

Enhancing Vocational Educational Quality through Training for Teachers and ABK at SLB Kristen Pelangi Kasih

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Abstract. Children with special needs need vocational education in fashion design to become independent after graduation. This is because special needs schools (SLB) have a low understanding of the quality of learning, skills development, and intellectual property rights (HKI) for their creations, making them marketable. This Community Service Program (PkM) aimed to enhance the quality of the fashion design vocational education program through fashion skills training and intellectual property rights training for teachers and children with special needs (ABK) to prepare students' independence after graduation from SLB Kristen Pelangi Kasih, Lumajang Regency. The implementation adopted a service-learning approach, which consisted of several stages: problem identification, priority setting, timeline planning, implementation, and evaluation. Data were collected through observation, questionnaires, unstructured interviews, and documentation, and were analyzed descriptively. The results showed that fashion design skills, through training in painting on fabric marbelling, sewing, and cowhide painting, were successfully implemented, and the IPR training for student work provided valuable training for participating teachers. The evaluation showed that 80%-100% of participants stated that the training provided new experiences for them and positively contributed to enhancing the creativity of children with special needs at the SLB Kristen Pelangi Kasih. Ultimately, it can be concluded that the SLB's challenges related to developing student independence can be addressed through vocational skills training supported by IPR for their products.

Katakunci: PkM; SLB; Pelatihan; Pendidikan Vokasi.

Abstrak. Anak berkebutuhan khusus untuk mandiri setelah lulus perlu dibekali dengan pendidikan vokasi tata busana. Ini dikarenakan SLB memiliki pemahaman yang rendah tentang mutu pembelajaran, pemberian keterampilan, dan HKI untuk karya-karya yang dihasilkan sehingga layak dijual. Program Pengabdian Masyarakat (PKM) ini bertujuan untuk meningkatkan kualitas program pendidikan kejuruan bidang desain busana melalui pelatihan keterampilan busana dan pelatihan hak kekayaan

intelektual bagi guru dan anak berkebutuhan khusus (ABK) untuk mempersiapkan siswa mandiri setelah lulus dari SLB Kristen Pelangi Kasih, Kabupaten Lumajang. Metodenya adalah menggunakan service learning melalui tahapan identifikasi masalah, menentukan skala prioritas, menentukan lini massa, implementasi, dan evaluasi. Datanya didapatkan melalui observasi, angket, wawancara tidak terstruktur, dan dokumentasi. Teknik analisisnya menggunakan deskriptif. Hasilnya adalah bahwa keterampilan desain fashion melalui pelatihan melukis diatas fabric marbelling, sewing, cowhide painting, dapat terlaksana dengan baik dan pelatihan HKI untuk karya-karya siswa telah membekali guru yang menjadi peserta pelatihan. Hasil evaluasinya menunjukkan bahwa 80%-100% peserta pelatihan menyatakan bahwa pelatihan tersebut memberikan pengalaman baru bagi mereka dan memberikan kontribusi positif pada peningkatan kreativitas anak-anak berkebutuhan khusus di SLB Kristen Pelangi Kasih. Akhirnya, ini dapat disimpulkan bahwa permasalahan SLB terkait penyiapan kemandirian siswa dapat diselesaikan melalui pelatihan-pelatihan keterampilan kejuruan yang didukung oleh HKI untuk produk-produk karyanya.

1 Introduction

The government has planned to provide Special Needs Schools (Sekolah Luar Biasa/SLB) with vocational education, enabling children with special needs (Anak Berkebutuhan Khusus/ABK) to acquire practical skills (Bartram & Cavanagh, 2019; Jannah & Wardana, 2025; Mahmudah et al., 2023; Zahro et al., 2025). The practical skills to be learned will prepare ABK to independently satisfy their daily needs in the future (Le et al., 2025; McConnell et al., 2021; Sniatecki et al., 2021), since the skills will open their opportunities for entrepreneurship or employment in various industries (Kusumaningrum et al., 2025; Rosado-Cubero et al., 2021; Soomro et al., 2021; Verisa et al., 2024).

