Empowerment of the Jamu Gendong Kiringan Canden Community Based on Local Wisdom to Increase Literacy Embodied in Children's Literature

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ABSTRACT

**Purpose** - this empowerment program will directly invite the Kiringan Canden herbal medicine community based on the local wisdom of traditional herbal medicine which is inherited from their ancestors to actively participate in increasing literacy and cultivating children's character which is embodied in children's literature.

**Methods** - The implementation of Community service activities starts from the initiation stage, such as coordinating with community leaders, identifying problems, preparing approaches, procedures and methods for sustainability by forming a team (support group). The activities carried out are qualitative.

**Result and discussions** - the TIM provided direction to the Jamu Gendong and JIS communities to implement the Nderek Langkung program as a form of implementing local wisdom-based herbal community empowerment in increasing literacy across generations in society. The “Nderek Langkung” program focuses on socio-cultural aspects.

**Conclusion** - local wisdom through fun activities, namely children's literature, is able to develop children's emotional intelligence and creativity, foster growth as well as children's personality and social skills. An interesting presentation will create fun and influence children so that indirectly they are able to cultivate the characters of respect, responsibility, caring, citizenship, honesty, cooperation, freedom, courage and justice so that in the future the children of this younger generation will continue and preserving the potential of the region.

**Keywords**: Nderek Langkung, Literacy Embodied in Children's Literature, Empowerment.

INTRODUCTION

Empowerment often manifests as a manifestation of societal improvement, progress and success. Sometimes it becomes a keyword that describes development related to social values. Empowerment can be interpreted as a new mindset reflecting a development paradigm that is people-centered, participatory, empowering, and sustainable (Agustino, 2019). This is a paradigm shift from where previously, the community as recipients and services (passive) became active, participating, capable, and able to deal with societal problems (Santoso et al., 2018).

Programs that invite community participation will further encourage progress and support development implementation. Community empowerment, in this case, provides an opportunity for the community to become a direct subject or participant agent who directly acts to achieve independence (Hilman & Nimasari, 2018). Independent communities, as participants, will be open...
to developing potential-creative capacities, controlling their environment and resources, solving problems, and participating directly in developing development (Setiawan et al., 2019).

Community members or communities that are formed are empowered by utilizing human resources (HR) and natural resources (SDA) in the surrounding environment to prosper and increase development capacity (Santoso et al., 2018). Canden, Jetis, Bantul, DI Yogyakarta village has considerable potential. In one of the areas in the village, within one hamlet, the majority of the residents do entrepreneurship that has been passed down from generation to generation, namely herbal medicine. However, it is miserable that there are still many young people and children who do not know the potential of the local wisdom of their village, so they are worried that the chain will break to preserve and develop the heritage, which is the advantage of this village area.

There needs to be an effort that invites the participation of all elements in society including the herbal medicine community by inviting teenagers, children, men and women, community leaders and other residents to jointly preserve the ancestral heritage of "traditional herbal medicine" by directly empowering the Jamu Gendong community and JIS in increasing community literacy based on local wisdom. It is hoped that all residents, especially the younger generation, have a good understanding of participating in promoting together, understanding the potential and ultimately wanting to participate in preserving ancestral heritage, which has excellent potential to be appointed as a regional brand (Hadi, S., & Supardi, S., 2020) so that the values of the character of nationalism, pride in local products, independence, and mutual cooperation can be realized.

The right approach is needed to grow children's character. One thing that can be done is through children's literature. Children's literature can develop children's emotional intelligence and creativity, fostering growth and personality and social skills (Almerico, 2014). Through stories that are presented in an exciting way, it will foster fun and influence children so that indirectly they are able to cultivate the characteristics of respect, responsibility, caring, citizenship, honesty, cooperation, freedom, courage and justice which are presented through the characters and characterizations that made. Therefore, this empowerment program will directly invite the Kiringan Canden herbal medicine community based on the local wisdom of traditional herbal medicine which is inherited from their ancestors to actively participate in increasing literacy and cultivating children's character which is embodied in children's literature.

METHOD

The implementation of Community service activities were carried out at Joglo Sarek and also the Village Hall of Canden, Jetis, Bantul, DI Yogyakarta starts from the initiation stage, such as coordinating with community leaders, identifying problems, preparing approaches, procedures and methods for sustainability by forming a team (support group).

The next activity step is in the form of development and implementation, namely empowering the herbal community in providing literacy based on local wisdom by implementing the activity steps formulated in "Nderek Langkung" which is an acronym for Nde: Ndelok which means to see, observe, Rek: Rekso which means to maintain and maintain, Lang: Langgeng which means sustainable and Kung: Dukung which means participating directly. Finally, an evaluation will be carried out through reflection activities by gathering all residents and identifying the impacts that have occurred.

The activities carried out are qualitative in nature which are used as an approach to understanding the reality of the phenomena that arise. This qualitative approach requires an approach with the community and an emphasis on the process, namely through direct observation.
and interviews with the community. The observation process begins during the program implementation up to evaluation together with all residents. In addition to knowing the impact of literacy success, the results of the way children in the LUKU community demonstrate their understanding will be described.

