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## Integrating Social Service into Student Camp & Tour Activities: A Community Engagement Program at Gunung Laya, Majalengka

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### ABSTRACT

The Camp & Tour activity is not only a recreational program for students, but can also be developed as a medium for community service through social care-based activities. This article aims to describe the implementation of student social concern in the Camp & Tour program of Institut Budi Utomo Nasional (IBUN) Majalengka through a social service activity. The program was conducted at Gunung Laya (GL-20), Argasari Village, Talaga District, Majalengka Regency, with 45 underprivileged households and elderly residents as the main beneficiaries. The activity was implemented using a participatory community service approach through several stages, namely preparation, location survey, coordination with local community leaders, fundraising and logistics preparation, distribution of basic-needs packages, environmental clean-up activities, light educational sessions, observation, and student reflection. The evaluation was conducted descriptively through field observation, documentation of activities, informal community responses, and student reflection after the program. The results show that the integration of social service into the Camp & Tour program can transform outdoor student activities from purely recreational events into meaningful community engagement. The program provided direct material benefits through the distribution of basic-needs packages, encouraged environmental awareness through collective clean-up activities, and strengthened students' empathy, teamwork, leadership, and sense of social responsibility. In addition, the positive response and participation of local residents indicate that the program helped build institutional relations between the campus and the local community. This activity demonstrates that Camp & Tour can be directed as a practical model of student-based community service that integrates recreation, character building, and social contribution.



## 1. Introduction

Higher education has a strategic responsibility not only to transfer knowledge, but also to cultivate social awareness, ethical responsibility, and community engagement among students. In the Indonesian higher education context, this responsibility is reflected in the Tri Dharma of Higher Education, which includes education, research, and community service. Community service is an essential academic mandate because it encourages universities, lecturers, and students to apply knowledge, skills, and institutional resources to support social welfare and community development (Republic of Indonesia, 2012).

Students are often described as agents of change because they are expected to have intellectual capacity, social sensitivity, and the ability to respond to real problems in society. However, student activities outside the classroom are sometimes still dominated by recreational and ceremonial purposes. Outdoor programs such as Camp & Tour are commonly organized to strengthen togetherness, refresh students from academic routines, and build informal solidarity. Although these goals are valuable, such programs can be strengthened further when they are integrated with community service activities. In this way, student recreation can be transformed into a meaningful learning experience that combines social concern, character building, and direct contribution to local communities.

The Camp & Tour program of Institut Budi Utomo Nasional (IBUN) Majalengka was developed as an opportunity to integrate student outdoor activities with social service. The activity was conducted at Gunung Laya (GL-20), Argasari Village, Talaga District, Majalengka Regency. This location was selected because it is one of the natural tourism and camping areas in Majalengka with strong environmental potential, but the surrounding community still faces social and economic limitations. The initial survey and coordination with local representatives identified 45 underprivileged households and elderly residents as the main beneficiaries of the social service program. In addition, public areas around the camping site and village access routes were also identified as targets for environmental clean-up activities.

This condition shows a relevant social gap. On the one hand, the Gunung Laya area has tourism potential that can attract visitors and student groups. On the other hand, some local residents around the tourism area still require social attention, particularly in terms of basic household needs and environmental quality. This gap creates an important opportunity for students to avoid acting merely as visitors or consumers of natural beauty. Instead, students can become active contributors who bring social value to the community around the camping area.

The integration of social service into the Camp & Tour program is also relevant to the concept of experiential learning. Kolb (1984) explains that meaningful learning occurs when individuals gain direct experience, reflect on that experience, develop understanding, and apply the lessons learned in new contexts. In this activity, students did not only learn about social concern as an abstract concept. They experienced it directly through fundraising, logistics preparation, aid distribution, environmental clean-up, educational interaction, and reflection. These activities provided students with opportunities to develop empathy, teamwork, leadership, communication skills, and social responsibility.

This program also reflects the principles of service-learning, in which academic or student activities are connected with community needs through structured reflection and meaningful service. Bringle and Hatcher (1996) argue that service-learning strengthens the relationship between learning and community contribution by encouraging students to connect experience with civic responsibility. In the context of this program, Camp & Tour became more than an outdoor activity. It became a

learning space where students could understand local social realities, interact with residents, and reflect on their role as members of an academic community.

