

TRAINING IN THE PROCESSING OF GINGER INTO PUDDING AS AN INNOVATIVE PRODUCT PKK DUKUH KEMBANG CEPOKO

Matsna Naqilal Khidhriyah ^{1*}, Surya Puja Kelana ¹, Tifanie Feby Dewayantie ¹, Ahmad Ataka Nur Kaisa ¹, Muhrizan Saragih ¹, Muwadhoful Akmal ¹, Rafif Renu Nabil ¹, Salsabila Nuzulia ¹, Fenti Nur Aini ¹, Kharisma Yogi Oktavia ¹

¹ UIN Sunan Kalijaga Yogyakarta

* 20102030013@student.uin-suka.ac.id

Abstract - *Based on social mapping carried out by KKN 111 students, it is known that the basic assets of Cepoko Village are mostly spices and secondary crops including cloves, ginger, turmeric, galangal, coffee. Based on the mission of Cepoko Village, namely utilizing strategic potential, both natural potential, superior production, science and technology, social culture in order to improve community welfare. However, along with this, training in spice product development is still very limited and rarely mentioned by the PKK community. This triggered KKN 111 Dukuh Kembang students to develop innovations related to existing spices, especially in processing ginger. Through implementation methods including ginger education and pudding training. It is hoped that the participants will gain learning and knowledge so that the ginger plant, which is one of the plants that grows abundantly in the Cepoko area as a place for counseling, can be utilized optimally by the community. It is also hoped that the use of ginger as a pudding ingredient will increase people's knowledge regarding the various processing methods of the ginger plant which can be processed into various forms of food and drink and will not eliminate the nutritional content and properties contained in it.*

Keyword: *KKN, Ginger, Pudding, Training*

1. INTRODUCTION

Education is everything that will affect the growth, change and condition of every human being. The change that occurs is the development of potential in everyone, both in terms of knowledge, skills, or attitudes in life (Pristiwanti, 2022). KKN is one of the Tridharma of Higher Education as part of implementing the education that students get in lectures, so that theory can be realized concretely in the process of community empowerment. One of the activities that adds critical power and experience for students in a tangible form is through Real Work Lectures. Real Work Lecture (KKN) is one of the courses and extracurricular activities that must be followed by undergraduate students to support academic values in the form of community service (Syardiansyah, 2019).

Real Work Lecture (KKN) is carried out in an effort to shape the personality of students in a real environment to apply principles, theoretical concepts, and other rules that they have received through lecture activities (UINSK KKN Guidelines, 2021). This KKN activity is based on Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Article 20 Paragraph 2 it states that: "Higher Education is obliged to organize education, research and community service. Likewise in Article 24 Paragraph 2 it states: "Higher education institutions have the autonomy to manage their own institutions as centers for organizing higher education, scientific research and community service". Real Work Lecture (KKN) from the perspective of students at Sunan Kalijaga State Islamic University Yogyakarta is part of the community development process which includes one of the student lecture activities, KKN can be carried out in the field in the form of community service and is useful for helping the community in solving development problems and learning by applying a focus on SDGs.

Based on interviews during social mapping conducted by KKN 111 students, it was found that most of the assets based on Cepoko Village were the products of spices and crops including cloves, ginger, turmeric, galangal, kencur and coffee. In its planting system, the southern part of Ponorogo, including Cepoko, uses an intercropping planting system (Jaya, 2022). Based on the mission of Cepoko Village, which is to utilize strategic potential both natural potential, superior production, science and technology, social, culture to increase community prosperity. Most of the people are smallholders, even community SMEs are also engaged in the utilization of existing asset-based. So that maximizing asset based will have an impact on the realization of an empowered, prosperous and sustainable society. In line with this, innovation from spices, especially roots, is still very minimally developed by the Cepoko people. So that plantation products from crops and spices are limited to collectors only.

The presence of stakeholders as a driving force in the process of community empowerment is needed, existing stakeholders include academics, practitioners (government), local communities and communities. A fairly well-developed community in Cepoko is the PKK group, where the PKK often holds social gatherings and community activities that strengthen ties of solidarity. In addition, PKK also has creativity in developing home industries and MSME training. However, in line with this, training in the development of spice products is still very limited and is rarely touched by the PKK group/community. This sparked the KKN 111 Dukuh Kembang students to develop innovations related to existing spices, especially in the processing of Cepoko ginger, where KKN students get from understanding community-based problems.

