

Character Development, English Literacy, and Health Awareness among Elementary School Students through an Integrated Educational Program at Public Elementary School Sutopati 3 Magelang, Central Java

Pengembangan Karakter, Literasi Bahasa Inggris, dan Kesadaran Kesehatan di Kalangan Siswa Sekolah Dasar melalui Program Pendidikan Terpadu di SD Negeri Sutopati 3 Magelang, Jawa Tengah

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Info Article

| Submitted: 24 April 2026 | Revised: 12 May 2026 | Accepted: 12 May 2026

| Published: 12 May 2026

How to cite: Titania Mukti, etc., "Character Development, English Literacy, and Health Awareness among Elementary School Students through an Integrated Educational Program at Public Elementary School Sutopati 3 Magelang, Central Java", *Sinesia : Journal of Community Service*, Vol. 3, No. 1, May, 2026, P. 77-89.

ABSTRACT

Elementary school is a crucial phase in shaping children's character, healthy lifestyle habits, and the development of basic skills, including literacy and health awareness. Public Elementary School Sutopati 3, located in Sukomakmur Village, Kajoran District, Magelang Regency, faces several challenges, particularly the low level of students' awareness of Clean and Healthy Living Behavior, limited basic English proficiency, and low learning motivation and future aspirations. The region's cold geographical conditions also influence students' habits, such as the lack of routine morning bathing and tooth brushing, which affects dental health and personal hygiene. This community service activity aims to improve students' awareness of Clean and Healthy Living Behavior, basic English skills, as well as their motivation and aspirations through an integrated educational program based on local wisdom. The method used is a participatory and educational approach with an experiential learning strategy, including Clean and Healthy Living Behavior education through demonstrations and hands-on practice, game- and storytelling-based English learning, and motivational activities through the creation of a "dream tree." The program actively engages students in an interactive, contextual, and enjoyable learning process. The results show an increase in students' understanding and awareness of the importance of personal hygiene, improved confidence in using simple English vocabulary, and the growth of learning motivation and awareness of the importance of having aspirations. The integration of local wisdom values in the activities also strengthens students' acceptance of the material presented. Therefore, this program has proven effective in strengthening character, health, and literacy among elementary school students. Sustained implementation of the program through support from schools and families is essential to ensure its long-term impact.

Keyword: Elementary School, English Literacy, Health Awareness, Learning Motivation, Local Wisdom.

ABSTRAK

Sekolah dasar merupakan fase penting dalam pembentukan karakter, kebiasaan hidup sehat, serta pengembangan kemampuan dasar anak, termasuk literasi dan kesadaran kesehatan. SDN Sutopati 3 di Desa Sukomakmur, Kecamatan Kajoran, Kabupaten Magelang, menghadapi beberapa permasalahan, khususnya rendahnya kesadaran siswa terhadap Perilaku Hidup Bersih dan Sehat (PHBS), keterbatasan kemampuan dasar bahasa Inggris, serta masih rendahnya motivasi belajar dan orientasi cita-cita siswa. Kondisi geografis yang dingin turut memengaruhi kebiasaan siswa, seperti kurangnya kebiasaan mandi pagi dan menggosok gigi, yang berdampak pada kesehatan gigi dan kebersihan diri. Kegiatan pengabdian masyarakat ini bertujuan untuk meningkatkan kesadaran PHBS kemampuan dasar bahasa Inggris, serta motivasi dan cita-cita siswa melalui program edukatif terpadu berbasis kearifan lokal. Metode yang digunakan adalah pendekatan partisipatif dan edukatif dengan strategi experiential learning, meliputi edukasi PHBS melalui demonstrasi dan praktik langsung, pembelajaran bahasa Inggris berbasis permainan dan storytelling, serta kegiatan

motivasi melalui pembuatan “pohon cita-cita”. Kegiatan ini melibatkan siswa secara aktif dalam proses pembelajaran yang interaktif, kontekstual, dan menyenangkan. Hasil kegiatan menunjukkan adanya peningkatan pemahaman dan kesadaran siswa terhadap pentingnya menjaga kebersihan diri, peningkatan kepercayaan diri dalam menggunakan kosakata bahasa Inggris sederhana, serta tumbuhnya motivasi belajar dan kesadaran akan pentingnya memiliki cita-cita. Integrasi nilai-nilai kearifan lokal dalam kegiatan turut memperkuat penerimaan siswa terhadap materi yang disampaikan. Dengan demikian, program ini terbukti efektif sebagai upaya penguatan karakter, kesehatan, dan literasi siswa sekolah dasar. Keberlanjutan program melalui dukungan sekolah dan keluarga sangat diperlukan agar dampak yang dihasilkan dapat berlangsung secara jangka panjang.

