addressing the complex challenges in the food industry (Jakub Saddam Akbar et al., 2024). This training aims to equip students with practical knowledge and skills in making Pakcoy Nori and vegetable nuggets, enabling them to become effective facilitators in community training. An effective mentoring process involves not only transferring knowledge through short training sessions but also conveying basic concepts in an easy-to-apply manner (Wahyuni & Kusuma, 2024).

The collaboration between the UNPAS Food Engineering Study Program and UNPAS Mathematics PPG students demonstrates positive synergy in community empowerment. Through this activity, students not only apply their acquired knowledge but also directly contribute to improving community welfare through food innovation. During the training, students conducted several experiments to achieve success in making Pakcoy Nori.



Figure 2. *Making Pakcoy Nori in the Laboratory*

Figure 2 shows PPG students practicing making nori from bok choy. This activity took place under the guidance of experts and lecturers from the Food Technology Department of Pasundan University to train innovation-based food processing skills.

During their trial period, the students encountered several technical challenges that required attention. They experienced three failures in making bok choy nori, caused by inconsistencies in the manufacturing procedure or incorrect ingredient measurements. Consequently, the resulting nori texture did not meet expectations and could not be produced consistently. This served as an evaluation point for the students before participating in community training to increase the chances of successful bok choy nori production.

By reflecting and evaluating throughout the training, the students successfully achieved their goal of improving their skills and knowledge regarding vegetable processing and prepared them to go into the field to train the community. This activity also strengthened the role of the UNPAS Food Engineering Study Program in community development through a practical and collaborative approach.

C. Activity Planning

Before carrying out activities with the community, PPG students first hold discussions and coordinate with their Field Supervisors. These discussions aim to systematically design the activity flow, adapt it to the community's needs, and ensure that the activities are effective and align with the planned learning objectives.



Figure 3. Discussion with Field Supervisor

Figure 3 shows a discussion between PPG students and their field supervisors in planning the training. This activity aims to ensure that each step of the activity aligns with the learning objectives and provides appropriate guidance. Students in the Professional Teacher Education (PPG) Mathematics Program at Pasundan University (UNPAS) designed a training activity plan for making Pakcoy Nori and vegetable nuggets as part of their community service program. Community service activities should always be directed toward activities whose benefits and impacts can be directly felt by the community (Arifin et al., 2022). This planning began with identifying the needs of the community in Cibangkong Village, Batununggal District, Bandung City, where the majority of residents work as laborers and traders. T

hrough observation and discussions with residents, it was discovered that improving skills in processing local agricultural products into value-added products could improve family income. Based on this identification, PPG UNPAS students developed a training

proposal covering techniques for making Pakcoy Nori and vegetable nuggets, as well as product marketing strategies. This proposal was designed to be easily understood and implemented by people with non-technical backgrounds. Furthermore, the students prepared supporting materials, such as the necessary tools and materials, and a flexible training schedule to accommodate participants' free time.

In designing the activities, UNPAS PPG students received direct guidance from Field Supervisors (DPL), who provided guidance on developing materials, delivery techniques, and implementation strategies to ensure they were more targeted. The students acted as facilitators, guiding the community directly. They provided step-by-step demonstrations on making Nori Pakcoy, and vegetable nuggets, and accompanied participants during the practical sessions. This approach enabled participants to actively learn and gain practical experience that they could immediately apply at home.

The planning of this activity not only focuses on technical aspects, but also considers the social and economic aspects of the community. Through this training, it is hoped that participants will be able to increase family income by utilizing locally available ingredients and improve family consumption patterns towards healthier and more nutritious foods. Furthermore, this activity strengthens the relationship between students and the community and provides valuable experience for students in applying the knowledge gained during their studies. The following is documentation of the discussion with the DPL.



Figure 4. Discussion on Technical Activities with Field Supervisors

Figure 4 shows PPG students engaging in a follow-up discussion with their Field Supervisor to review the technical readiness of the activity. At this meeting, the students presented the results of the initial evaluation and received feedback to refine the activity plan to make it more relevant and impactful for the community. Overall, the planning of the Pakcoy Nori and vegetable nugget-making training by the UNPAS PPG students demonstrated a systematic and participatory approach to community empowerment. Through careful planning and effective implementation, this activity successfully achieved its goal of improving the skills and economic well-being of the Cibangkong Village community.

D. Explanation of the Benefits of Nori Pakcoy and Vegetable Nuggets and How to Make Them

During their community service activities, PPG students explained the benefits of Nori Pakcoy and Vegetable Nuggets as healthy food alternatives based on local vegetables. In addition to educating about their nutritional content and health benefits, the students also

explained simple preparation methods so that people can practice them at home. For more details, please see the image below, which documents the PPG students' presentation.



