

The Role of Universities in Increasing Social and Economic Resilience through the Community Empowerment Program in Cirebon City

Sitti Faoziyah

Institut Agama Islam Negeri (IAIN) Syeikh Nurjati Cirebon, Indonesia

Email: sittifaoziyah@gmail.com

Abstract

The purpose of this study was to analyze the role of universities in increasing social resilience and economic resilience through community empowerment. To achieve this goal, the research design used is structural equational modeling (SEM) by investigating the direct influence between community empowerment carried out by universities on social security, economic resilience, and community welfare both directly and indirectly. The method used is quantitative research with a survey approach. The research population is all poor people of Cirebon City as many as 26 thousand people spread over five sub-districts and 22 urban villages. The sampling technique is proportional random sampling technique. The sample size was obtained by using the formula for the number of indicators 27 multiplied by 5 to obtain a sample size of 185 people. The data was obtained by using a survey method by distributing questionnaires. The data were analyzed using the Smart-PLS 3.0 application. Based on the results of data analysis, it is concluded that there is a direct effect of community empowerment carried out by universities on social security, economic resilience, and community welfare. This study also found that there was a direct influence of social security and economic resilience on the welfare of the community. Furthermore, this study also found the indirect effect of community empowerment on community welfare through social security and through economic resilience.

Keywords: *Community Empowerment, Social Security, Economic Resilience, Community Welfare.*

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A. INTRODUCTION

The city of Cirebon is close to the north coast of West Java Province, in the east, which is passed by the main transportation route from Jakarta to Central Java and East Java. Geographically, Cirebon City is located at 1008,33⁰ Sn 6,41⁰ south latitude. The altitude above sea level is ± 5 meters, as a lowland area with an administrative area of ± 37.35 km² or 3,375.8 hectares. In the field of education, the number of literate people aged 15 years and over is 92.5% with the number of illiterates being 7.5%. The average length of schooling is 7.01 years, with a pure junior high school participation rate of 83.9%, and a high school enrollment rate of 59.88%. The school availability ratio for SMP is 26.18%, SMA 17.95%. The number of vocational schools is 17 schools, with 704 productive teachers (Cirebon City in figures, 2021).

The data above shows that there is a problem with the small number of vocational schools which are only 17 in one city, which will lead to a low level of

community work readiness and high school graduates (Cirebon City in figures, 2021).

The number of poor people in Cirebon City is 17.83% of the total population of 305,899 people. This figure is higher than the poverty rate in West Java, which is 12.15%. The achievement of development performance in poverty alleviation is 0.47%, meaning that there are about 53% of poverty alleviation programs that have not gone according to plan (Cirebon City in figures, 2021).

The purchasing power of the people of Cirebon City is also still very low, because it is related to the number of poor people as many as 12,000 coconut families (18.98%). Meanwhile, in West Java the percentage of poverty is 30%. Regional economic conditions are measured by the value of the Gross Regional Domestic Product (GDP) which is calculated at current prices reaching IDR 13.698 trillion. The value of GRDP based on constant prices reached IDR 6.148 trillion. The economic growth rate is 5.57% and has slowed down since the Covid-19 pandemic to 3.35% (Cirebon City Long-Term Plan 2017-2022).

There is extensive literature related to the role of universities (PT) in the development of a region. Higher Education (PT) is expected to fulfill its tri dharma mission which includes teaching, research and service, in addition, carrying out a new mission that reflects the economy, social and culture. Contributions to regional evolution (Arbo & Benneworth, 2007; Goddard et al., 2013). Both nationally and regionally. Many scholarly works have well explained where universities/universities have played a role in economic development, and where policymakers have attempted to emulate good models.

In Law Number 14 of 2005 concerning Teachers and Lecturers Article 60, lecturers in carrying out professional duties are obliged to, among others: a) Carry out education, research, and community service; b) Planning, implementing the learning process, as well as assessing and evaluating learning outcomes; c) Improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology, and the arts; d) Act objectively and non-discriminatory on the basis of considerations of gender, religion, ethnicity, race, certain physical conditions, or the socioeconomic background of students in learning; e) Upholding laws and regulations, laws and codes of ethics, as well as religious and ethical values; and f) Maintaining and fostering national unity and integrity.

In Article 72 paragraph 1, the workload of lecturers includes main activities, namely planning learning, carrying out the learning process, evaluating learning, guiding and training, conducting research, carrying out additional tasks, and doing community service. Article 45 of Law Number 12 of 2012 concerning Higher Education confirms that research in universities is directed at developing science and technology, as well as improving the welfare of society and the competitiveness of the nation. The article also emphasized that community service is an activity of the academic community in practicing and civilizing science and technology to advance public welfare and educate the nation's life.

The role of universities should contribute to the development of science and technology (Science and Technology) for the progress of the nation. Human resources (HR) produced by universities (campus) must be seen in increasing the nation's competitiveness. Science and technology and higher education can contribute to strengthening the economy, improving the welfare of the community, which is shown by the superiority of technological products produced by the campus or in partnership with the industrial/company world. As is known, the Indonesian campus has produced many innovations that bring direct benefits to the community.

Indeed, it has become imperative for the campus to bring fresh air for the progress of society. Campus was born with three main tasks for the community, namely the task of education, research and service. First, the task of education. With this mission, the campus must be able to educate the public to be smarter, smarter and smarter. Thus, when people have become smart, intelligent and clever, they will produce superior human qualities. The community will be more creative and independent in solving various problems of life such as economic, socio-cultural, political and so on. With the independence of the community, at least it will reduce outside influences which in fact have not helped the community. But on the contrary, it is annoying. Second, research tasks. With this mission, the role of the campus is not only to transfer knowledge to the community by causing excesses from the condition of the community from not knowing to knowing. Campus must be able to research social and natural phenomena to produce new discoveries. Thus, the existing science is not only static knowledge but dynamic, actual science and knowledge that is able to answer or solve various existing problems. So that later there will be harmonization between the theories learned on campus with the realities of people's lives. Third, the task of devotion. With this mission, the campus is required to be part of the community. Of course, the campus must be close to the community and understand the psychological, sociological-anthropological, political and economic realities of the community. Campus must mingle with the community in guiding directly related to the problems faced. Campus must be able to change society from powerless to empowered, independent and civilly grateful.

Over the past few years, various approaches have been developed to explain the role of universities in regional development (Goldstein, 2010; Uyarra, 2010). Such variations may have many sources, including the type of university (e.g. research-based, teaching-intensive, discipline-based (Lawton Smith & Bagchi-Sen, 2012) and the capacity of local public and private organizations to absorb and utilize the knowledge created at the university.