The community service activity was designed using an Asset-Based Community Development (ABCD) perspective. The ABCD approach emphasizes that community programs should not only focus on problems and deficiencies, but also identify and mobilize existing assets within students, communities, institutions, and the environment (Kretzmann & McKnight, 1993). In this program, student assets included volunteer energy, internal donations, teamwork, communication skills, and organizational capacity. Community assets included local leaders, resident participation, and local knowledge about beneficiary conditions. Environmental assets included the Gunung Laya tourism area, public spaces, and village access routes. Institutional assets included the support of IBUN Majalengka in implementing community service as part of higher education responsibility.

Based on these considerations, this article aims to describe the implementation of student social concern through the integration of social service activities into the Camp & Tour program of IBUN Majalengka. Specifically, the article discusses how the program was implemented, how student assets and community assets were mobilized, and how the activity contributed to direct assistance, environmental awareness, student character development, and institutional relations with the local community. The novelty of this article lies in positioning Camp & Tour not only as a recreational student activity, but also as a practical model of community service that integrates outdoor learning, social empathy, environmental responsibility, and the Tri Dharma of Higher Education.

## **2. Methods**

This community service activity applied an Asset-Based Community Development (ABCD) approach combined with a participatory service method. The ABCD approach was used because the program did not only focus on community problems, but also on identifying and mobilizing available assets owned by students, the local community, and the surrounding environment. Meanwhile, the participatory method was applied to ensure that students, lecturers, local leaders, and residents were actively involved in the planning, implementation, monitoring, and evaluation stages.

The activity was conducted as part of the Camp & Tour program of Institut Budi Utomo Nasional (IBUN) Majalengka at Gunung Laya (GL-20), Argasari Village, Talaga District, Majalengka Regency. The main beneficiaries of the social service program were 45 underprivileged households and elderly residents identified through preliminary observation and coordination with local community representatives. In addition to individual beneficiaries, the program also targeted public spaces around the camping area and community access routes that required environmental clean-up.

In this activity, the ABCD approach was implemented by mapping and utilizing several key assets. The student assets included volunteer energy, internal donations, communication skills, teamwork, and organizational capacity. Community assets included local leaders, residents' participation, social networks, and knowledge of beneficiary conditions. Environmental assets included the Gunung Laya tourism area, public spaces, village access routes, and the natural environment surrounding the camping location. Institutional assets included the involvement of IBUN Majalengka as a higher education institution committed to implementing community service as part of the Tri Dharma of Higher Education. The asset mapping used in this program is presented in Table 1.

**Table 1.** Asset Mapping Based on the ABCD Approach

<b>Asset Component</b>	<b>Form of Asset</b>	<b>Implementation in the Program</b>
Student assets	Volunteer energy, internal donations, communication skills, and organizational ability	Students collected donations, prepared basic-needs packages, coordinated field activities, and distributed aid, and interacted directly with residents
Community assets	Local leaders, participation, information, and social networks	Residents' Local representatives helped identify target beneficiaries, facilitated communication, and supported field implementation
Environmental assets	Gunung Laya tourism area, public spaces, village access routes, and camping environment	The area became the location for social service, environmental clean-up, and student reflection
Institutional assets	IBUN Majalengka, lecturers, and student organization networks	The institution supported the integration of social service into the Camp & Tour program
Collaborative assets	Cooperation among students, lecturers, local leaders, and residents	Collaboration enabled aid distribution, environmental action, light education, and community interaction
Program outputs	Basic-needs packages, clean-up activities, light education, and student reflection	The program produced direct social assistance, and improved environmental awareness, and strengthened student social concern

The implementation of the program was carried out through four main stages: preparation, implementation, monitoring, and evaluation.

The first stage was preparation. At this stage, the student team and lecturers conducted internal coordination to determine the objectives, target beneficiaries, and forms of activity. The team conducted a preliminary survey at the activity location to identify community needs and environmental conditions. Coordination was also carried out with local community representatives to ensure that the activity was relevant to local conditions and did not conflict with community norms. In addition, students conducted internal fundraising and collected logistical support in the form of basic-needs packages, educational materials, and cleaning equipment.

