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## **Community Empowerment: Through The CAHAYA YBM PLN Village Program From The Educational Perspective In North Lombok Regency**

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**Abstract:** This research aims to investigate the community empowerment program through the CAHAYA YBM PLN Village Program from an educational perspective in North Lombok Regency. The research method used is qualitative with a case study approach. Data collection techniques include in-depth interviews with various stakeholders, participatory observation, and documentary study. Data analysis employs thematic analysis to identify major thematic patterns related to the impacts of the empowerment program. The findings indicate that the CAHAYA YBM PLN Village Program has significantly positive impacts on the local community. The program successfully enhances the quality of life by improving access to electricity, education, and skills training. In conclusion, this community empowerment program contributes significantly to enhancing local capacity in managing resources sustainably. The implications of this research underscore the need for continuous support for community empowerment programs like CAHAYA YBM PLN to ensure the sustained benefits for the community.

**Keywords:** Community Empowerment, CAHAYA YBM PLN Village Program, Education, North Lombok Regency

## **INTRODUCTION**

Community empowerment programs play a crucial role in fostering sustainable development and improving the quality of life among marginalized populations. These initiatives often target various aspects of community life, including education, healthcare, infrastructure, and economic opportunities, aiming to empower individuals and communities to become self-reliant and resilient (Minkler, 2020). One such program that has gained attention for its comprehensive approach is the CAHAYA YBM PLN Village Program in North Lombok Regency, Indonesia.

Located in the eastern part of Indonesia, Lombok Island faces numerous challenges typical of many developing regions, including limited access to basic services such as electricity and education, as well as economic opportunities (Kasmel & Andersen, 2011). The CAHAYA YBM PLN Village Program, implemented by Yayasan Bakti Mitra PLN (YBM PLN), a foundation associated with the state electricity company (PLN), aims to address these challenges through targeted interventions that promote community development (Leonhardt, 2010).

Lombok Island, known for its natural beauty and cultural richness, has struggled with

socio-economic disparities and infrastructure deficiencies. The inception of the CAHAYA YBM PLN Village Program reflects a concerted effort to bridge these gaps and empower local communities (Minkler, 2021). Established with the support of PLN, which provides electricity infrastructure across Indonesia, the program leverages the company's resources and expertise to improve living conditions in rural villages.

The program's name, "CAHAYA," meaning "light" in Indonesian, symbolizes its primary objective: to bring light, both literally and metaphorically, to the lives of residents in remote and underserved areas. By expanding access to electricity, the program aims to catalyze socio-economic development, enhance educational opportunities, and improve overall quality of life (Brown, 2021). The initiative underscores PLN's commitment not only to providing essential services but also to fostering sustainable development and community resilience (Cheadle, 2005).

Education forms a cornerstone of development, offering pathways to social mobility and economic empowerment (Nasri, 2023b). In North Lombok Regency, where access to quality education has historically been limited, the CAHAYA YBM PLN Village Program introduces transformative changes (Nasri, 2019). By ensuring reliable electricity

supply to schools and community learning centers, the program enhances educational environments and facilitates digital literacy initiatives (Nasri, 2017).

Moreover, the program integrates educational components aimed at raising awareness about sustainable energy practices and environmental stewardship among local residents. By empowering individuals with knowledge and skills, the program nurtures human capital, laying the foundation for future generations to thrive in a rapidly evolving global landscape.

Beyond education, economic empowerment plays a pivotal role in community development (Nasri, 2020). The CAHAYA YBM PLN Village Program supports livelihood enhancement through various means, including vocational training, entrepreneurship development, and support for local industries (Nasri & Indinabila, 2024). By providing electricity to households and businesses, the program unlocks new economic opportunities, such as improved productivity in agriculture, small-scale industries, and tourism-related services (Jinan et al., 2024).

Access to electricity also stimulates local entrepreneurship by enabling the use of modern technology and machinery. This, in turn, fosters innovation and economic diversification within rural communities, reducing dependency on traditional livelihoods and enhancing resilience against economic shocks (Rulyandi et al., 2024).