Most people claim that there is a fundamental transformation of the science system that forms the context for the changing role of universities in regional development (Hessels & van Lente, 2008). As a development strategy, empowerment is defined as an activity to help clients gain the power to make decisions and determine the actions to be taken, related to themselves, including reducing personal and social barriers to taking action through increasing the ability and confidence to

use the power they have effectively. transfer power from its environment (Payne, 1997). Meanwhile Ife (1995) defines empowerment as an effort to provide people with resources, opportunities, knowledge,

Community empowerment in the perspective of social work, (Dubois & Miley, 1992) provides guidelines, namely: a) Building a helping relationship that reflects an empathetic response, respects the client's choices and rights in determining their own destiny, respects individual differences and uniqueness, and emphasizes client cooperation; b) establish communication that respects the dignity and worth of the client, considers individual diversity, focuses on the client, and maintains client confidentiality; c) Engage in problem solving that strengthens client participation in all aspects of the problem solving process, respecting client rights, framing challenges through adherence to professional codes of ethics, involvement in professional development, research, and policy formulation, personal difficulties into issues public, and the elimination of all forms of discrimination and inequality of opportunity, challenge as a learning opportunity, and involve clients in decision-making and evaluation; d) Reflect the attitudes and values of the social work profession.

Freire classifies human consciousness into three, namely: (1) magical consciousness, (2) nave consciousness and (3) critical consciousness. Murray and Zautra (2012) define social resilience more specifically, namely as an adaptive response of a society to various kinds of threats that are actualized through several processes, namely first through recovery, then continuity (sustainability), and finally marked by growth.

Meanwhile, according to Carlson (2012) social resilience is closely related to the ability of the community to be able to overcome various kinds of disturbances so that they are free from the difficulties they face. From the description above, it can be seen that social resilience is not only the ability to defend oneself, but there is a process that can bring society to a better condition than before. Therefore, social resilience has a very significant role in overcoming various kinds of disturbances and difficulties that confront them.

Local communities play an important role in the development of tourist villages because the resources and unique traditions and culture inherent in the community are the main driving elements of tourism village activities. On the other hand, local communities that grow and live side by side with a tourist attraction are part of an interconnected ecological system. The success of developing a tourist village depends on the level of acceptance and support of the local community (Wearing & McDonald, 2002).

Support from the surrounding community or also known as Community Based Tourism is the result of community development to provide development opportunities that distribute benefits that do not exist throughout the community. These benefits include economic returns, while also empowering communities with the skills and resources to develop sustainable tourism enterprises (Harwood, 2010).

Management of tourist villages is expected to develop well, one of which is through community-based planning.

Community-based planning is a form of planning that focuses on the grassroots level of the community as an alternative to a top-down approach (de Beer, 2005). There are many definitions of a community from experts. Geographers emphasize the spatial aspect in their definition, economists examine work and markets while sociologists emphasize social interactions and networks within the definition of community (Kumar, 2005).

In general, the various definitions of community all use some combination of space, people, and social interaction (Kumar, 2005). For the purposes of this study, the term community will refer to people identified by a person in a particular place (Campbell & Fainstein, 2003). According to Sharpley and Sharpley (1997) in (Roberts & Hall, 2001) in Rural Tourism there are other types of tourism that form it, namely Agritourism, farm tourism, wilderness and foresttourism, green tourism, and ecotourism.

The model of community empowerment according to (Dhamotharan, 2009) includes the 7D approach which begins by giving appreciation to the potential and achievements of the community as well as the pure values that exist in the community. Followed by encouraging the community to be aware of the availability of resources and analyze the strengths and weaknesses of the community. The 7D approach consists of the following systematic steps:

D1 – Developing relations, At this stage there is a trusting relationship between community group members and between the community and outside parties such as facilitators, resource persons, government officials and others. To achieve this, it is necessary to provide sufficient time for everyone to get to know each other more deeply, about each other so that they can appreciate each other's ability to contribute to community development.

D2 – Discovering capacities, at this stage the community tries to recognize and realize the achievements of the community in the past and also know the problems that society faces at that time, how the community can solve them, and what organizational structure is used. The community tries to find and understand what they already have, what are the strengths and weaknesses of the community, and what are the potential resources that can be used.

D3 – Dreaming of community future (Building the ideals of the community), At this stage the community is encouraged to state the ideals of the community. Ideals are a creative picture of a positive future. After having ideals, the community then develops them into a vision. Vision is the translation of an ideal into an attractive and clear long-term picture capable of fostering a strong commitment and motivation and direction for action.

D4 – Directions of community actions, At this stage the community sets clear goals for community activities. Goals should be clearly defined and agreed upon by the community.

D5 – Designing community actions (Designing community actions), At this stage the community designs actions by translating the vision, goals and activities into a plan with a clear and logical structure. During the planning process, communities should try to use internal resources as well as external resources, for example from government and non-governmental organizations.

D6 – Delivering Planned Activities (Implementing activities), the community carries out the plans that have been prepared. At this stage, internal and external inputs must be arranged so that the activities that have been designed can be carried out successfully. Close supervision is important to ensure that activities are carried out and necessary changes are made.

D7 – Documenting Outputs, Outcomes and Learning (Documenting the results and things learned), In this stage the community reflects on the "process of the journey" and the results that have been achieved. Reflection is carried out by community groups and all external parties involved. Documentation is an evaluation of projects and action plans to assess the success of planning and implementing activities in accordance with the vision and goals that have been set. Documentation consists of analyzing, sharing experiences, and summarizing all the knowledge and experiences learned from the previous stages (Dhamotharan, 2009).

Universities, both public and private, which have research institutions, tend to still produce basic information in various fields of study and are more directed towards the development of higher education institutions. In other words, research output is mostly used in order to fulfill credit scores for promotion and accreditation of study programs and institutions.

At this level, universities have a weak bargaining position in the helix concept, and as a result, universities cannot be trusted by industry and the government as carriers of science-based development innovation. Besides that, the parties involved in the application of the triple helix concept have not fully involved civil society as users of the results of scientific and technological innovations, so it often happens that what is done by universities, industry and the government is not used by the community.

The application of science and technology in generating innovation cannot be separated from the natural environment of the community, so that in the application of innovation, we must pay attention to the environment so that the development carried out is not only oriented to the economic aspect alone. Environmental aspects are important to pay attention to in order to maintain a sustainable society, namely to maintain the sustainability of the lives of future generations.

The initial paradigm of development only emphasized economic growth by ignoring socio-cultural diversity and causing various damage to natural resources and the environment which in turn resulted in a decrease in the welfare of human life, including poverty, unemployment, decreased income, the emergence of various diseases that interfere with human health, production disturbances. food and economic inequality.