Through the KKN held in Cepoko, students can get to know community problems that are cross-sectoral and learn to solve problems with an interdisciplinary scientific approach. Students need to examine and formulate problems faced by society and provide alternative solutions, then help solve and overcome these problems (Wahyuni, 2013). Kartono revealed that students can become a dynamic driving force for the modernization process which is urgently needed in carrying out social changes including: (1) Having the ability and opportunity to study at universities, so that they can be classified as intelligence. (2) Because of the opportunities that exist, students must be able to act as capable and competent leaders, both as community leaders and in the world of work. (3) This is expected to become a dynamic driver for the modernization process. (4) Must enter the world of work as a skilled and professional workforce. Students are expected to become dynamic drivers of the current modernization process needed to carry out social change. Students are expected to become movers, actors or pioneers of social change. Ideally, students become role models in society, based on their knowledge, with their level of education, the norms that apply around them, and their mindset (Afifah *et al.*, 2019).

In this study, researchers discussed the role of KKN students as agents of changes in realizing sustainable development in accordance with SDGS (Muniarty, 2021). In addition, KKN students are also subjects in community service which are also examined in this study, so that they function as information diggers in the empowerment process through existing asset-based development through the realization of programs that are carried out directly, also through self-directing adult learning with all elements and stakeholders in Cepoko Village, especially the people of Dukuh Kembang

2. METHOD

2.1 Place and time

The Real Work Lecture (KKN) activity was held on August 16, 2023 at the home of the head of Kembang Village, Cepoko Village, Ngrayun District, Ponorogo Regency.

2.2 Implementation Method

1. Extension

Counseling materials related to history, interesting facts, benefits and efficacy of ginger for health. the purpose of this counseling is to provide insight to PKK mothers regarding the ginger plant, which is one of the plants that is easy to find in the area where the counseling is held.

2. Training

The training materials contain how to process ginger into an innovative and more interesting food, namely pudding. the training stage starts from the beginning of ginger into a solution that is ready to be mixed with other ingredients. then proceed with the process of coagulation of liquid ginger into pudding.

3. Activity Procedures

This service activity includes: a). Coordination with partners, related to the preparation of activity schedules b). Preparation of counseling and training c). Counseling regarding the history and benefits of ginger for health. d). Training on how to make Ginger Pudding. e). Closing and testimonials.

4. Partner Participation

Partner participation in the implementation of this activity is active participation, starting from planning activities, preparing counseling and training schedules. Partner participation will be evaluated. Evaluation will be carried out during and after the implementation of extension and training activities. During the implementation of the activities, an evaluation was carried out using the direct observation method by the Service Team. Meanwhile, after the implementation of the activities, an evaluation was carried out using the observation method of the results of the activities and the method of direct interviews with counseling and training participants. Evaluation criteria include the awareness and enthusiasm of the counseling and training participants in participating in the activity as well as the level of proficiency of the participants in practicing the method of making Pudding from the ginger plant that has been taught.

3. RESULTS AND DISCUSSION

3.1 Stakeholder Coordination

Coordination of the KKN Team was carried out with the Head of Dukuh Kembang. In this activity the KKN Team discussed concept maps related to activities to be carried out, place, time of implementation, counseling and training. At this meeting several things were agreed upon, namely counseling activities, training, time, place of implementation of counseling and ginger milk pudding training.

3.2 Implementation of Activities

1. Counseling

Counseling is given in the form of direct delivery regarding the history of ginger from BC to the present, then it is continued regarding the existence of ginger in every civilization in the world. Followed by a discussion of the benefits of ginger for the body as well as the properties of the ginger plant in treating various diseases, where ginger is used as an ingredient in herbal medicine because it contains essential oils with active chemical compounds, such as: zingiberin, camphor, lemonin, borneol, shogaol, cineol, fellandren, zingiberol, gingerol, and zingeron which are efficacious in preventing and treating various diseases (Goulart, 1995; Reader's Digest, 2004; Sudewo, 2006; Santoso, 2008; Aryanta, 2019). The material is taken from medical journals from various research sources. In the next section, the presentation is related to unique and interesting facts about ginger planting that are rarely known by extension participants. taking from sources articles from around the world related to ginger plants.