Figure 5. *Presentation on the Benefits and How to Make Nori Pakcoy and Vegetable Nuggets*

Figure 5 shows PPG students providing education to the community. This activity aims to provide insight, skills, and an entrepreneurial spirit to the community, especially women in the Family Welfare Movement (PKK), so they can utilize the potential of local food ingredients, such as bok choy, to create healthy and economically valuable processed products. The activity began with a presentation explaining in detail the tools and ingredients used, the process of making bok choy nori and vegetable nuggets, and the nutritional content of bok choy, such as vitamins A, B1, B2, B3, and C. Bok choy is also rich in fiber, calcium, protein, calories, fat, carbohydrates, phosphorus, calcium, and iron (Ranadipraja & Supriatna, 2025).

In addition to technical aspects, students also explained the importance of an entrepreneurial spirit, how to choose the right type of business, and strategies for overcoming the challenges and risks of running a home-based business. Through this outreach, it is hoped that the community will not only gain new knowledge and skills but also be encouraged to start innovative, independent businesses that benefit family well-being and improve overall community nutrition.

E. Practical way to make Nori Pakcoy and Vegetable Nuggets

After a presentation session on making Pakcoy Nori and vegetable nuggets, the activity continued with hands-on practice by the 18 participants, divided into three groups: one group was tasked with making Pakcoy Nori, and the other two groups were tasked with making vegetable nuggets. Each group was accompanied and guided directly by UNPAS PPG students who had equipped themselves with the knowledge and skills to create this product. The guidance was active, from preparing the tools and materials, through the processing process, to packaging the product, as shown in the image below.



Figure 6. *Introduction to Product Ingredients*

Figure 6 shows PPG students introducing the various main ingredients used in making Pakcoy Nory and Vegetable Nuggets. The first step in making nori pak choy begins with an introduction to the main ingredients used, like at Table 2.

Table 2. *Composition of Ingredients for Making Pakcoy Nori*

Bahan	Komposisi (%)
Pakcoy Leaves	60
Gliserol	5
CMC (Carboxymethyl Cellulose)	3
Salt	1
Sugar	1
Vegetable oil	2
Water	28
TOTAL	100

This composition was obtained based on the results of previous trials and training conducted at the Pasundan University Food Technology Laboratory, thus passing standard testing procedures for the suitability of ingredients and simple food processing techniques. The tools used in the manufacturing process include: a digital scale to ensure ingredient accuracy, a knife and cutting board for cutting, a bowl for washing and mixing ingredients, a steamer, a food processor (shredder), a stove, a flat baking sheet, and an oven or dryer with temperature control. All of this equipment is simple and can be found or modified for household use.

The process begins by selecting edible bok choy leaves, separating them from the stems and any wilted or damaged leaves. The selected bok choy leaves are then washed thoroughly under running water to remove dirt and pesticide residue. Afterward, the leaves are steamed in boiled water for approximately 3 minutes to soften their texture without losing their nutritional value. This steaming process also helps preserve the bok choy's natural green color. After steaming, the bok choy leaves are ground using a food processor to form a smooth mush. Next, the other pre-weighed ingredients are added: glycerol (as a plasticizer), carboxymethyl cellulose (as a binder and texturizer), salt, sugar, oil, and water. All ingredients are stirred until thoroughly mixed and a homogeneous mixture is formed. The bok choy porridge is then spread evenly on the baking sheet using a spatula or leveling tool, to a uniform, thin thickness to ensure optimal drying.



Figure 7. Making Nori Pakcoy

Figure 7 shows the stages of making Pakchoy Nori, demonstrated directly by PPG students and the community. The drying process is carried out in an oven or dryer at a constant temperature of 60°C for approximately 3 hours, until the nori sheets are completely dry and no longer sticky. This drying process is crucial to ensure product shelf life. Once dry, the nori is removed from the dryer and cooled to room temperature. Once the temperature has stabilized, the nori is cut to the desired size, either into small sheets or other shapes that are aesthetically pleasing and practical for consumption. Finally, the bok choy nori is packaged in airtight plastic packaging to maintain its crispness and hygiene, and is labeled for marketing. According to Pamungkas et al., (2023), nori has a dry and crunchy texture with a salty, seaweed-like flavor. Although this nori is made from bok choy, it still retains the distinctive characteristics of nori. Next, we make vegetable nuggets, which can be seen in the image below.