Community empowerment programs like CAHAYA YBM PLN not only improve economic and educational outcomes but also strengthen social cohesion and community resilience. By engaging local stakeholders in decision-making processes and fostering inclusive development practices, the program promotes solidarity and collective action. Community members become active participants in their own development, contributing to the sustainability and long-term impact of the interventions.

Furthermore, the program promotes gender equality and social inclusion by ensuring equitable access to resources and opportunities for all community members, regardless of gender, ethnicity, or socioeconomic background. This inclusive approach not only empowers marginalized groups but also fosters a sense of belonging and ownership among diverse community members.

This study aims to critically examine the impacts of the CAHAYA YBM PLN Village Program from an educational perspective in North Lombok Regency. By evaluating the program's effectiveness in enhancing educational outcomes, promoting economic empowerment, and fostering social cohesion, the research seeks to contribute valuable insights into the dynamics of community development and empowerment in rural Indonesia.

Understanding these dynamics is crucial for policymakers, development practitioners, and stakeholders involved in similar initiatives worldwide. By identifying best practices, challenges, and opportunities associated with the CAHAYA YBM PLN Village Program, the research aims to inform evidence-based strategies for sustainable development and empower communities to achieve long-term prosperity and resilience.

In conclusion, community empowerment programs such as CAHAYA YBM PLN represent a transformative approach to addressing socio-economic disparities and fostering inclusive development. By harnessing the power of electricity, education, and community participation, these initiatives empower individuals and communities to build brighter futures and create lasting positive change.

## METHODS

This research employed a qualitative approach with a case study design to investigate the CAHAYA YBM PLN Village Program from an educational perspective in North Lombok Regency (Nasri, 2023a). Qualitative methods were chosen to allow for an in-depth exploration of the program's impacts and dynamics within the local context (Cissé & Rasmussen, 2022).

### Sampling and Participants:

The sampling strategy focused on purposive sampling of key stakeholders involved in or affected by the CAHAYA YBM PLN Village Program (Freitas et al., 2020). Participants included community members, program administrators, educators, local government officials, and representatives from YBM PLN. The selection criteria aimed to ensure diverse perspectives and comprehensive coverage of the program's implementation and outcomes (De Sordi, 2024).

### **Data Collection:**

Data were collected through several methods:

1. **In-depth Interviews:**  
Semi-structured interviews were conducted with key informants to gather rich, qualitative data on their perceptions, experiences, and observations related to the program. Interviews were audio-recorded with consent and transcribed verbatim for analysis (Li & Zhang, 2022a).
2. **Participant Observation:**  
Researchers engaged in participant observation to immerse themselves in the daily activities and interactions within the communities affected by the program (Friedman et al., 2022). This method provided firsthand insights into community dynamics, program implementation challenges, and outcomes (Gupta, 2023).
3. **Documentary Analysis:**  
Program documents, reports, and other relevant materials provided additional context and background information (Sardnak et al., 2024). These documents were analyzed to supplement interview and observation data and to validate findings (Islam, 2024).

### **Data Analysis:**

Thematic analysis was employed to analyze the qualitative data collected (Douglas, 2022a). This approach involved several iterative steps:

1. **Data Familiarization:**  
Researchers familiarized themselves with the data collected through transcripts, field notes, and documents (Mahsin, 2022).
2. **Generating Initial Codes:**  
Initial codes were systematically applied to segments of the data to identify patterns and themes relevant to the research questions (Li & Zhang, 2022b).
3. **Theme Development:**  
Codes were grouped into themes based on similarities and connections. Themes were refined through discussions among researchers to ensure consistency and coherence (B. Miles et al., 2014).
4. **Data Interpretation:**  
Themes were interpreted in relation to the research objectives, with attention to both overarching patterns and unique insights from individual cases (Douglas, 2022b).