Carayannis and Campbell (2009) and Carayannis et al. (2012) stated that the interaction between universities, industry, government, civil society, and the natural environment to generate intelligent, effective, and efficient innovation is needed to determine sustainable development. An innovation model that combines knowledge and natural environmental systems together into an 'interdisciplinary' and 'transdisciplinary' framework, can provide a step-by-step model for understanding effective development quality-based management, restoring balance with nature, and letting future generations have a life. plurality and diversity on earth (Carayannis and Campbell 2010; Barth 2011).

Gibbons et al. (1994) in *The New Production of Knowledge* and Nowotny et al. (2001) in *Re-Thinking Science* developed the triple helix concept in order to explain the working relationship of universities, industry, and government. This triple helix model also provides an overview of the symbiotic coordinates of various parties, where each party is an independent element and has its own role, but the three parties synergize and support each other in responding to various challenges that exist in society.

The development of the triple helix model in developed countries is actually based on several factors, including universities as a repository of knowledge and technology, human resources capable of producing innovations in various fields that can be applied in the industrial world, the government synergizing with universities through research funding assistance, and other facilities to produce quality works, and regulate the protection and use of copyright, and the industry provides support to universities both in research and development activities and the sustainable use of research results (Carayannis and Campbell (2006).

Universities as a source of science and technology, universities are not ivory towers in the midst of development, but must be able to develop themselves as an integral part of the development process itself. As stated by Etzkowitz (2010) "university is not only critical to the commercial transformation of knowledge, but also to create space for knowledge, assembling and innovation".

Therefore, universities must improve themselves so that they are able to develop the capacity of science and technology and can create development strategies that are guided by universities. In 1995, Etzkowitz and Leydesdorff developed a triple helix model by adopting a spiral innovation model in which there are reciprocal relationships between various parties at different stages of knowledge capitalization (Viale and Ghiglione, 1998).

The new approach to interaction from various parties is characterized by the key role of universities as major knowledge producers, the strategic role of industry in generating innovation through increasing the quality and quantity of products and services on the market, and no less important role is the role of the government in supporting the development of technology-based science and in formulating innovation-targeted policies (Arnkil et al., 2010).

Universities have collaborated a lot with various institutions, but the results of research are more for the fulfillment of scientific documents, therefore the results

of higher education research cannot be used to encourage the creative industry, and the industry uses more research output from abroad. Of course, it is a sad thing, if the resources in Indonesia are abundant, but the technology, capital and educated workforce come from outside Indonesia.

The core problem posed in this study is whether community empowerment carried out by campuses is able to increase social resilience, economic resilience, and have an impact on the welfare of the people of Cirebon City, West Java Province, Indonesia?.

B. LITERATURE REVIEW

1. Community Empowerment by Higher Education and Social Security

Empowerment is a series of activities used to strengthen the power or empowerment of weak groups of society, including people who experience poverty problems. As the main goal, community empowerment is essentially closely related to social welfare. Where social welfare is a condition or condition of human life that is created when various social problems can be managed properly, when the necessities of life can be fulfilled, then wider social opportunities can be maximized properly (Suyanto & Pudjianto, 2015).

In line with the decentralization policy, the community empowerment strategy must be carried out comprehensively. According to Marphin, empowering the poor must be comprehensive, covering various activities in the social, political, economic, and cultural fields. So that by itself the community is able to increase its independence, strength, and overall social role (Panjaitan, 2002).

Social security will be achieved more quickly when there is a role for Campus in contributing in the form of training, community service, action research, and various research and service activities that are desperately needed by the community, especially the poor.

Previous studies stated that several government service programs failed because of the absence of campus intervention, therefore campuses must be present in every community empowerment program so that community social resilience increases. (Ramadhania & Novianty, 2020). Currently, there has been a non-optimization of the operationalization of community empowerment strategies that have been implemented by the government in the past because the government does not cooperate with Campus in every implementation (Sartika, 2011). Campus in community empowerment programs with the government can collaborate so that social mastery programs in order to increase community social resilience can be achieved (Rohman, 2010; Muslim, 2006). The entire description of the theoretical study above directs the researcher to formulate the first hypothesis as follows.

H1: There is a direct influence of Community empowerment on social security in the Poor of Cirebon City, West Java, Indonesia.

2. Community Empowerment by Higher Education and Economic Resilience

Universities are the institutions that most feel the demands of global change because they are tasked with developing science and technology. The business world, government and society who need information technology-based knowledge and other multidisciplinary sciences will demand universities to meet their needs for higher science and technology. Effendi (2003) states that people now trust universities as higher education institutions that still have the moral strength to become community role models in the transformation towards a global society.

Community empowerment by universities can be done with mentoring activities, so that people have life skills that can be used to support their families (Masrifatin et al., 2021). The assisted community can make independent efforts after the training, by obtaining business capital or revolving capital guarantees, which can be used for other prospective entrepreneurs. Social empowerment is expected to increase a person's capacity to increase his skills and income which in turn leads to the welfare achieved. (Noor, 2011). The aim of empowerment is to develop the various abilities and potentials possessed by the community so that in them they grow the confidence to work independently without the help of others. (Maryani & Nainggolan, 2019).

With empowerment, community resilience increases. The vulnerability of the community that has been suffered so far will end when the empowerment program has been successfully implemented. With empowerment, the level of vulnerability of the community is reduced, and the resilience of the community to survive various onslaughts of economic recession becomes stronger. Various unfavorable economic turmoil will not make the economy falter in a significant sense (Revell & Dinnie, 2020).

Previous studies have recommended to the government to cooperate with Campus in every effort to increase the economic resilience of the community (Kwaghbo (2021). Government funding for empowerment programs should not forget the competence of the experts on campus, it will contribute positively to the issue of poverty (Buchstab, 2021). according to Alvi & Gupta (2020), Covid 19 has provided valuable lessons where food security and social security programs become more effective for the poor when universities are included in their implementation. Several times, the government and campuses have implemented strategies to deal with COVID-19 through social security and food security programs, while others have focused on the informal sector, casual workers, unemployment, and refugees. However, all of this will be more effective when there is cooperation between the government, campus, and other interested parties (Crush & Si, 2020).

The description above helps researchers in formulating the second research hypothesis which states as follows:

H2: *There is a direct influence of community empowerment by universities on economic resilience in the poor in Cirebon City, West Java, Indonesia*

3. Social Security and Community Welfare

All definitions of social resilience concern social entities whether concerning individuals, organizations or communities and their ability or capacity to tolerate, absorb, cope with and adapt to various types of environmental and social threats. In simple terms, the social resilience of a community is often associated with the ability to cope with risks due to social, economic, and political changes that surround it (Betke, 2002).