Kata Kunci: *Sekolah Dasar, Literasi Bahasa Inggris, Kesadaran Kesehatan, Motivasi Belajar, Kearifan Lokal.*

Introduction

Elementary school is a crucial phase in the formation of character, healthy lifestyle habits, and the development of children’s basic skills, including literacy and health awareness. Public Elementary School Sutopati 3, located in Sukomakmur Village, Kajoran Subdistrict, Magelang Regency, is one of the elementary schools playing a strategic role in preparing the village’s youth to possess positive character, adequate basic skills, and an awareness of the importance of clean and healthy living. In the context of a rural community where local wisdom values remain strong, integrating local culture into character education is a relevant approach, as it can strengthen students’ knowledge, attitudes, and actions regarding the practice of clean and healthy living (A. Yani et al., 2025).

Public Elementary School Sutopati 3 has 238 students divided into 8 classes, with 36 students in 1st grade, 25 students in 2nd grade A, 24 students in 2nd grade B, 40 students in 3rd grade, 28 students in 4th grade A, 23 students in 4th grade B, 24 students in 5th grade, and 38 students in Grade 6. All students attend classes on a morning schedule, with school hours from 7:30 AM to 12:00 PM for Grades 1–2 and from 7:30 AM to 2:00 PM for Grades 3–6. The school has also implemented various positive routines such as morning assemblies, cheerful morning routines, recitation of the Pancasila, memorization of short surahs, the “Great Indonesian Children” exercise routine, and religious practices before classes begin. Character development in elementary schools is often integrated into the school culture, reflecting the institution’s vision and mission. Activities such as religious practices, national ceremonies, and entrepreneurship projects help instill values such as nationalism, independence, cooperation, and integrity (Kartini & Winahyu, 2019).

Based on observations and feedback from the school, a number of issues remain that are quite difficult to address, particularly those related to students’ personal health and hygiene. The geographical location of Sutopati Village, situated at the foot of Mount Sumbing with relatively cool daily temperatures, also influences the children’s daily habits, such as their reluctance to take a morning shower and their lack of the habit of brushing their teeth before leaving for school. These habits lead to various health problems, particularly dental caries (cavities)

and other oral health issues that students frequently experience. Regular brushing helps disrupt the biofilm formed on the tooth surface by oral bacteria. If left undisturbed, this biofilm can harden into plaque, which eventually causes dental caries (Sogasu & Ravindran, 2021). Therefore, brushing teeth is the single most important measure for preventing tooth decay in children (Özvarış & Çoğulu, 2024). Although the school has made efforts to regularly educate students and instill habits of clean and healthy living, these issues still arise in students' daily lives. This indicates that students' understanding and awareness of the importance of clean and healthy living still need to be strengthened through educational approaches that are more engaging, practical, and sustainable.

On the other hand, developing English literacy and fostering children's aspirations are also critical needs. Elementary school children in rural areas such as Sukomakmur Village still have limited access to communicative and engaging English language instruction. Yet, introducing English at an early age can help boost self-confidence, broaden global perspectives, and inspire children to develop broader aspirations and hopes for the future (Saravi et al., 2023). Literacy development begins at an early age and is crucial for future academic success and social participation (Atlar-Yildirim & Uzuner, 2024).

Sukomakmur Village is located on the slopes of Mount Sumbing. Its community has strong agrarian roots and upholds the values of local wisdom, culture, and solidarity. However, in terms of education, many children in Sukomakmur Village stop their education after elementary or junior high school; therefore, efforts are needed to strengthen their motivation to learn and broaden their horizons from an early age. Elementary school education serves as a strategic space for instilling a motivation to learn and introducing various aspirations and future options to students, so that they may develop higher hopes and goals in pursuing their education. The integration of local wisdom into educational practices—such as the use of proverbs and cultural symbols—has proven effective in building students' character and promoting the values of honesty, intelligence, and resilience (M. T. Yani et al., 2025). These values of local wisdom represent a highly valuable form of social capital that should be instilled from an early age through character education integrated with efforts to strengthen students' motivation to learn, so that students not only understand the importance of education but are also inspired to set higher aspirations and make better plans for their future.