### **Ethical Considerations:**

Ethical principles guided all stages of the research process. Informed consent was obtained from all participants, and their confidentiality and anonymity were strictly maintained (Mali, 2015). Researchers upheld respect for cultural sensitivities and ensured that participants were free to withdraw from the study at any time without repercussions (Ayesta et al., 2022).

### **Limitations:**

Potential limitations of this study include the subjective nature of qualitative research, which relies on interpretations that may vary among researchers. The case study approach limits generalizability to other contexts but provides detailed insights into the specific case of the CAHAYA YBM PLN Village Program in North Lombok Regency (Moorhead et al., 2013).

The methods employed in this research were designed to capture the multifaceted impacts of the CAHAYA YBM PLN Village Program on education and community empowerment in North Lombok Regency (Bergen & Labonté, 2020). By integrating diverse data sources and employing rigorous qualitative techniques, the study aims to contribute nuanced understandings of how such programs can effectively promote sustainable development and empower communities in rural Indonesia.

## **RESULTS AND DISCUSSION**

### **Results**

The findings from the study on the CAHAYA YBM PLN Village Program in North Lombok Regency provide detailed insights into its impacts from an educational perspective. The results are organized into thematic areas derived from qualitative data analysis, including interviews, participant observation, and document analysis.

#### **1. Improved Access to Education**

One of the primary outcomes of the CAHAYA YBM PLN Village Program is the significant improvement in access to education for children and adults in rural communities. By providing reliable electricity to schools and

community learning centers, the program has facilitated enhanced learning environments. Participants reported that access to electricity has enabled schools to operate more effectively, with improved lighting for evening classes and the use of modern teaching aids such as projectors and computers.

## **2. Enhanced Educational Quality**

Beyond access, the program has contributed to the enhancement of educational quality. Teachers and educators highlighted how electricity has enabled them to incorporate multimedia resources into their teaching methods, making lessons more engaging and interactive. This has not only improved students' understanding but also fostered a more dynamic learning environment conducive to creativity and critical thinking.

## **3. Digital Literacy and Skills Development**

The introduction of electricity has also catalyzed digital literacy initiatives within the communities. Participants noted that access to electricity has facilitated computer literacy programs and internet access, empowering residents with essential digital skills. This has been particularly beneficial for youth and adults seeking to improve their employability and participate more actively in the digital economy.

## **4. Community Participation in Education**

The program has promoted community participation in education, fostering partnerships between schools, parents, and local stakeholders. Participants reported increased parental involvement in school activities and decision-making processes, reflecting a strengthened sense of ownership and accountability in education. Community support has also been instrumental in sustaining educational initiatives and advocating for further improvements.

## **5. Economic Opportunities through Education**

Education has been recognized as a pathway to economic empowerment within the communities. Participants highlighted how improved educational opportunities have equipped individuals with skills necessary for entrepreneurship and employment in diverse sectors. Vocational training programs supported by the program have further enhanced these

opportunities, providing practical skills that align with local economic needs.

## **6. Socio-cultural Impacts**

Beyond economic and educational outcomes, the program has had significant socio-cultural impacts. Participants noted improved social cohesion and community pride as a result of shared educational achievements and opportunities. Cultural preservation efforts have also been supported through educational initiatives, ensuring that traditional knowledge and practices are passed down to future generations.

## **7. Challenges and Resilience**

Despite its successes, the program has faced challenges such as initial infrastructure limitations and logistical hurdles in remote areas. However, community resilience and active participation have been pivotal in overcoming these challenges. Participants emphasized the importance of ongoing support and collaboration to sustain the program's benefits and address evolving community needs.

## **8. Sustainability and Future Directions**

Looking ahead, stakeholders expressed optimism about the program's potential to foster long-term sustainability. Strategies for scaling up educational interventions and expanding community empowerment initiatives were identified, emphasizing the need for continued investment in infrastructure, capacity building, and inclusive development practices.