A community has social resilience if first, it is able to effectively protect its members including vulnerable individuals and families from the waves of social change that affect it; second, being able to make social investments in profitable social networks; and third, able to develop effective mechanisms in managing conflict and violence. Social capital (local associations and community character) either directly or indirectly has a very real positive effect on the economic welfare of the family.

Good social resilience such as the establishment of an orderly community condition, obeying various prevailing cultures, implementing various existing formal regulations, and maintaining peace, tranquility and togetherness will be able to improve the welfare of the community both physically and mentally in the long term (Sujana et al., 2021).

Communities that are constantly in conflict will certainly make people feel anxious, difficult to work well, there is a sense of anxiety, less able to focus on the economic aspect, and the absence of calm in everything so that not much time is available to build an economy that is able to improve welfare public (Parantika et al., 2020).

The decline in community participation in empowerment programs is the cause of failure (Parantika et al., 2020) so that a conducive climate is built that is able to increase community participation in creating a strong social order so that social resilience is built. When these conditions have been realized, of course the welfare of the community will increase (Yustikasari et al., 2021). Failure to pay attention to the dynamics of community groups makes empowerment programs ineffective and disrupts the performance of these community groups which in turn triggers social conflict (Daryanti et al., 2021). When there is a social conflict, of course the success of development will decrease, social resistance will decrease which in the end will have implications for the decline in the level of community welfare. On the other hand, when the social resilience of the community increases, their welfare will also increase. All of the above theoretical realities lead the researcher to formulate the third hypothesis as follows.

H3: There is a direct influence of social security on the community welfare of the poor in Cirebon City, West Java

4. Economic Resilience and Community Welfare

In the concept of national resilience, economic resilience is one part of the 8 pillars of national resilience. The economic resilience of a society is reflected in the

economic condition of the community which is stable, independent and prosperous. The ability of the community to manage the potential of existing resources in the region is one of the important factors to be able to realize economic resilience in the community. Economic resilience can be defined as an increase in per capita and national product. In order to increase the national product the amount of investment must be greater than the amount needed to replace the depreciation of capital.

Economic resilience is part of national resilience in the economic aspect. Economic resilience is the ability to restore, maintain and develop healthy economic conditions. Briguglio et al., (2008) explained that economic resilience is influenced by several factors, namely macroeconomic stability, microeconomic market efficiency, good governance and social development.

Therefore, the amount of savings and investment plays an important role in the process of economic growth (Gallo, 2012). Todaro (2000:111) states that there are three main factors in economic growth in a country including: i) Capital accumulation; ii) Population growth; iii) Technological advancement. At the macro level, the distribution of increased income from economic growth will also have a strong impact on human development and economic growth whose benefits are directed more towards the poor will have a greater impact on human development (Ranis, 2004).

Increasing economic resilience will increase people's income. With the increase in income, the ability of the community to meet their needs will be better. This condition shows that welfare in the form of people's income is starting to increase. UNDP also stated that until the late 1990s, human development in Indonesia was determined by economic growth or Gross Domestic Product (GDP). GDP growth will encourage people to get better education and health facilities (Setyowati & Suparwati (2012).

Thus, it can be understood that the better the economic resilience of the community, the better the social welfare. This applies the other way around, when the economic resilience of the community is weak, of course their welfare will decline. The entire theoretical description above is able to inspire the preparation of the fourth hypothesis as follows.

H4: There is a direct influence of economic security on the welfare of the Poor in Cirebon City, West Java

5. Community Empowerment by Universities and Community Welfare.

Social empowerment is not only about skills, skills, and various psychomotor aspects, but more about funding, working capital, means of production, place of business, technology owned, and various other supporting facilities (Miradj et al., 2014). Supporting tools are far more numerous than other cash capital, because they are permanent and long-term. Skill capital New human resources Some of the assets that have not been able to run well when there is no other supporting capital that is cash (Mulyana, 2019). In the long-term community empowerment process, the

process of increasing strength and resilience from economic recession provides a belief in future success (Graham, 2009).

Previous studies have recommended research like this to find out how successful these programs are. For example, research conducted by Kwaghbo (2021) argues that community empowerment will be able to improve the welfare of the community. The positive impact is shown in the implementation of aid programs in developing countries that are able to increase food security which in turn is able to improve people's welfare (Buchstab, 2021). According to Alvi & Gupta (2020), Covid 19 has provided valuable lessons where food security programs that have an impact on overall economic security are able to bring people towards high prosperity. The government has implemented a strategy to deal with COVID-19 through an economic security program, finally, Covid-19 can be handled properly, and the welfare of the community remains high (Crush & Si, 2020).

H5: There is a direct influence of community empowerment by universities on the welfare of the people of Cirebon City, West Java

The entire theoretical framework above is able to produce the sixth and seventh hypotheses which lead to the indirect influence between community empowerment by universities and community welfare, both through social resilience and through economic resilience. When the hypothesis is formulated, the following hypothesis will be built.

H6: There is an indirect influence between community empowerment by universities on community welfare through social strengthening of Cirebon City West Java

H7: There is an indirect effect between community empowerment by universities on community welfare through strengthening the economy of Cirebon City West Java

C. METHODS

This study investigates the effect of community empowerment carried out by universities, food strengthening, and social strengthening and their implications for the welfare of the people of Cilegon city. The study uses a quantitative research design to reveal the construction through structural equation modeling (SeM) analysis using the smart-PLS 3.0 application.

The design of this study refers to the model offered by Creswell (2009), that descriptive-quantitative research aims to examine the effect of exogenous variables both jointly and partially on endogenous variables. The data collection method used is a survey method, which is a method of collecting data by giving questionnaires to respondents who are the research sample, then processed to be used as hypothesis testing data. This study found primary data in accordance with the number of samples designed, and all questionnaires that were filled out by respondents were completely complete so that they could be used for data analysis without having to correct or replace the results.

The research population is all underprivileged communities in Cirebon City, West Java Province with a total population of 26 thousand people, spread across all sub-districts and villages (table 2)

Determination of the number of samples using the formula for the number of indicators (37) multiplied by a number between 5-10, and in this study multiplied by 5, so that a sample of 185 samples was obtained. The sampling technique used proportional random sampling in which sample members from the population were taken randomly according to the proportions of each sub-district and village, so that a sample of 185 people was obtained. (Table 1)

The underprivileged people referred to here are underprivileged communities who receive direct cash assistance from the government who have received education and training programs, food strengthening and social strengthening. Those who have never received the program have no chance of becoming a research sample.