Given these circumstances, there is a need for an integrated educational program designed holistically and contextually to address the conditions of the school and the sociocultural environment of Sukomakmur Village—one capable of integrating character development, improving English literacy, and strengthening children's health awareness. This program focuses not only on imparting

knowledge but also on fostering habits, attitudes, and student motivation through engaging, practical, and locally-rooted approaches. The community service methods implemented include interactive, game-based learning and storytelling to improve English proficiency; practicing clean and healthy living behaviors, particularly regarding dental care and bathing habits; as well as motivational activities and the exploration of aspirations through the creation of a “tree of aspirations” and group discussions. This approach is designed so that students can learn actively, understand the importance of education, develop healthy lifestyle habits, and be encouraged to have aspirations and a broader perspective from an early age.

Research Methodology

This community service methodology was designed using a participatory and educational approach rooted in local wisdom, which positions students, teachers, volunteer mentors, and the school environment as active participants in the learning process. The participatory approach allows students to be actively involved in the learning process, including in designing, implementing, and evaluating activities. This can enhance students’ cognitive and affective understanding, as well as reinforce character values such as responsibility, cooperation, and honesty (Muassomah et al., 2025). A participatory approach was chosen because it was deemed capable of addressing the contextual needs of elementary school students in rural areas, particularly in integrating character building, improving English literacy, and fostering healthy and hygienic living habits.

The implementation of the program emphasizes the principles of experiential learning and learning by doing, so that students not only receive theoretical instruction but also engage directly in practical, enjoyable learning experiences through educational games and other interactive activities. The program began with a preparatory phase that involved coordinating with school officials—specifically the principal and teachers at Public Elementary School Sutopati 3—to agree on the format and schedule of the program. During this phase, needs were also identified through observation and discussions with teachers regarding the students’ conditions, particularly in terms of personal hygiene, dental health, basic English language skills, and learning motivation. Based on the results of this needs assessment, the community service team developed contextual learning materials and resources, such as clean and healthy living behavior posters, fake teeth, toothbrushes, toothpaste, English vocabulary worksheets, and storytelling materials highlighting local wisdom.

The implementation phase of the activities was carried out in an integrated manner through several key programs. First, health education focused on raising students’ awareness of the importance of personal hygiene, particularly the habits

of brushing teeth and bathing regularly. These activities were conducted through demonstrations of proper toothbrushing techniques and group toothbrushing sessions. A habit-forming approach was applied by providing positive reinforcement in the form of simple rewards to encourage consistent behavior among students.

Second, basic English language instruction is delivered using fun and communicative methods, such as alphabet learning games, word guessing, and singing activities. The material covered includes basic vocabulary related to students' daily lives, such as body parts, daily activities, and aspirations, as well as simple expressions like greetings and self-introductions. Additionally, storytelling is used as a medium to enhance language comprehension while instilling character values through stories relevant to local culture.

Third, activities to motivate students and reinforce their aspirations were carried out through the creation of a "tree of aspirations," which involved students' active participation in writing down and illustrating their dreams for the future. This activity was complemented by a "guess the profession" game and the sharing of inspirational stories about various professions, so that students gained a broader perspective on their future options and were motivated to continue their education to a higher level.

The entire series of activities is integrated with the values of local wisdom that are alive in the Sukomakmur Village community, such as mutual cooperation, discipline, and responsibility. These values are woven into every activity – whether through stories, games, or interactions during the activities – so that students not only gain knowledge but also naturally internalize these values.

The next step is an evaluation to assess the program's effectiveness. The evaluation was conducted qualitatively through observations of student engagement and behavioral changes during the activities, as well as through simple Q&A sessions and feedback from the students.

As a follow-up, the community service team provided recommendations to the school to continue the habit-forming programs that had been implemented, such as routine group toothbrushing activities and the implementation of English Day. Additionally, the learning materials used during the activities were handed over to the school so that teachers could utilize them sustainably in their daily teaching processes.

Theoretical Review

Elementary school is a crucial phase in a child's development, particularly in character building, the adoption of healthy lifestyle habits, and the development of basic skills such as literacy. At this stage, children are undergoing rapid cognitive and social development, so appropriate educational interventions will have a long-

term impact on their quality of life. Education in elementary school serves not only as a means of transferring knowledge but also as a medium for shaping attitudes, values, and behaviors that form the foundation of children's future lives (Kartini & Winahyu, 2019).