One of the Special Needs Schools that successfully delivers fashion vocational education is SLB Kristen Pelangi Kasih. The SLB is located at the foot of Mount Semeru, Lumajang Regency, East Java. The school community comprises 130 children with special needs (ABK) and 33 teachers and therapists. The SLB consists of various levels, ranging from Special Needs Kindergarten (TKLB), Special Needs Elementary School (SDLB), Special Needs Junior High School (SMPLB), to Special Needs

Senior High School (SMALB), catering to diverse special needs. Particularly at the SMPLB and SMALB levels, ABK are provided with vocational education as a preparation for their future in the world of work.

The school's vocational education program offers a range of skills, including painting techniques, culinary art, beauty care, screen printing, batik making, eco-printing and fashion design. The ABK are allowed to choose to specialize in specific skills based on their personal interest, with guidance from teachers. Needless to say, the learning process of the vocational education involves the active participation of parents, ensuring that they are well-informed about their children's development. Moreover, parents with practical expertise or vocational business are occasionally involved as keynote speakers to share their knowledge and skills with the SLB students (see Figure 1).



Figure 1. Vocational Education at SLB Kristen Pelangi Kasih

The SLB is equipped with supporting learning facilities which include classrooms for learning activities, vocational laboratory, which is tailored to various programs, open spaces (courtyards and gardens), a health center (UKS), teacher and staff room, auditorium, and hydroponic garden (see Figure 2).



Figure 2. Facilitations at SLB Kristen Pelangi Kasih

Furthermore, SLB Kristen Pelangi Kasih also has a school business unit, namely a gallery called Payung Arsa (see Figure 3). The gallery was founded as an exhibition room for students' products to be sold to the community. The establishment of the gallery facilitates the online showcase and sale of students' artworks via the school's social media.



Figure 3. The Gallery of SLB Kristen Pelangi Kasih

Based on the interview with the headmaster of the SLB, it is known that some problems have inhibited the delivery of vocational education at the school faces, especially the fashion design program. From the perspective of target beneficiaries and potential, the fashion design program is actually the most preferred vocational program of SLB students with hearing and speech impairment. The program has been implemented properly; however, it has not yet achieved optimal results. This mixed result is a logical consequence of the imbalance between the number of ABK participating in the program and the number of sewing machines available in the laboratory: nine sewing machines are shared among twenty ABK. The inadequate facility impairs the program effectiveness, with students required to take turns using the sewing machines.

Furthermore, the students have difficulty operating another necessary supporting machine, namely an overlock machine, which is no longer functional. As they are expected to create garments independently in the fashion design program, the students hope that the school provides simple, easy-to-operate overlock machines, thereby streamlining the process of thread insertion processes. In addition to the inadequacy of facilities, the fact that the school has not protected the

intellectual property rights (HKI) of its students' products poses another significant problem for SLB Kristen Pelangi Kasih.

Based on the aforementioned facts, the implementation of this Community Service Program (PkM) is essential to provide SLB students enrolled in the fashion design vocational program with opportunities to enhance their knowledge and skills. The novelty is to provide a solution to prepare the independence of ABK in SLB so that they have a career to live independently after graduating from school.

Besides, the PkM will facilitate the protection of the intellectual property rights (HKI) of SLB students' products. Given the circumstances of target beneficiaries, the purpose of the PkM is to enhance the quality of the fashion design vocational education program through fashion skills training and intellectual property rights training for teachers and children with special needs (ABK) to prepare students' independence after graduation from SLB Kristen Pelangi Kasih, Lumajang Regency.

2 Method

The implementation of the Community Service Program (PkM) employed the service learning (SL) method, which empowers the community through mentoring and training activities (Aramburuzabala & Cerrillo, 2023; Peracullo & Peracullo, 2025). Moreover, the SL method also involved university students in the mentoring and other positive activities benefitting the community. Adopting the SL method, the PkM was implemented through a series of structured stages, as illustrated in Figure 4.