In conclusion, the CAHAYA YBM PLN Village Program has yielded substantial positive impacts on education and community empowerment in North Lombok Regency. By improving access to education, enhancing educational quality, promoting digital literacy, and fostering community participation, the program has contributed to holistic development and resilience within rural communities. These results underscore the importance of integrated approaches to community empowerment, highlighting education as a cornerstone for sustainable development and inclusive growth.

The findings from this study provide valuable insights for policymakers, practitioners, and stakeholders seeking to replicate or enhance similar programs in other contexts. By leveraging electricity infrastructure to support educational initiatives, programs like CAHAYA

YBM PLN have the potential to catalyze transformative change and empower communities to build brighter futures.

## Discussion

The results of the study on the CAHAYA YBM PLN Village Program in North Lombok Regency reveal significant impacts on education and community empowerment, aligning closely with theoretical frameworks of community development, education theory, and sustainable development.

### 1. Improved Access to Education

The improvement in access to education aligns with the capabilities approach by Amartya Sen, which emphasizes the importance of enabling individuals to access opportunities and resources necessary for their development. By providing reliable electricity to schools and learning centers, the program enhances the foundational capabilities of local communities, particularly in rural and underserved areas (Sen, 2022). This access not only facilitates formal education but also supports lifelong learning opportunities essential for personal and socio-economic development.

### 2. Enhanced Educational Quality

The enhancement of educational quality through improved teaching resources and methods resonates with Vygotsky's socio-cultural theory of learning. According to Vygotsky, learning occurs through social interactions and cultural tools, such as technology and educational materials, which mediate cognitive development (Vygotsky, 2021). The integration of electricity-enabled teaching aids and multimedia resources enhances the Zone of Proximal Development (ZPD) for students, promoting more effective learning experiences and knowledge acquisition.

### 3. Digital Literacy and Skills Development

The promotion of digital literacy and skills development reflects the human capital theory, which posits that investments in education and skills acquisition contribute to economic productivity and growth (Schultz, 2020). Access to electricity and digital resources equips individuals with essential skills demanded by modern economies, thereby enhancing their employability and entrepreneurial potential. This aligns with the

program's goal of empowering communities to participate more actively in the digital economy and broader socio-economic development.

### 4. Community Participation in Education

Community participation in education supports the concept of social capital, emphasizing the importance of social networks, trust, and collective action in achieving development goals (Putnam, 2021). The program's emphasis on fostering partnerships between schools, parents, and local stakeholders strengthens social cohesion and civic engagement within communities. Increased parental involvement in education reflects a shared commitment to improving educational outcomes, thereby reinforcing community resilience and sustainable development practices (Albalawee & Al Fahoum, 2023).

### 5. Economic Opportunities through Education

The creation of economic opportunities through education corresponds with the capabilities approach and human development theory. Education not only enhances individuals' capabilities and freedoms but also expands their opportunities for economic advancement and social mobility (Nussbaum, 2011). Vocational training and skills development programs supported by the program enable community members to diversify livelihood options, reduce poverty, and contribute to local economic growth. This underscores education's role as a catalyst for inclusive development and poverty alleviation (Shapiro, 2014).

### 6. Socio-cultural Impacts

The socio-cultural impacts of the program underscore its contribution to cultural sustainability and identity preservation. By integrating cultural elements into educational initiatives, the program supports intergenerational transmission of knowledge and cultural practices (UNESCO, 2002). This aligns with UNESCO's principles of cultural diversity and inclusive education, promoting respect for cultural heritage while fostering mutual understanding and social cohesion within diverse communities (Ekmekci, 2017).

### 7. Challenges and Resilience

The challenges faced by the program highlight the importance of adaptive resilience

and community engagement in development initiatives. Resilience theory emphasizes the capacity of communities to withstand and recover from adversity through adaptive strategies and collective action (Berkes et al., 2003). The program's success in overcoming initial infrastructure challenges and logistical barriers demonstrates the resilience of local communities and the efficacy of participatory approaches in addressing complex development issues (Fianto, 2020).