One of the key aspects of character development in children is the practice of Clean and Healthy Living Behaviors. Clean and healthy living behavior refers to a set of behaviors practiced consciously as a result of learning, aimed at improving both individual and environmental health. In the context of school-age children, habits such as brushing teeth regularly, bathing properly, and maintaining personal hygiene are crucial for preventing various diseases, particularly oral health issues like tooth decay (Nasiatin et al., 2021). In theory, healthy habits are formed through a process of repeated learning supported by a conducive environment, making a practical and sustained educational approach essential.

In addition to health, literacy development is also a key focus in elementary education, including foreign language literacy such as English. The introduction of English from an early age is based on language acquisition theory, which states that children have a natural ability to absorb language through consistent exposure and a supportive environment (Albritton & Johnson, 2023). Teaching English to children is more effective when done through a communicative, contextual, and enjoyable approach, such as using games, songs, and storytelling (Güneş, 2025). This method not only improves children's language skills but also builds their self-confidence and social skills.

Furthermore, motivation to learn and the establishment of goals are key factors in supporting a child's educational success. Motivation theory suggests that individuals with clear goals or aspirations tend to have a stronger drive to learn (Gopalan et al., 2017). For elementary school-aged children, introducing them to various professions and instilling hopes for the future can help foster a positive attitude toward learning. Activities that involve self-reflection, such as drawing pictures of their aspirations, have proven effective in raising children's awareness of the importance of education as a means to achieve their life goals.

Results and Discussion

The implementation of the community service program at Public Elementary School Sutopati 3 demonstrates that an integrated, locally-rooted educational approach can have a positive impact on improving students' knowledge, attitudes, and skills – particularly in character education to enhance their motivation to learn and their aspirations, strengthen basic English literacy, and promote clean and healthy living habits through toothbrushing. The integration of these three aspects is the program's key strength, as students not only acquire knowledge in a fragmented manner but also experience a holistic and contextual learning process

tied to their daily lives. The following details the community service program conducted at Public Elementary School Sutopati 3:

A. Character Education to Boost Motivation and Aspirations

A motivational activity designed to inspire students' aspirations through the creation of a "dream tree" provides a space for students to express their hopes and dreams. This activity not only raises students' awareness of the importance of having life goals, but also helps them discover various career options they may not have been aware of before. Here is a record of the dream tree creation process:



Figure 1. Creating a Dream Tree

In addition to creating a "dream tree," the community service activity also included a "guess the profession" game to reinforce students' understanding that education is a vital means of achieving their dreams. In the context of rural communities that still have limited access to information, this activity is highly relevant in broadening students' horizons and fostering their motivation to learn from an early age. The integration of local wisdom values into every activity also makes a significant contribution to the program's success.

B. Practices to Strengthen Basic English Literacy

In terms of English literacy, the use of interactive learning methods such as games, songs, and storytelling provides an enjoyable learning experience and increases students' active participation. Students appear more enthusiastic and confident in trying to pronounce simple vocabulary and expressions in English. Below is documentation of activities to strengthen basic English literacy:



Figure 2. English Literacy Enhancement Practices

This approach is effective in reducing students' fear and boosting their self-confidence, especially for those who have not previously had experience learning English through communicative methods. In addition, the use of materials relevant to everyday life makes it easier for students to understand and remember the vocabulary taught. This indicates that foreign language learning for elementary school-aged children is most effective when delivered in a contextual and enjoyable manner.

C. Practicing Clean and Healthy Living by Brushing Teeth Together

In terms of health, health education activities focused on toothbrushing and personal hygiene have shown an increase in students' understanding of the importance of maintaining dental and overall health. Through demonstrations and hands-on practice, students have found it easier to understand proper toothbrushing techniques and have become aware of the consequences of unhealthy habits, such as infrequent bathing and poor oral hygiene. The following is documentation of the clean and healthy living behavior educational activities at Public Elementary School Sutopati 3:



Figure 3. The Practice of Brushing Teeth Together

A habit-forming approach combined with positive reinforcement has proven effective in promoting behavioral changes toward clean and healthy living, although such changes still require consistency and ongoing support from the school and family environments. This aligns with findings that establishing healthy habits in children requires a repetitive process and a supportive environment.

Character-building values instilled in students during community service activities—such as cooperation, discipline, and responsibility—help students understand that healthy living, a passion for learning, and the pursuit of aspirations are integral parts of their cultural values. This approach makes the material presented feel more relatable and easily accepted by students, as it does not conflict with the values they already recognize in their daily lives.