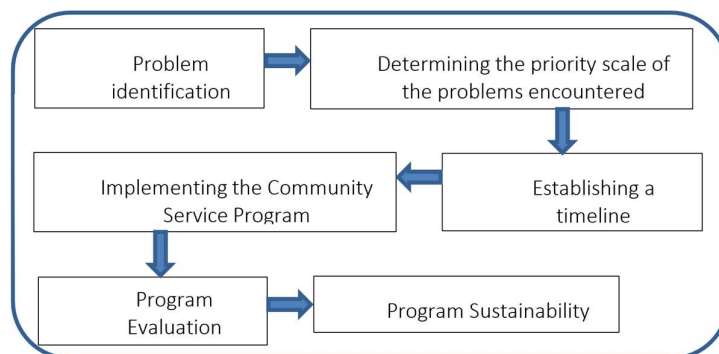


Figure 4. Service Learning Stages in This PkM Implementation

Based on Figure 4, the first stage that the Community Service Program Implementation Team, composed of lecturers and university students, went through was to identify problems facing SLB Kristen Pelangi Kasih through discussions with the school representative. The results of the identification process were then followed up by establishing the priority scale of the problems encountered, with the most serious problem assigned the highest priority. The next stage was establishing a timeline for all the activities of the Community Service Program Implementation Team during the mentoring program in the SLB. At this stage, the team not only determined when the activities would be carried out but also established the target outcome, made preparations, and assigned the person(s) responsible for each activity. Subsequently, the fourth stage involved implementing the outcomes of the previous stage. Evaluation, which was the fifth stage, was actually conducted at every stage. The evaluation aimed to assess the reactions of SLB teachers and students participating in the mentoring and training sessions, the new insights they gained, and any changes that occurred afterward. The final stage, program sustainability, involved the continuation of the program, in which the Community Service Program Implementation Team returned to SLB Kristen Pelangi Kasih, the target beneficiaries, to conduct periodic mentoring on the implementation of training related to fashion vocational education.

In practice, the SL Method facilitates the quick and accurate assessment of program effectiveness, enabling the Community Service Program Implementation Team to determine whether the activities are being carried out properly. Furthermore, the team used a checklist to assist SLB students in answering the questions posed by the team, given that the students participating in the program were speech-and-hearing-impaired children with the IQ level of 60-80. The checklist streamlined the process of providing 'yes' or 'no' responses. The checklist was adapted from McCoy et al. (2025) and Skalski (2000). The questionnaire used by the team is illustrated in Table 1.

Table 1. One of the Questionnaires used in the Sewing Training

No.	Questions or Statements	Answers	
		Yes	No
1.	The training material provided new insights.		
2.	The sewing training interested me.		
3.	I enjoyed this training process		
4.	This training was very beneficial for me.		
5.	Taking this training helped me improve my sewing skills.		
6.	After taking the training, I understand sewing better than before.		
7.	I gained new knowledge after taking the training.		
8.	I learned new skills for sewing.		
9.	I created new stitches during the training.		

3 Results

This section explains the stages carried out by the Community Service Program Implementation Team, from problem identification to program sustainability. The following provides a detailed description of the program's stages.

a. Problem Identification

Problem identification was carried out by the Community Service Program Implementation Team, composed of lecturers and university students. At this stage, the team held a discussion with the school principal and the teacher in charge of vocational education in SLB Kristen Pelangi Kasih. The discussion aimed to identify problems facing the SLB in delivering the fashion design vocational program.

The results of the discussion indicated that the main problem lay in the limited number of sewing and overlock machines, which was disproportionate to the number of students involved in the program. Furthermore, as several overlock machines were no longer functional or repairable, only a single machine remained to support the production process. This situation forced the students to take turns using the machines to complete their products.

Another facility-related problem aspect of occupational safety and ergonomics. This was shown by the cutting table, which had an uneven surface and caused students to work under difficult conditions. Some of them preferred to cut fabric materials on the floor, an ergonomically ineffective practice. Bending over while cutting the materials physically exhausted the students and led to joint discomfort.

Furthermore, the fashion design vocational program at SLB Kristen Pelangi Kasih also faced human resource and legal problems. The school had only a few human resources in school who were fashion design experts, who were essential to identify and create products according to market demands, both local, national, and international. The shortage of human resources became evident when the school struggled to respond to increasing demand, as the quality of the students' products had attracted the attention of a wide range of customers. Meanwhile, the legal issue concerned the lack of protection for the intellectual property rights of the students' products.