Figure 8. Making Vegetable Nuggets

The image above shows the process of making vegetable chicken nuggets, starting with an introduction to the main ingredients used, like at Table 3.

Table 3. Composition of Ingredients for Making Vegetable Nuggets

Bahan	Komposisi (%)
Daging Ayam	53
Tepung Terigu	7,85
Bawang Putih	1,6
Bawang Bombai	1,2
Merica Bubuk	0,5
Garam	1,7

Gula	1,5
Telur Ayam	7,7
Es Batu	8,2
Sayuran	30,6
TOTAL	100

This composition was obtained based on the results of trials conducted at the Pasundan University Food Technology Laboratory, taking into account nutritional value, taste, texture, and shelf life. These ingredients were chosen not only for their accessibility but also for their ability to produce nuggets that are savory, soft on the inside, and crispy on the outside after frying.

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The first step in the process begins with preparing all the fresh ingredients, thoroughly washing the chicken, onions, and other ingredients if needed. The chicken is cut into small pieces and placed in a food processor along with ice cubes, garlic, and onions, then ground into a paste. Next, add the eggs, flour, and seasonings such as salt, sugar, and ground pepper. Mix all ingredients until thoroughly combined and form a smooth, moist, but not too runny, batter. This batter is then poured into a lightly oiled baking pan to prevent sticking and spread evenly with a spatula until it reaches a uniform thickness.

The dough is steamed for 10-20 minutes until cooked. After steaming, the nugget dough is left to cool at room temperature to firm up and become easier to cut. Once cool, the dough is cut into the desired shape. The formed nuggets are then coated. They are dipped in beaten egg, rolled in flour, dipped again in egg, and finally coated with breadcrumbs or breadcrumbs until the entire surface is evenly coated. As seen in the picture, there are two types of flour: breadcrumbs and bubble crumbs.



Figure 9. Nugget Cutting

This image shows the process of cutting the steamed vegetable nugget dough into small pieces. After cutting, the nuggets are divided into two types based on the type of flour coating used. The first type is coated with fine-textured regular breadcrumbs, while the second uses coarse breadcrumbs to form balls. These different types of flour provide variations in the texture and appearance of the nuggets, as well as flavor and crispiness.

when fried. The final stage is packaging. The coated nuggets can be fried immediately for consumption or packaged in airtight plastic bags for storage in the refrigerator or freezer.

Good packaging should be a communication/promotional medium that boosts product sales, as packaging has shifted from solely protecting a product to identifying a brand (Muslimin et al., 2022). Good packaging maintains the crispness of the outer layer and extends the product's shelf life. Finished nuggets have a soft texture inside, a balanced savory flavor, and a crispy outer layer after frying. In addition to being a healthy and convenient food, these nuggets also have great potential to become a high-value homemade product that is in high demand in the market. Through training activities led by students from the Prospective Teacher Program (PPG) at Pasundan University, the participating mothers not only understood the theoretical process but were also able to independently practice all stages of production, from ingredient preparation to final packaging.

Conclusion

Local vegetable processing training in Cibangkong Village has proven effective in improving the skills of Family Welfare Movement (PKK) women in producing healthy food products such as nori, pak choy, and MSG-free nuggets. This activity not only increases vegetable consumption and community nutrition awareness, but also creates sustainable home-based business opportunities. Therefore, practical training-based interventions can be an effective strategy for addressing nutrition issues, strengthening family food self-sufficiency, and supporting local economic growth. For future development of similar activities, it is recommended that this training program be expanded to other areas facing similar nutritional challenges so that its benefits can be felt more widely. Furthermore, training participants are expected to receive additional training in digital marketing and branding strategies to make their businesses more competitive and sustainable in the competitive market.

Thus, the nori and vegetable nugget-making training in Cibangkong Village not only successfully improved the skills of the Family Welfare Movement (PKK) women but also demonstrated significant potential in supporting locally-based food security. This activity reflects the importance of synergy between nutrition education, food innovation, and community empowerment in creating sustainable solutions to nutritional and economic problems. Going forward, similar programs are expected to be more systematically integrated into regional development policies, accompanied by support for advanced training in entrepreneurship and marketing to achieve broader benefits and long-term impact.

Acknowledgement

We would like to express our deepest gratitude to the Food Engineering Study Program of Pasundan University, the Mathematics Teacher Professional Education (PPG) Study Program of Pasundan University, and the Women of RW 11, Cibangkong Village, for all the support and facilitation provided in the implementation of this training and Community Service activity. We also extend our gratitude to all the Women of PKK RW 11, Cibangkong Village, Batununggal District, Bandung City, for their active participation and extraordinary enthusiasm throughout the activity.

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