## 8. Sustainability and Future Directions

Ensuring the sustainability of the program requires a multidimensional approach that integrates environmental, social, and economic considerations (UNDP, 2005). Sustainable development theory advocates for long-term planning and investment in infrastructure, capacity building, and community empowerment to achieve lasting impacts (WCED, 1987). Strategies for scaling up educational interventions and expanding community empowerment initiatives should prioritize inclusivity, equity, and environmental stewardship to foster resilient and sustainable communities.

The discussion of the results within theoretical frameworks highlights the transformative potential of the CAHAYA YBM PLN Village Program in promoting education, community empowerment, and sustainable development in North Lombok Regency. By aligning practical outcomes with theoretical insights, this study contributes to a deeper understanding of how integrated development programs can effectively address socio-economic disparities and empower marginalized communities. Moving forward, leveraging theoretical frameworks can guide future initiatives to maximize positive impacts and ensure equitable development outcomes for all stakeholders involved.

## CONCLUSION

The CAHAYA YBM PLN Village Program in North Lombok Regency has demonstrated substantial positive impacts on education and community empowerment, aligning closely with theoretical frameworks of sustainable development, human capital theory, and socio-cultural perspectives. Through improved access to electricity, enhanced

educational quality, promotion of digital literacy, and community participation in education, the program has effectively contributed to holistic development and resilience within rural communities.

Access to electricity has not only facilitated educational opportunities but also empowered individuals with essential digital skills, supporting their integration into the modern economy. The program's emphasis on community participation and cultural preservation has strengthened social cohesion and identity, fostering a sense of collective ownership and responsibility for sustainable development.

Despite these achievements, the program faces challenges such as infrastructure limitations and logistical hurdles. Addressing these challenges requires continued support from stakeholders, including government agencies, non-governmental organizations, and local communities themselves. Sustainable development efforts should prioritize inclusive approaches that empower marginalized groups and ensure equitable access to resources and opportunities.

## Recommendations

Based on the findings and insights gathered from this study, several recommendations are proposed to enhance the effectiveness and sustainability of similar community empowerment programs:

1. **Expand Access to Basic Services:**  
Continue efforts to expand access to electricity and basic services, particularly in remote and underserved areas. This includes improving infrastructure and technology to support educational institutions and community learning centers.
2. **Strengthen Educational Quality:**  
Invest in teacher training, curriculum development, and educational resources to further enhance the quality of education. Emphasize the integration of digital literacy and modern teaching methods to prepare students for future challenges.
3. **Promote Economic Opportunities:**  
Expand vocational training programs and entrepreneurship initiatives to diversify livelihood options and stimulate local

economic growth. Support small-scale enterprises and cooperatives to foster sustainable livelihoods.

4. Enhance Community Participation:

Foster partnerships between schools, parents, local authorities, and stakeholders to ensure inclusive decision-making and sustainable development planning. Empower communities to actively participate in program design, implementation, and evaluation.

5. Ensure Environmental Sustainability:

Integrate environmental education and sustainable practices into educational curricula and community development initiatives. Promote awareness about environmental conservation and resource management among community members.

6. Monitor and Evaluate Impact:

Establish robust monitoring and evaluation mechanisms to assess the long-term impacts of the program on education, economic development, social cohesion, and environmental sustainability. Use feedback from stakeholders to continuously improve program effectiveness.

7. Promote Policy Support:

Advocate for policies that prioritize rural electrification, inclusive education, and community empowerment in national and local development agendas. Collaborate with policymakers to create supportive frameworks and allocate resources effectively.

By implementing these recommendations, stakeholders can build upon the successes of the CAHAYA YBM PLN Village Program and contribute to sustainable development goals in North Lombok Regency and beyond. Empowering communities through education and inclusive development practices is essential for creating resilient, thriving societies that can withstand future challenges and achieve equitable prosperity for all.

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