Nevertheless, the implementation of this program also faces several challenges. One of them is the students' pre-existing habits, such as a lack of awareness regarding personal hygiene, which cannot be changed instantly in a short period of time. In addition, the family environment also significantly influences the sustainability of behavioral changes among students outside of school. Therefore, synergy between schools, parents, and the community is needed to ensure that the positive habits instilled can be sustained.

Overall, this community service program demonstrates that an interactive, practical, and locally-based learning approach is effective in enhancing health awareness, basic English language skills, and learning motivation among elementary school students. The success of this program also underscores the importance of sustainability through the active role of teachers and the support of the school environment. Thus, similar programs have the potential to be replicated in other schools with similar characteristics, particularly in rural areas that require a contextual and comprehensive educational approach.

Conclusion

Based on the implementation of community service activities at Public Elementary School Sutopati 3, it can be concluded that an integrated educational program that combines the cultivation of Clean and Healthy Living Behaviors, basic English language learning, and the strengthening of students' motivation and aspirations is capable of having a positive impact on the development of elementary school students' knowledge, attitudes, and skills. An interactive, practical, and locally-rooted approach has proven effective in increasing students' active participation and facilitating the internalization of the values conveyed.

Through hands-on activities, educational games, and storytelling, students not only understand the importance of personal hygiene and dental health but also begin to build positive habits in their daily lives. Additionally, English language learning presented in an engaging manner boosts students' confidence in simple communication, while the "tree of aspirations" activity encourages students to recognize their potential and develop the motivation to achieve a better future.

However, changing students' behavior and raising their awareness requires an ongoing process. Therefore, active support from the school, teachers, and parents is needed to continue the habits instilled during the program. Synergy between the school environment and the family is key to maintaining consistency and ensuring the long-term success of this program.

As a follow-up, it is recommended that schools integrate similar activities into their regular programs, such as group toothbrushing sessions, English-speaking days, and periodic learning motivation activities. In this way, it is hoped that this program will not only have a short-term impact but will also help shape a generation of students who are healthy, of good character, self-confident, and have high aspirations.

Suggestions

Based on the results of the community service activities, several recommendations can be made to enhance the sustainability and effectiveness of the program in the future. First, the school is encouraged to integrate the practice of Clean and Healthy Living Behaviors into daily routines, such as group toothbrushing sessions, personal hygiene checks, and regular health education reinforcement. Second, teachers are encouraged to continue developing interactive and engaging teaching methods, particularly in introducing basic English, so that students remain motivated to learn and feel confident communicating. Third, active parental involvement is needed to support the adoption of healthy living habits at home, such as encouraging children to bathe regularly and brush their teeth before bed and before leaving for school. Synergy between school and family is a key factor

in fostering sustainable positive habits. Fourth, motivation programs and career exploration should be conducted on an ongoing basis through inspirational activities, such as inviting guest speakers or introducing a wider range of professions to broaden students' horizons. Finally, for those organizing future community service activities, it is recommended that they develop more diverse and sustainable programs by involving a wider range of stakeholders, such as healthcare workers, educational communities, and village governments, so that the programs' impact can be broader and more effective.

Acknowledgments

The author would like to express his deepest gratitude to the Principal, the faculty, and all students of Public Elementary School Sutopati 3 for providing the opportunity, support, and active participation throughout the implementation of this community service activity. Thanks are also extended to Sisi Indonesia for facilitating the community service activity and assisting with the coordination and implementation of the program, ensuring that the activity ran smoothly.

Furthermore, the author would like to thank all parties who have contributed, both directly and indirectly, to the success of this initiative. May the program that has been implemented provide sustainable benefits for the students and serve as a tangible contribution to improving the quality of education and health within the school community.

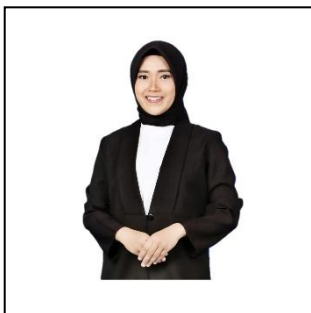
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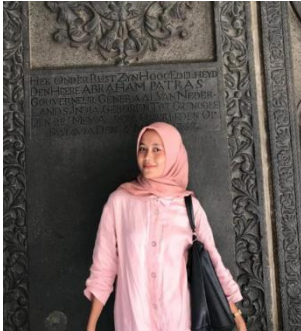
Biography of the Author

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She is a lecturer in the Islamic Economics program at Sultan Ageng Tirtayasa University. In his academic work, he is actively involved in teaching, research, and community service, particularly in areas related to improving the quality of education and community empowerment based on local potential.

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