Table 1. Population and Sample by Region

No	Districts	Ward	Population of people receiving direct cash assistance	Sample
1	attorney	attorney	2.222	16
		Kassendent	2.206	16
		New garden	1,244	9
		Sukapura	858	6
2	Pekalipan	Pekalipan	609	4
		the courtyard	1,678	12
		Pulasaren	1,819	13
		watchdog	996	7
3	Weak hunchback	Weak hunchback	1.149	8
		Panjunan	692	5
		gilding	671	5
		Ambiguity	1.076	8
4	kesambi	kesambi	721	5
		Drajat	1,693	12
		Pekiringan	1.018	7
		Sunyaragi	1,292	9
		your work	1.040	7
5	Harjamukti	Harjamukti	884	6
		Kalijaga	903	6
		Argasunya	1.150	8
		harp	710	5
		Ban	1.369	10
Amount			26,000,000	185

Research data sources consist of two, namely primary data and secondary data. Primary data comes from surveys, observations, interviews, and questionnaires. While secondary data comes from public documents from the

Cirebon City Central Statistics Agency, West Answer, Cirebon City Regional Planning and Budgeting Agency, Cirebon City in Figures 2020-2021, West Java Open Data, and the West Java Provincial Government via the link dpmdesa.jabarprof.go.id which contains the PMD Office's flagship programs, profiles, and local government collaboration.

The data collection tool uses a questionnaire which was developed with reference to the theory developed by previous researchers by taking into account the dimensions and indicators.

Table 1. Research Instruments Grid

Variable	Dimension	Indicator	Number of Items
Community empowerment (X1)	Type of empowerment	Socialization of entrepreneurship	EDU1
		Community services	EDU2
		Skills training	EDU3
		Workshop	EDU4
		Skills course	EDU5
	Capital	Revolving working capital loan	EDU6
		Purchase of work equipment	EDU7
		Giving Free Business Capital	EDU8
Social Security (Y1)	Social Order	Peaceful social order	SS1
		Environmentally friendly social order	SS2
		Women-friendly social order	SS3
		Child-friendly social setting	SS4
	Culture and customs	Traditions are well established	SS5
		Community culture is going well	SS6
		Cultural festivals are held regularly	SS7
		Manners are going well	SS8
Economic Resilience (Y2)	Cultivation training	Superior rice cultivation training	ER1
		Superior fruit cultivation	ER2
		Superior palawija cultivation	ER3
	Marketing Literacy	E-commerce literacy	ER4
		Online store literacy	ER5
		Star-up literacy	ER6
		e-money literacy	ER7
		Entrepreneurship training	ER8
	MSME Literacy	MSME Management Training	ER9
		Provision of soft loans for MSME Capital	ER10
		Provision of business equipment	ER11
Community Welfare (Z)	Birth Welfare	Fulfillment of food needs	CW1
		Fulfillment of clothing needs	CW2
		Meeting housing needs	CW3
		Fulfillment of secondary needs	CW4
		Fulfillment of tertiary needs	CW5
	Inner Well-being	Social needs	CW6
		Recognition needs	CW7
		Spiritual needs	CW8

		The need for charity towards others	CW9
		The need for reassurance	CW10

The validity of the data is the most important aspect in research, because when the data used for data analysis is not valid, the conclusions obtained are biased. The implications of research results will also be biased and cannot be used to make strategic policies. This research has a high level of strategicity because it involves policy making related to the empowerment of the poor in the city of Cirebon, West Java.

The validity of quantitative data is done by checking the completeness of the data from the results of filling out the instrument. The results of filling out the complete instrument are followed by tabulation and verification. To increase the validity of quantitative data before being used to test research hypotheses, validity and reliability tests were first carried out.

Table 2. Validity Test

Item No.	Community Empowerment (X1)	Community Welfare (Z)	Economic Resilience (Y2)	Social Security (Y1)
CE1	0.806			
CE2	0.805			
CE3	0.837			
CE4	0.725			
CE5	0.802			
CE6	0.737			
CE7	0.809			
CE8	0.776			
CW1		0.831		
CW10		0.735		
CW2		0.743		
CW3		0.749		
CW4		0.756		
CW5		0.830		
CW6		0.755		
CW7		0.736		
CW8		0.758		
CW9		0.776		
ER1			0.737	
ER10			0.707	
ER11			0.749	
ER2			0.717	
ER3			0.785	
ER4			0.778	
ER5			0.835	
ER6			0.724	
ER7			0.844	
ER8			0.827	

ER9	0.774
SS1	0.876
SS2	0.965
SS3	0.882
SS4	0.874
SS5	0.819
SS6	0.868
SS7	0.769
SS8	0.724

The loading factor above shows convincingly that all instrument items are valid and feasible when used for extracting data at the research site in order to test hypotheses. The provisions on the validity of the research instrument items are said to be valid if they are more than 0.7, the higher it is close to 1.0, the more valid it means that the instrument items actually measure the dimensions or indicators of variables that are still latent.

The item with the highest loading factor for the community empowerment variable is CE3 (skills training) of 0.837, for the social security variable the highest loading factor is item SS2 (Environmentally friendly social order) of 0.965, for the economic resilience variable the highest loading factor position is item ER7 (E-money literacy) is 0.844, and for the community welfare variable the highest loading factor position is CW1 (Fulfillment of food needs) of 0.831.

Table 3. Variable Validity

Variable	Average Variance Extracted (AVE)
Community Empowerment (X1)	0.621
Community Welfare (Z)	0.589
Economic Resilience (Y2)	0.596
Social Security (Y1)	0.723

The provision for the variable validity test is to look at the AVE coefficient. When the AVE coefficient is greater than 0.5 then the variable is valid, and if it is less than 0.5 then the variable is invalid. The closer to 1.0, the more perfect the validity of the variable. The table above shows that the entire AVE value for all the variables above is 0.5, so all variables are valid and feasible to be used as data collection tools in the field to be used for hypothesis testing. The variable with the highest level of validity is the social security variable (0.723), followed by the community empowerment variable (0.621), then the economic resilience variable (0.596), and the lowest is the community welfare variable (0.589).

Table 4. Reliability test

Variable	Cronbach's Alpha	rho_A	Composite Reliability
Community Empowerment (X1)	0.913	0.918	0.929
Community Welfare (Z)	0.922	0.923	0.935
Economic Resilience (Y2)	0.932	0.934	0.942
Social Security (Y1)	0.944	0.949	0.954

The provisions for the reliability test are when the Cronbach's alpha coefficient is greater than 0.6 then the data is reliable and when it is less than 0.6 then it is not reliable. The greater the close to 1.0, the better the level of reliability of the variable data. Based on the table above, Cronbach's alpha coefficient is more than 0.7 so that all of them are reliable. All data from all variables have a high consistency value so that the instrument compiled is suitable for extracting research data. The highest consistency is the social security variable (0.944), then the Economic resilience variable (0.932), the community welfare variable (0.922) and the lowest is the community empowerment variable (0.913).