In sum, the problems faced by SLB Kristen Pelangi Kasih can be summarized as shown in Table 2.

Table 2. Problems Faced by SLB Kristen Pelangi Kasih

Aspects	Problems	Sub-Problems
Production Technology Used Aspects		<ol style="list-style-type: none"> 1. The number of sewing machines was disproportionate to the number of SLB students. 2. There was only one overlock machine available. 3. There was no proper cutting table, causing students to cut materials on the floor.
Social and Community Aspect	<ol style="list-style-type: none"> 1. Skilled workforce 2. Knowledge and understanding about intellectual 	<ol style="list-style-type: none"> 1. Limited human resources (SDM) essential for meeting the market demands 2. Plagiarism of SLB students' products due to the lack of

property procedures	intellectual property rights protection.
3. Knowledge of patchwork waste management	3. The absence of patchwork waste management

b. Determining Priority Scales

The problems (as shown in Table 2) identified by the Community Service Program Implementation Team, together with representatives of SLB Kristen, were then analyzed at the second stage of establishing priorities. All problems obviously needed solutions, as illustrated in Table 3. However, the most serious problems should take priority over others. At this second stage, the team determined priority scales for the problem resolution.

Table 3. Priority Scale of Problems and Solutions

Aspects	Problems	Sub-Problems	Solutions
Product ion Aspects	Technology Used	<ol style="list-style-type: none"> 1. The number of sewing machines was not proportional to the number of SLB students. 2. There was only one overlock machine available. 3. There was no proper cutting table, causing students to 	<ol style="list-style-type: none"> 1. Addition of sewing machines for the fashion design vocational program 2. Enhancement of knowledge in sewing machine maintenance 3. Procurement of modern overlock machines

		cut materials on the floor	4. Procurement of ergonomic cutting tables
Social and Community Aspect	<ol style="list-style-type: none"> 1. Skilled workforce 2. Knowledge and understanding about intellectual property procedures 3. Knowledge of patchwork waste management 	<ol style="list-style-type: none"> 1. Limited human resources (SDM) essential for meeting the market demands 2. Plagiarism of SLB students' products due to the lack of intellectual property rights protection. 3. The absence of patchwork waste management 	<ol style="list-style-type: none"> 1. Engagement of alumni of SLB Kristen Pelangi Kasih 2. Training on intellectual property rights (IPR) for teachers 3. Training in sewing using patchwork waste materials

Based on Table 3, the Community Service Program Implementation Team assigned high priority to some important problems to ensure the effective implementation of fashion design vocational education at SLB Kristen Pelangi Kasih. The main priority scale is presented in Table 4.

Table 4. Main Priority Scale

Aspects	Problems	Sub-Problems	Solutions
Production Aspects	Technology Used	<ol style="list-style-type: none"> 1. The number of sewing machines was not proportional 	<ol style="list-style-type: none"> 1. Addition of sewing machines for the fashion

			to the number of SLB students.	design vocational program
			2. There was only one overlock machine available	2. Enhancement of knowledge in sewing machine maintenance
				3. Procurement of modern overlock machines
Social and Community Aspect	1. Knowledge and understanding about intellectual property procedures	1. Plagiarism of SLB students' products due to the lack of intellectual property rights protection.		1. Training on the intellectual property rights protection
	2. Knowledge of patchwork waste management	2. The absence of patchwork waste management		2. Sewing training using patchwork waste

Table 4 indicates that resolving issues in the production aspects was focused on providing adequate facilities, such as more sophisticated sewing and overlock machines. Meanwhile, in the social and community aspects, the Community Service Program Implementation team assigned high priority to protecting intellectual property rights of SLB students' products and managing waste by providing SLB teachers with training on intellectual property procedures and on sewing techniques using patchwork waste.