Qualitative data analysis was carried out with reference to the Miles and Huberman model (Sugiyono, 2011) carried out through stages, namely: (1) data collection, (2) data reduction, (3) data presentation, (4) drawing conclusions and verification. According to Moleong (2005), to determine the validity of the data findings there are several inspection techniques including planning and implementation with the participation of all members of the community. Data reduction leads to the process of selecting, focusing, simplifying, and abstracting and transforming the raw data written in field notes accompanied by recording. The data reduction stage in this activity is as follows. (a) the team corrects the results on the questionnaire sheet and documentation. (b) The results of the interviews are simplified into a good and neat arrangement of language which is then processed to become data that is ready for use. Presentation of data is done by bringing up a collection of data that has been organized and categorized which allows conclusions to be drawn. The data presented is the results of the implementation of the entire series of activities.

The implementation of the Kiringan Canden herbal medicine community empowerment program to increase literacy embodied in children's literature is as follows.

Figure 1. Program Implementation Method
RESULTS AND DISCUSSION

Initiation Stage
This initiation phase has been carried out: 1) Conducting an approach with a group of partners, both Jamu Gendong, JIS, LUKU Community, Sawatu. 2) Provide an explanation regarding the program to be carried out, namely empowering the herbal medicine community based on local wisdom in increasing cross-generational literacy in society. 3) Provide counseling and assistance to partners of the Jamu Gendong and JIS groups in identifying needs. 4) Form a team that is the forerunner of sustainability and continue the program.

![Image](image_url)

Figure 2. Coordination, Program Socialization and Partner Needs Identification

Development and Implementation Stage
At this stage, the TIM provided direction to the Jamu Gendong and JIS communities to implement the Nderek Langkung program as a form of implementing local wisdom-based herbal community empowerment in increasing literacy across generations in society. The “Nderek Langkung” program focuses on socio-cultural aspects.

The following is a description of the implementation of the Nderek Langkung program activities.
1. **Nde: Ndelok** which means to see, observe

   Empowerment of the herbal medicine community in increasing children's literacy based on local wisdom begins with providing understanding to the children of the LUKU community regarding the history of the origins of the legendary Jamu gendong Kirringan to date. This activity is directly carried out by the herbal community. Based on the results of the initial interviews, the children did not understand the potential and advantages of Canden Village. They do not understand that there is an ancestral heritage that has been preserved until now and has become a superior product of the village. Through a direct approach taken by the herbal medicine community to children, there is an increase in understanding that previously did not know to understand and know the history of village excellence. Adding to the LUKU children's understanding of herbal medicine, they were also invited to practice making herbal medicine, serving it and packing it into bottles for sale.
2. *Rek: Rekso* which means to maintain and look after

At this stage the children are invited to practice directly starting from planting empon-empon, choosing good empon-empon, and making herbal medicine. The picture below is the participation of the children in the hands-on practice of making herbal medicine, they take turns practicing and doing it directly.

Growing a deep understanding, children are given knowledge regarding selecting good quality empon-empon, and how to plant them, as well as planting practices and they will care for them based on the explanation by the Sawatu community which is a community of farmer groups in PSoftuhan, Canden. LUKU children will record every day in their diary, by observing how the growth process of the plants they care for, their children measure the growth of the shoots, see how the growth process is. This will directly foster children's interest and strengthen their literacy understanding.
Figure 5. Explanation of the Sawatu Community in selecting the Empon-empon and planting them

Figure 5 shows the enthusiasm of the children in listening to an explanation from a member of the Sawatu community. They also simultaneously wrote down in the book the steps for planting, and there were some who described it directly in their diaries.

Figure 6. Children write understanding in diary

3. Lang: Langgeng which means sustainable.

At this stage the children will reflect on what has been done from previous activities and try to convey ideas in preserving both from planting to production and sales. The results of the understanding that has been obtained are directed to express it in children's literature. Starting with a discussion and trying to explore the children's understanding, they are then freed to choose the literary works to be made. It can be in the form of poetry, songs/songs, fairy tales, pictures and then puppets and dance movements are made. The results of this in-depth understanding are expected to be able to develop creativity, think critically, collaborate and can foster love and pride for local wisdom in the village. Literacy which at the same time can link other abilities and skills such as counting/numeration that can be produced from monitoring obtained based on the planting of seeds that they do, is able to foster interest and also a deep understanding of how to produce qualified empons from the results of planting carried out through the following steps: correct steps in plant care, as well as being able to develop critical thinking in solving problems experienced from their practice. The results of this direct practice are able to foster in-depth literacy both through visual expressions (pictures/paintings), dance moves and verbal expressions (poems and fairy tales).
Figure 7. Children’s literacy as outlined in visual art/paintings made of empon-empon

Figure 7 is one of the child's expressions resulting from the words. They explore the various colors produced from the leaves and try to paint them into the image they want. Through this exploration they were also able to understand the quality of the selected empons. They can understand which empon-empon are able to secrete a lot of fluids.