2. Training

Implementation of training activities in the form of determining the recipe for ginger milk pudding. Creating extension and training modules. The training and counseling module contains materials, tools and how to make ginger milk pudding. In preparation for the training, the KKN team tested the ginger milk pudding recipe that would be produced as follows:

A. Ingredients:

- Ginger as much as 150 grams
- Cow's milk as much as 1 liter
- Sugar as much as 70 grams
- Gelatin powder 20 grams

B. Equipment:

Small bowl, wooden stirrer, measuring cup, scale, grater, strainer, spoon, non-stick pan, saucepan, small pudding cup and large plastic container.

C. Ways of making:

The ginger is peeled and finely grated, after which the ginger is filtered and its juice is taken. Add agar-agar powder and granulated sugar to pure cow's milk. Heat pure cow's milk by stirring it consistently so it doesn't clot until it reaches a temperature of 70 degrees Celsius. After that, pour the ginger starch into a 100 ml cup, approximately one tablespoon per cup, then pour the milk mixture into the cup without stirring and allow about 3-5 minutes to harden.

3.3 Post Activities

Counseling was given in the form of sharing sessions with presenters from students directly with PKK women, the material presented was about the benefits of ginger for health. Judging from the large number of people who have diabetes, education on the benefits and proper processing of ginger is very much needed. Then it was continued with a training demonstration on making ginger milk pudding for the PKK women participants who were divided into several groups. The division of groups aims to facilitate the practice process, training is carried out until participants are proficient at practicing on their own.



Figure 1. Training on the Process of the Making Ginger Milk Pudding

4. CONCLUSION

In this article, the pudding training process has been described as well as counseling about the history and benefits of ginger for health. It is hoped that the participants will get lessons and knowledge so that the ginger plant, which is one of the plants that thrives in the Cepoko area as a place for counseling, can be optimally utilized by the community, especially the counseling participants. and training, namely PKK Dukuh Kembang.

The use of ginger as a pudding is also expected to be able to increase public knowledge about variations in the processing of ginger plants which can be processed into various forms of food and beverages without eliminating the nutritional content and properties in them. In the ever-evolving culinary world, knowledge of various ingredients and techniques plays a key role in highlighting the taste and quality of products. The ginger pudding training is not only about preparing delicious desserts, but also about maintaining traditions, exploring innovation, and creating culinary experiences that are unique and beneficial to health.

REFERENCE

- Aryanta, I. W. R. (2019). Benefits of ginger for health. *Health Widya*, 1(2), 39-43.
- Cepoko.id. (2023). *Cepoko Village Profile*. Accessed on September 6, 2023, from <https://cepoko.id/profile>
- Hanief, S. (2013). *Test the effectiveness of ginger extract (zingiber officinale roscoe) against the growth of Streptococcus viridans bacteria*.
- Husnani, H., Sari, H. P., & Wildaniah, W. (2019). Home Industry-Based Instant Herbal Medicine Making Training for Health Center Cadres Perumnas 2 in Sei Beliang Village, Pontianak City. *Al-khidmah*, 2(2), 30-33.
- Jaya, P. H. I., & Khidhriyah, M. N. (2022). Porangization of Farmer Empowerment Through the Indirect Intervention Method in Ponorogo. *Academic Nuance: Journal of Community Development*, 7(2), 283-298.
- Muniarty, Praise, et al. (2021). VILLAGE WIRA VILLAGE (KKNT-WD) REAL WORK STUDENT PARTICIPATION IN COMMUNITY ACTIVITIES. *ABDIKARYA: Journal of Community Service and Empowerment* 3.2, 185-193.
- Nur' Afifah, A., AP, A. U. M., Hasnandya, B. A., Makwa, J., Azis, K., Nuha, M. U., ... & Maqom, S. (2019). The Role of KKN in Community Development: The Implementation of Productive Zakat Socialization as a Means to Reactivate

the Organization of Amil Zakat Bodies. *Proceedings of the Devotion Conference Society*, 1, 193-195.

Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2022). Definition of Education. *Journal of Education and Counseling (JPDK)*, 4(6), 7911-7915.

Syardiansah, S. (2019). The Role of Real Work Lectures as Part of Student Competency Development: Case Study of Samudra University KKN Students in 2017. *JIM UPB (Putera Batam University Management Scientific Journal)*, 7(1), 57-68.

Wahyuni, I. (2013). *Village Community Perceptions of KKN Students in Community Development*.