Data analysis techniques refer to opinions Creswell (2009). First, test the validity and reliability of the data. This stage has been carried out as explained above (Tables 2, 3, and 4). Second, test the model using the smart-PLS 3.0 application which aims to analyze the magnitude of the influence between exogenous variables on endogenous, exogenous on intervening, and intervening on endogenous. The results of the analysis obtained can be interpreted by looking at the values of R² and T. Third, the indirect test is to see the indirect effect of exogenous variables on endogenous variables through intervening variables.

D. RESULT AND DISCUSSION

To test the research hypothesis, the Smart-PLS 3.0 application was used with the following results.

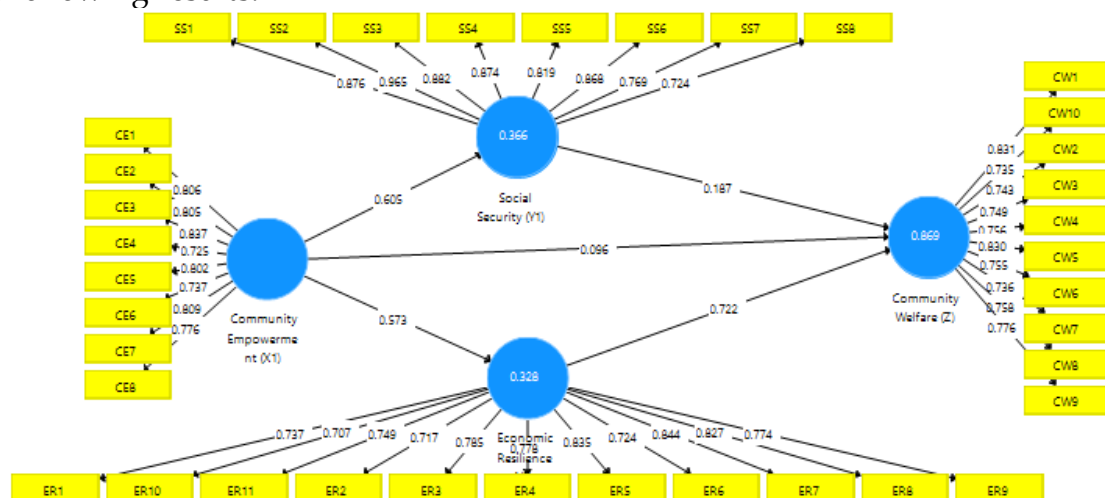


Diagram 1. Path coefficient of influence between variables

Hypothesis testing is carried out based on the results of the Inner Model (structural model) test which includes r-square output, parameter coefficients and t-statistics. To see whether a hypothesis can be accepted or rejected, among others, by paying attention to the significance value between constructs, t-statistics, and p-values. The hypothesis testing of this research was carried out with the help of SmartPLS (Partial Least Square) 3.0 software. These values can be seen from the bootstrapping results. The rule of thumb used in this study is t-statistic > 1.96 with a significance level of p-value 0.05 (5%) and a positive beta coefficient.

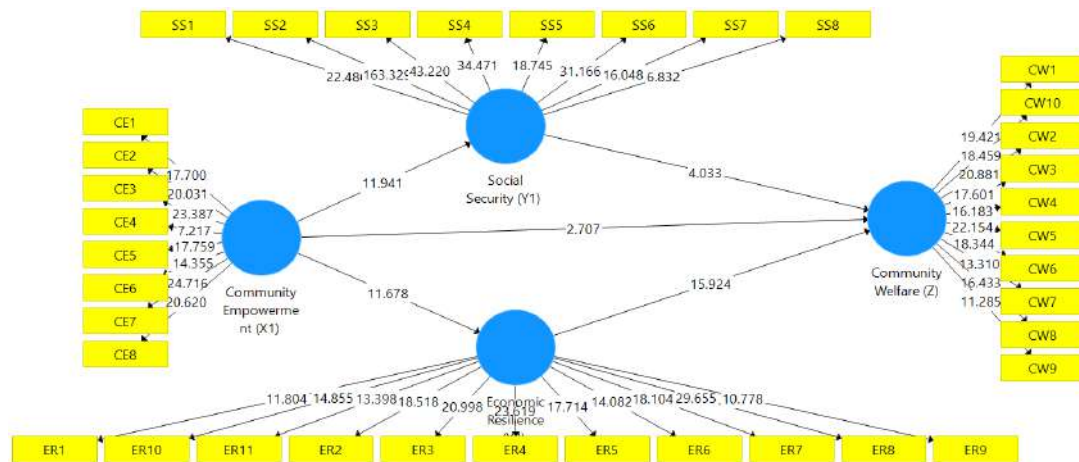


Diagram 2. t Test Results

The value of testing this research hypothesis can be shown in the following table.

Table 5. Path, T, and Sign Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Community Empowerment (X1) -> Social Security (Y1)	0.605	0.609	0.051	11,941	0.000
Community Empowerment (X1) -> Economic Resilience (Y2)	0.573	0.577	0.049	11,678	0.000
Social Security (Y1) -> Community Welfare (Z)	0.187	0.187	0.046	4.033	0.000
Economic Resilience (Y2) -> Community Welfare (Z)	0.722	0.725	0.045	15,924	0.000
Community Empowerment (X1) -> Community Welfare (Z)	0.096	0.093	0.036	2,707	0.007

Hypothesis Test I (H1): *There is a direct influence of Community empowerment on social security in the Poor of Cirebon City, West Java, Indonesia.*

The first hypothesis examines whether there is a direct influence between Community Empowerment on social security in the Poor in Cirebon City, West Java, Indonesia. From the results of the first hypothesis test, the coefficient R² is 0.605 with a t-statistic of 11.941 > 1.96 with a p-value of 0.000 < 0.05, so Ho1 is rejected and Ha1 is accepted. There is a significant direct influence between Community Empowerment on social security. Community Empowerment carried out by universities is able to explain 60.5% of social security, while the remaining 29.5% is influenced by other variables outside the model.