Figure 8. Exploration of dance moves from the results of understanding practice

Figure 8 is the result of the child's understanding as outlined in the dance moves. The results of direct practice in making herbal medicine, planting and up to sales are then outlined in the Movement which is able to describe how nutritious herbal medicine is produced. The smoothness of movement and the development of ideas are expected to be able to foster good
character such as independence, cooperation/mutual cooperation and to further explore the potential of herbal medicine in the village.

![Image](image_url)

**Figure 9. Expression of understanding as outlined in poetry, fairy tales and puppet**

The results of their understanding can be expressed in verbal form, poetry, fairy tales or songs. The results of practice, feel directly and based on the information that has been obtained, the children put it in verbal form according to their own understanding and way.

4. **Kung: Dukung** which means participating directly.

At this stage the children will try to demonstrate their understanding in various ways based on their interest. Literacy results that are poured in the form of children's literature are then demonstrated as a form of the results of the learning process that is obtained from start to finish. This stage means that children support the potential for local wisdom in their area through children's work according to their interests. It is hoped that it will be able to sink into the souls of children so that a sense of pride in the potential of the region arises and, in the future, they will have ideas for developing their region and preserving the superiority of their ancestral heritage. In the context of learning in Tamansiswa teachings, one thing that can be implemented in growing and strengthening good character is through art. That by collaborating on sports, taste and rhythm exercises, it will bring out and be able to strengthen the fine/good character of the child.
The appearance of the children who brought a theme related to the local wisdom of Jamu Gendong in their village, as shown in the picture above, is proof that they are proud of the potential of their village. They are also capable of showing courage, confidence, love and pride. It is hoped that in the future these children will continue to develop and preserve the heritage of their ancestors and have an independent attitude and love for the products produced from this hereditary heritage.

**Evaluation Stage**

At this stage the team gathers all residents and reflects on the impact that has occurred from the implementation of the program and plans the next follow-up as an ongoing activity. All partners conveyed what they felt during this program. In detail will be presented in the following table,

<table>
<thead>
<tr>
<th>Partner Name</th>
<th>Evaluation Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamu Gendong Kiringan</td>
<td>Mitra Jamu Gedong feels that with the collaboration of all elements in society and involving them directly it becomes a reinforcement in cooperation and mutual cooperation. Partners also feel that by being directly involved with the children they feel that they are valued and it is an appreciation that so far what they have been doing can be beneficial for the development of children's understanding. In the aspect of business development, they feel that the training is very helpful in a thorough understanding of production, bookkeeping and marketing in the current era.</td>
</tr>
<tr>
<td>JIS</td>
<td>This activity is very beneficial for JIS partners, especially in terms of developing the Instant Ginger business. On the other hand, they also feel proud to be directly involved with the children.</td>
</tr>
<tr>
<td>LUKU</td>
<td>The program implemented is very useful in developing children's literacy. Children at the same time learn and understand the potential of their region. The understanding that can be poured into children's literature and according to their stages of development. This really gives the meaning of a thorough understanding.</td>
</tr>
<tr>
<td>Sawatu</td>
<td>Feeling that mastery in planting can also be shared with children. This experience is very useful and can foster children's curiosity.</td>
</tr>
</tbody>
</table>

The series of activities and results obtained prove that by collaborating with each other from all elements of society, especially involving the younger generation so that they have a good understanding of the local wisdom of the area, promoting behavior will emerge, understanding potential and in the end wanting to participate in preserving the ancestral heritage that has great potential to be appointed as a regional brand (Hadi, S., & Supardi, S., 2020), so that the character
values of nationalism, pride in local products, independence and mutual cooperation can be realized.

Therefore, intermediaries or infrastructure are needed in order to pass on the order of life, tradition and culture to the next generation, so that there are no gaps between generations (Ali Imron and Farida Nugrahan, 2019), so that community service programs by empowering herbal medicine communities based on local wisdom can increase literacy in maintain ancestral heritage. Presentation that is fun and in providing education to all residents, especially children, through explanation activities that are appropriate to the stage of child development, will facilitate and build literacy which has an impact on the formation of children's character (Rochmiyati, S., Ghozali, I., & Tiasari, L., 2020).

CONCLUSION

Empowerment by inviting the participation of all elements in society including the Jamu Gendong community, youth, children, men and women, community leaders and other residents to jointly preserve the ancestral heritage of "traditional herbal medicine" by directly empowering the Jamu Gendong community in increasing community-based literacy. local wisdom through fun activities, namely children's literature, is able to develop children's emotional intelligence and creativity, foster growth as well as children's personality and social skills. An interesting presentation will create fun and influence children so that indirectly they are able to cultivate the characters of respect, responsibility, caring, citizenship, honesty, cooperation, freedom, courage and justice so that in the future the children of this younger generation will continue and preserving the potential of the region.

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