The second stage was implementation. The implementation stage consisted of three main activities. First, the team distributed basic-needs packages to 45 underprivileged households and elderly residents using a direct distribution method. This method was chosen to ensure that assistance reached the intended beneficiaries and to build closer interaction between students and residents. Second, students and residents conducted an environmental clean-up around public areas, village access routes, and the camping environment. This activity aimed to increase awareness of environmental cleanliness, especially in a tourism area that is frequently visited by campers and local visitors. Third, students conducted light educational activities, especially for local children and residents, focusing on the importance of education, environmental care, and social solidarity.

The third stage was monitoring and observation. During the activity, the implementation team observed student participation, community responses, and the suitability of aid distribution. Monitoring focused on several aspects, including students' involvement in social interaction, residents' acceptance of the program, the accuracy of aid distribution, and the level of community participation in environmental clean-up activities. The monitoring process was conducted informally through direct observation, field notes, activity documentation, and short conversations with residents and local representatives.

The fourth stage was evaluation and reflection. After the activity, the student team and lecturers conducted a reflection session to discuss the implementation process, challenges encountered in the field, community responses, and the values learned by students. The evaluation was descriptive in nature and used several sources of information, including field observation, activity documentation, student reflection, and informal feedback from residents. The evaluation focused on whether the program was able to transform the Camp & Tour activity from a recreational agenda into a meaningful community service activity. The evaluation also examined the extent to which the program encouraged student empathy, teamwork, leadership, social responsibility, and institutional engagement with the local community.

The outputs of this community service activity included the distribution of basic-needs packages to 45 underprivileged households and elderly residents, environmental clean-up activities around the Gunung Laya area, light educational sessions for the community, student reflection on social concern, and documentation of the Camp & Tour-based social service program. Through this method, the ABCD approach was not only used as a theoretical label, but as a practical framework for identifying, mobilizing, and connecting student, community, environmental, and institutional assets to produce direct social benefits.

### **3. Results and discussion**

#### **3.1 Results**

The results of this community service activity are presented based on field observation, activity documentation, student reflection, informal community responses, and the recorded outputs of the program. Since the activity did not use a pre-test and post-test design, the results are not reported as statistical improvement. Instead, the findings are described through evidence-based indicators, including the number of beneficiaries, types of activities implemented, observable community participation, student reflection, and responses from local residents.

The social service program was conducted at Gunung Laya (GL-20), Argasari Village, Talaga District, Majalengka Regency. The main beneficiaries were 45 underprivileged households and elderly residents identified through preliminary observation and coordination with local community representatives. The program was integrated into the Camp & Tour activity of Institut Budi Utomo Nasional (IBUN) Majalengka and consisted of three main activities: distribution of basic-needs packages, environmental clean-up, and light educational interaction with local residents and children. Table 2 presents the main evidence used to report the results of the activity.

**Table 2.** Evidence Used in Reporting the Results

<b>Indicator</b>	<b>Evidence Available</b>	<b>Description</b>
Target beneficiaries	Available	45 underprivileged households and elderly residents were identified as recipients of basic-needs assistance
Type of assistance	Available	Basic-needs packages were distributed directly to the beneficiaries
Social interaction	Available descriptively	Students interacted directly with residents during the distribution process
Environmental activity	Available descriptively	Students and local residents conducted clean-up activities around public areas and the camping environment
Student social concern	Available through reflection	Students reflected on empathy, teamwork, leadership, and social responsibility after the activity
Community response	Available descriptively	Residents showed positive acceptance through informal responses and participation during the activity
Quantitative pre-test and post-test	Not available	The activity did not document numerical measurements before and after the program
Number of students involved	Not fully documented	Student involvement is reported descriptively based on the documented activity
Amount of waste collected	Not documented	Environmental results are reported descriptively, not quantitatively

Based on Table 2, the strongest measurable output of the activity was the distribution of social assistance to 45 underprivileged households and elderly residents. This output indicates that the program had a clear target group and that the assistance was directed toward vulnerable community members. The distribution was carried out directly to the beneficiaries to ensure that the assistance reached the intended recipients and to encourage closer interaction between students and local residents.