Hypothesis Test II (H2): *There is a direct influence of Community empowerment on economic resilience in the Poor of Cirebon City, West Java, Indonesia.*

The second hypothesis states that there is a direct influence between community empowerment and economic resilience in the poor in Cirebon City, West Java, Indonesia. From the results of the second hypothesis test, the coefficient R² is 0.573 with a t-statistic of 11.678 > 1.96 with a p-value of 0.000 < 0.05, so Ho2 is rejected and Ha2 is accepted. There is a significant direct influence between

community empowerment and economic resilience in the poor in the city of Cirebon. Community empowerment carried out by universities is able to explain 57.3% of economic resilience, while the remaining 42.7% is influenced by other variables outside the model.

Hypothesis Test III (H3): *There is a direct influence of social security on the community welfare of the poor in the city of Cirebon, West Java*

The third hypothesis states that there is a direct influence between social security and community welfare for poor people in Cirebon City. From the results of the third hypothesis test, the coefficient R² is 0.187 with a t-statistic of 4.033 > 1.96 with a p-value of 0.000 < 0.05, so Ho₃ is rejected and Ha₃ is accepted. There is a significant direct influence between social security and community welfare for the poor in Cirebon City. Social security is able to explain 18.7% of community welfare, while the remaining 81.3% is influenced by other variables outside the model.

Hypothesis Test IV (H4): *There is a direct influence of economic security on the welfare of the poor in Cirebon City, West Java*

The fourth hypothesis states that there is a direct influence between economic resilience on community welfare in the poor of Cirebon City. From the results of the fourth hypothesis test a, the coefficient R² is 0.722 with a t-statistic of 15.924 > 1.96 with a p-value of 0.000 < 0.05, so Ho₄ is rejected and Ha₄ is accepted. There is a significant direct influence between economic resilience and community welfare for the poor in Cirebon City. Economic resilience is able to explain 72.2% of community welfare, while the remaining 17.8% is influenced by other variables outside the model.

Hypothesis Test V (H5) *There is a direct influence of community empowerment on the welfare of the people of Cirebon City, West Java*

The fifth hypothesis states that there is an influence between Community Empowerment on Community Welfare in the poor in Cirebon City. From the results of the fifth hypothesis test, the coefficient R² is 0.096 with a t-statistic of 2.707 > 1.96 with a p-value of 0.007 < 0.05, so Ho₅ is rejected and Ha₅ is accepted. There is a significant influence between Community Empowerment on Community Welfare for the poor in Cirebon City. Community Empowerment carried out by universities is able to explain 9.6% of Community welfare, while the remaining 80.4% is influenced by other variables outside the model.

Hypothesis VI (H6): *There is an indirect influence between community empowerment by universities on community welfare through social strengthening in Cirebon City, West Java*

Table 7. Indirect effects

Indirect effects	Specific Indirect Effects
Community Empowerment (X1) -> Economic Resilience (Y2) -> Community Welfare (Z)	0.414
Community Empowerment (X1) -> Social Security (Y1) -> Community Welfare (Z)	0.113

The sixth hypothesis states that there is an indirect effect between Community Empowerment on Community Welfare through intervening social security variables in the poor community of Cirebon City. From the results of the sixth hypothesis test, the coefficient R^2 is 0.414. There is a significant indirect effect between Community Empowerment on Community Welfare through the intervening social security variable in the poor community of Cirebon City. Community Empowerment carried out by universities is indirectly able to explain 41.1% of community welfare through social security, while the remaining 80.4% is influenced by other variables outside the model.

Hypothesis VII (H7): *There is an indirect influence between community empowerment by universities on community welfare through economic strengthening in Cirebon City, West Java*

The seventh hypothesis states that there is an indirect effect between Community Empowerment on Community Welfare through the intervening economic resilience variable in the poor community of Cirebon City. From the results of the seventh hypothesis test, the coefficient R^2 is 0.113. There is a significant indirect effect between Community Empowerment on Community Welfare through the intervening economic resilience variable in the poor community of Cirebon City. Community Empowerment carried out by universities is indirectly able to explain 11.3% of Community welfare through economic resilience, while the remaining 80.4% is influenced by other variables outside the model.

The influence of community empowerment on social security

Based on the results of the first hypothesis test, it is proven that there is a direct influence between Community Empowerment carried out by universities on social security in the poor community of Cirebon City, West Java, Indonesia.

The results of this study are in line with the findings of (Keck & Sakdapolrak, 2013) that successful community empowerment will be able to increase the social resilience of the community, both in terms of culture, economy, social, and other aspects. Thus, when empowerment goes well, there will be many benefits that can be received by the community, both direct and direct benefits. The more aspects that are given to the community, the higher the level of community resilience in facing the various difficulties they face, because with empowerment, the community network becomes stronger (Revell & Dinnie, 2020). With innovative empowerment, the existing institutional network becomes stronger and communication between social institutions is getting better, social cohesiveness, and handling of social problems are also more in line with the problems faced (Roebyantho & Padmiati, 2007).

The results of this study strengthen the opinion Steiner & Markantoni (2014) which explains that, community empowerment carried out by universities expands the opportunities for the growth of social resilience. Other studies that are also in line with this research are (Arfidiandra et al., 2020) Through community empowerment, the level of public awareness to increase community capacity can be

carried out properly, because the entire community empowerment process always uses a participatory approach.

Community empowerment by universities is able to increase the level of modernization of society. In addition, the level of limited human resources can be overcome with innovation (Andayani et al., 2017). The results of this study are also in line with Bahransyaf & Probosiwi (2013) Community empowerment by universities is able to improve the quality of human resources, because the empowerment process uses the principles of partnership, social welfare, protection of the poor, and independence as well as the application of social values. (Sustainable, 2016). The results of the study are in accordance with Budiati (2008), empowerment programs can reduce sources of conflict, on the contrary, can be used to build awareness to be active in social organization, and create a conducive public space.

The influence of community empowerment on economic resilience

The results of the analysis of the second hypothesis test found that there was a direct influence between community empowerment carried out by universities on economic resilience in the poor community of Cirebon City, West Java, Indonesia.

The results of this study are in line with the findings of (Ledwith, 2020) that a well-programmed community empowerment will be able to improve the welfare of the community both in the short and long term. Universities have various programs in the implementation of community empowerment that are able to improve the economic level of the community both in agriculture, plantations, trade and small and medium enterprises (Gottlieb & Fisher, 1996).

Community empowerment programs carried out by universities are able to accelerate the economic development of underprivileged communities, both in the form of improving the quality of economic resources and innovation of community economic development, all of which are able to improve the welfare of the community (Purwaningsih, 2008).

Community empowerment carried out by universities always uses a participatory approach, so that community involvement in the process of planning, implementing and utilizing results can improve welfare in the real sense (Kenton & Singha, 2018).