**Table 3.** Program Outputs and Field Evidence

<b>Program Output</b>	<b>Field Evidence</b>	<b>Result</b>
Distribution of basic-needs packages	45 underprivileged households and elderly residents were identified as beneficiaries	The program provided direct material support for vulnerable residents

<b>Program Output</b>	<b>Field Evidence</b>	<b>Result</b>
Door-to-door social interaction	Students delivered assistance directly to residents	Students gained direct experience in communicating with the community and understanding local social conditions
Environmental clean-up	Clean-up activities were carried out around the camping area and public spaces	The activity encouraged environmental awareness and collective responsibility
Light education	Students conducted informal educational interaction with local children and residents	The activity introduced educational messages related to schooling, environmental care, and social solidarity
Student reflection	Reflection was conducted after the activity	Students identified values related to empathy, teamwork, leadership, gratitude, and social responsibility
Institutional relationship	The program involved coordination with local representatives	The activity strengthened the relationship between the campus and the local community

The distribution of basic-needs packages was one of the most concrete results of the program. The 45 beneficiary households consisted of underprivileged families and elderly residents living around the Gunung Laya area. This activity was important because residents in rural and highland areas often face economic limitations, especially in meeting daily household needs. Although the assistance was temporary, it provided direct support and demonstrated the students' concern for the surrounding community.

In addition to material assistance, the program also produced social and educational benefits. Through direct interaction with residents, students were exposed to real social conditions beyond the classroom. This experience encouraged students to understand that outdoor activities such as Camp & Tour can be transformed into a meaningful community service agenda. The students did not only act as visitors to a tourism area, but also as contributors who brought social value to the local community.

The environmental clean-up activity also became an important output of the program. Gunung Laya is a tourism and camping area, so environmental cleanliness is closely related to the sustainability of local tourism. Through clean-up activities around public spaces, access routes, and the camping environment, students and residents practiced collective responsibility for the environment. Although the amount of waste collected was not recorded quantitatively, the activity provided a practical example of environmental care and strengthened awareness that tourism activities should be accompanied by responsibility toward local spaces.

The light educational activity was conducted informally through interaction with local children and residents. The educational message emphasized the importance of education, environmental care, and social solidarity. This activity reflected the broader role of students as agents of change. The students were not only involved in physical assistance, but also in sharing positive messages with the community. This kind of interaction is important because community service should not only provide material support, but also build motivation, communication, and social closeness between students and residents. Table 4 summarizes the qualitative findings from observation and reflection.

**Table 4.** Qualitative Findings from Observation and Reflection

<b>Theme</b>	<b>Field Finding</b>	<b>Interpretation</b>
Student empathy	Students interacted directly with underprivileged households and elderly residents	Direct contact with vulnerable groups and encouraged students to develop empathy and social sensitivity
Teamwork and leadership	Students coordinated fundraising, logistics, distribution, and field activities	The activity strengthened soft skills related to cooperation, responsibility, and leadership
Community acceptance	Residents accepted the presence of students and responded positively to the program	The program was socially accepted because it addressed basic needs and was conducted through respectful interaction
Environmental awareness	Students and residents were involved in clean-up activities	The activity linked tourism with environmental responsibility
Institutional engagement	Coordination was carried out with local representatives	The program strengthened the connection between IBUN Majalengka and the local community

The reflection process showed that students gained meaningful learning experiences from the activity. They learned that community service requires direct involvement, communication, and sensitivity to local needs. The activity also helped students understand that social concern is not only taught through classroom theory, but also through field experience. Through interaction with underprivileged households, elderly residents, children, and local community members, students were encouraged to develop empathy and a stronger sense of social responsibility.

A descriptive summary of student reflection indicated that students perceived the activity as a meaningful experience because it allowed them to see real social conditions and contribute directly to the community. Meanwhile, informal responses from residents indicated that the activity was welcomed positively because the assistance was relevant to their basic needs and because the students approached the community respectfully. These responses suggest that the program was not only beneficial materially, but also socially meaningful.



**Figure 1.** Documentation of the opening of the Touring, Camping & Social Service activities of IBUN Majalengka students in the Gunung Laya area, Argasari Village.



**Figure 2.** Door-to-door distribution of basic food aid to beneficiary residents around the activity location.

### **3.2 Discussion**

The results of this activity show that integrating social service into a Camp & Tour program can transform an outdoor student activity into a form of community engagement. This transformation is important because student tourism and camping activities often focus mainly on recreation, while the surrounding community may not directly benefit from the students' presence. By adding social service activities, the Camp & Tour program became a medium for character building, social responsibility, and institutional engagement.

First, the activity strengthened student social concern through direct experience. The most important factor supporting this process was direct interaction between students and residents. When students distributed basic-needs packages to underprivileged households and elderly residents, they encountered social realities that may not be fully understood through classroom learning. This experience helped students develop empathy, gratitude, and awareness of social inequality. Therefore, the activity functioned as experiential learning, where students learned social values through action, reflection, and interaction.

Second, the program provided direct benefits to the community. The distribution of basic-needs packages to 45 underprivileged households and elderly residents became the most concrete evidence of the program's social contribution. Although the assistance was limited in scale and temporary in nature, it addressed immediate household needs. The door-to-door distribution method also helped maintain the dignity of the beneficiaries because assistance was delivered respectfully and personally. This approach made the activity more humanistic and strengthened the emotional connection between students and residents.

Third, the environmental clean-up activity showed that community service in a tourism area should include environmental responsibility. Gunung Laya has natural tourism potential, but tourism activities may also create environmental problems, especially waste accumulation around camping areas and access routes. Through clean-up activities, students were encouraged to understand that enjoying natural beauty should be accompanied by responsibility to maintain the environment. This finding has implications for future Camp & Tour programs, which should include environmental ethics as part of student outdoor activities.

Fourth, the activity encouraged institutional relationship-building between IBUN Majalengka and the local community. Positive community responses indicate that the campus has an opportunity to develop more sustainable community service programs in Argasari Village and other tourism-based rural areas. The relationship built through this activity can become a foundation for future programs, such as local tourism education, environmental campaigns, youth motivation programs, or community-based entrepreneurship assistance.

However, the program also had several limitations. The activity did not document the exact number of student volunteers, the number of residents participating in the clean-up activity, the amount of waste collected, or the results of a structured student reflection questionnaire. As a result, the impact of the program cannot be measured statistically. Claims such as "increased empathy" and "positive community impact" should therefore be interpreted as descriptive findings based on observation, reflection, informal responses, and documented activities rather than as quantified outcomes.

For future implementation, the program should include stronger evaluation instruments. The student team should prepare an attendance list, a list of beneficiaries, a student reflection questionnaire, a short interview guide for residents, a documentation sheet for environmental activities, and a simple before-after checklist for clean-up areas. These instruments would allow future reports to present stronger evidence, such as the number of student volunteers, the number of residents involved, the

amount of waste collected, the percentage of students reporting increased empathy, and direct quotations from residents or village representatives.

Overall, the results and discussion indicate that the Camp & Tour-based social service activity contributed to student character development, direct community assistance, environmental awareness, and institutional relationship-building. The most concrete evidence of success was the distribution of basic-needs packages to 45 underprivileged households and elderly residents, supported by documented social interaction, environmental clean-up, light education, and student reflection. Therefore, this program can be viewed as a practical model for integrating recreation, social concern, and community service in higher education.

#### **4. Conclusions**

This community service activity demonstrates that the integration of social service into the Camp & Tour program can transform student outdoor activities from a purely recreational agenda into a meaningful form of community engagement. The objective of this activity was achieved through the implementation of social assistance, environmental clean-up, light educational interaction, and student reflection at Gunung Laya (GL-20), Argasari Village, Talaga District, Majalengka Regency.

The main finding of this activity is that Camp & Tour can function as a practical model for strengthening student social concern when it is designed with clear community service objectives. The distribution of basic-needs packages to 45 underprivileged households and elderly residents provided direct material support for vulnerable community members. In addition, environmental clean-up activities encouraged students and residents to develop collective responsibility for maintaining the cleanliness of tourism and public spaces. The light educational interaction also provided students with an opportunity to contribute positive messages related to education, environmental awareness, and social solidarity.

From the student perspective, the activity encouraged the development of empathy, teamwork, leadership, communication skills, and social responsibility through direct engagement with the community. From the community perspective, the program helped strengthen the relationship between the campus and local residents. Therefore, this activity confirms that student-based community service can become more impactful when it combines direct assistance, environmental responsibility, character education, and institutional collaboration.

Future community service programs should include stronger evaluation instruments, such as participant attendance records, beneficiary documentation, student reflection questionnaires, community feedback forms, and before-after environmental observation sheets. These instruments are needed so that future activities can provide more measurable evidence regarding student character development, community satisfaction, environmental impact, and program sustainability.

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## 6. Authors Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirm that the manuscript is free from plagiarism and that all information presented in this article is based on the implementation and documentation of the community service activity.

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