The results of this study are in line with the findings of Bahua et al., (2016), community empowerment will be able to increase the economic resilience of the community, when it touches aspects of staple food, trade, and other aspects that can increase the livelihood of the community. For the agricultural community, community empowerment can be done through rural food barns.

Empowerment can also be done by increasing the community's economic resources such as the tourism sector, or other tourism derivatives (Cahyono et al., 2018). Tourism villages that rely on agriculture are expected to increase the community's access to access to economic resources (Pine, 2016).

The influence of social security on community welfare

The results of the third hypothesis test prove that there is a direct influence between social security and community welfare for the poor in Cirebon City.

The results of this study are in line with the opinion (Steiner & Markantoni, 2014) which explains that, when social security increases, the welfare of the community will also increase. So that the regional head wants to improve the welfare of the community, the aspect that needs to be improved is through increasing the social resilience of the community.

Other studies that are also in line with this research are (Arfidiandra et al., 2020) Good social resilience will have a positive impact on improving the welfare of the community, both individually and as a group. Well-established social resilience makes people focus on their respective fields of work so that they have high productivity and their welfare increases (Andayani et al., 2017).

The results of this study are also in line with Bahransyaf & Probosiwi (2013) Social security that has been well-organized makes the community comfortable in carrying out various activities in the economic field which will further stimulate the rate of economic growth that can improve the welfare of society in general. The results of this study are basically also in line with research (Sustainable, 2016) that social resilience is very important in determining the level of welfare of society in general. Social welfare can basically be measured from the aspect of social resilience that exists in the community. When their social resilience increases, of course their welfare will increase. The results of the study are in accordance with Budiati (2008), that the strong social resilience possessed by the community will have a significant impact on improving the welfare of the community.

The influence of economic security on people's welfare

The fourth hypothesis is proven that there is a direct influence between economic resilience on community welfare in the poor of Cirebon City. The results of this study are in line with the findings of (Keck & Sakdapolrak, 2013) that the empowerment of the community's economic resilience has an impact on the welfare of the community. People who have economic resources will have high purchasing power which in the end they will be happier. Economic empowerment programs carried out by the government, campuses, companies or other parties are proven to strengthen the community's economy which has a direct impact on the welfare of the community (Revell & Dinnie, 2020). With the strengthening of the economy experienced by the community, the quality of meeting their needs will increase. Various needs that can improve welfare are fulfilled.

Innovative empowerment, the opportunity to improve a solid economic order becomes more open and provides greater opportunities for improving the welfare and happiness of people's lives (Roebyantho & Padmiati, 2007).

With an established economy, welfare is getting better, because it is able to get various things that have not been achieved so far. The ideals of happiness that have been dreaming so far, with the increase in economic resources, what is expected

becomes a reality. The process of making dreams come true is what is called true happiness. Thus, when it comes to improving welfare, the most important aspect to improve is the social resilience of the community, because it contributes significantly to the welfare of the community.

The influence of community empowerment on community welfare

The fifth hypothesis is convincingly proven that there is an influence between Community Empowerment carried out by universities on Community Welfare in the poor in Cirebon City. The results of this study are consistent with the findings Kwaghbo (2021) argues that empowerment will directly benefit the community, especially the less fortunate, whose income is not sufficient to cover all their daily needs.

People who have received various empowerment programs have become more competitive, more creative, more innovative, more resilient in terms of economy, so that their welfare will increase commensurate with the improvement of their skills (Buchstab, 2021). In other words, the results of this study strengthen the opinion Alvi & Gupta (2020), that even in the Covid-19 era, when the community is given a good empowerment program, their level of welfare will increase, moreover the empowerment program carried out is followed by the provision of working capital, equipment and various other managerial skills (Crush & Si, 2020).

Thus, it can be believed that community empowerment based on seriousness and commitment to community development means that the program has little chance of failure. However, if there is no strong intention and commitment, the empowerment program will experience obstacles. Therefore, empowerment must be successful when it requires the level of community welfare to increase.

The effect of community empowerment on community welfare through food strengthening

The sixth hypothesis is proven to be significant which states that there is an indirect effect between Community Empowerment carried out by universities on Community Welfare through intervening social security variables in the poor community of Cirebon City.

As the results of the study note that, the indirect influence between community empowerment on the level of community welfare through social resilience has a greater influence than the direct influence between community empowerment on social resilience, then when the government wants to improve community welfare it should not directly empower the community but need to through efforts to increase social resilience first (Daryanti et al., 2021).

In the process of increasing empowerment to increasing social resilience, the Government should always include universities, NGOs, local governments, and various other interested parties, because their contribution is very important. When the empowerment program is only borne by the government, it certainly does not

provide much benefit to the community due to the lack of competent human resources and the lack of other productive resources.

The influence of community empowerment on community welfare through economic strengthening

The seventh hypothesis is significantly proven that there is an indirect effect between Community Empowerment carried out by universities on Community Welfare through the intervening economic resilience variable in the poor community of Cirebon City. The results showed that the direct effect of community empowerment on welfare was much higher than the indirect effect. That is, when the government wants to improve the welfare of the community, it should directly empower the community, not necessarily through increasing economic resilience.

Thus, the government should always try to contribute to the poor in improving their welfare through empowerment efforts by involving universities. Universities really need to be involved because they have a lot of resources, both human resources and other resources who are ready to contribute to the welfare of society (Parantika et al., 2020).

Reading the description above, it can be believed that empowerment that is oriented towards improving the welfare of the community (pro poor), then the policy will be supported by the community itself. Empowerment policy steps become increasingly meaningful when many parties are involved, starting from universities, NGOs, companies that are ready to distribute corporate social responsibility programs, and other parties who care about the underprivileged.

E. CONCLUSION

The results of hypothesis testing and discussion of research conclusions guide that there is a direct influence of community empowerment carried out by universities on social security. Community empowerment carried out by universities is also able to increase economic resilience. Social security that is formed in the community is able to significantly increase the welfare of the community. economic resilience is also able to improve people's welfare. This study also found that there was a direct influence of social security and economic resilience on the welfare of the community. Furthermore, this study also finds the indirect effect of community empowerment carried out by universities is significantly able to improve community welfare through social security and through economic resilience.

The limitation of this research lies in the method of determining the location of the research which is only carried out in the city of Cirebon and has not yet reached the regencies or cities in the entire province of West Java. Likewise, the variables used are only limited to social security, economic resilience, and community welfare variables, and have not touched other variables such as the type of empowerment program, the number of parties involved or other interesting variables.

Future researchers should be able to carry out further research by exploring various variables that are predicted to really have a significant contribution to making pro-poor policies.

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