Additionally, the team also offered training on fabric marbling and cowhide painting to expand the range of product variations in the fashion design vocational program.

c. Establishing a Timeline

The next stage of implementation involved establishing a timeline, which is presented in Table 5. The timeline was designed in a detailed and specific manner, ensuring that both the Community Service Program Implementation Team and the SLB Kristen Pelangi Kasih school community were fully aware of the implementation schedule and procedures. At this stage, the team not only determined when each activity would take place but also defined the objectives and expected outcomes. The process involved close collaboration between the implementation team and school representatives, ensuring that both parties understood the goals of the program. In short, developing the timeline also marked a moment of firm mutual commitment between the team and SLB Kristen Pelangi Kasih.

Table 5. Timeline

Activity	Time	Target	Output	PIC
Addition of technology in the form of sewing and overlock machines	Week 1	1. Acquire 1 high-speed sewing machine 2. Acquire 1 overlock machine	Addition of sewing and overlock machines	Lecturer_A, Lecturer_B, and Student_1
Intellectual Property Rights (IPR) Training	Week 2	Increase knowledge of IPR and its procedures	IPR draft (Copyright)	Lecturer_C and Student_2
Training on utilizing patchwork fabric	Week 3	Improve skills in making products from	Products decorated with patchwork fabric	Lecturer_A and Student_2

		patchwork fabric		
Fabric Marbling Training	Week 3	Improve skills in fabric marbling	Products made with marbled fabric	Lecturer_B and Student_1
Training on painting on leather waste	Week 2	Improve skills in painting using leather waste as medium	Products using leather waste material	Lecturer_D and Student_2

d. Implementing Community Service Program

This stage involved collaboration between the Community Service Program Implementation Team and the school community of SLB Kristen Pelangi Kasih. The implementation of the Community Service Program is described in detail in the following paragraphs.

1) *Addition of Technology*

During the technology addition process, the Community Service Program Implementation Team conducted observations at several sewing machine shops. This step was essential to ensure that the sewing and overlock machines to be purchased had features suitable for students with special needs, including adjustable speed settings. The machines were not purchased until the team identified the most appropriate type and brand for the students. During this process, SLB Kristen Pelangi Kasih was responsible for facilitating the shipment of the machines from Surabaya to Lumajang Regency.

2) *Training on Intellectual Property Rights (HKI)*

Students at SLB Kristen Pelangi Kasih produced a wide range of products based on their original ideas. Their creations successfully attracted many customers and have even been exported to several neighboring countries, motivating the students to continue engaging in creative processes. However,

with their products sold internationally, the need to protect their intellectual property became increasingly important. This prompted the provision of training and mentoring on intellectual property rights. Finally, the results of this training have resulted in draft IPR applications for five student-created products that have been sold abroad.

The training also involved the school principal and the teachers responsible for vocational education, ensuring they received detailed information on the types and procedures of intellectual property protection. The outcome of the training was a draft of the intellectual property rights for students' products, ready to be submitted. The training was conducted over a full day, while the mentoring process continued until the draft was submitted to the Directorate General of Intellectual Property (Direktorat Jenderal Kekayaan Intelektual/DJKI).

3) *Training on Cowhide Painting*

This painting training aimed to facilitate the development of artistic talents of children with special needs (see Figure 5). They typically used canvas, paper and fabric materials as the mediums for their paintings. However, in this training they were trained to do painting on cowhide. This training was attended by SLB students with hearing and speech impairment, ranging from SDLB) and Special Needs Junior High School (SMPLB) to Special Needs Senior High School (SMALB).



Figure 5. Training on Cowhide Painting in SLB Kristen Pelangi Kasih, Lumajang

Lumajang Regency is a home of several small-scale industries that generate cowhide waste. Aware of this, the team encouraged the SLB side to make use of the waste. In this light, in addition to fostering SLB students' talents, this training also contributed to the recycling of cowhide waste from several home industries in Lumajang. Painting on cowhide was definitely a new experience for those students. Possessing basic skills at painting, those students faced little difficulty during the training and needed only a little time to adapt to using cowhide as unconventional painting mediums.

4) *Training on Fabric Marbling*

Fabric marbling is a technique that involves creating a marble-like motif on the surface of fabrics, thus it is called fabric marbling. Previously, the team observed that the fashion design vocational program primarily used fabric materials with mainstream motifs. Therefore, the training was designed to provide teachers with new insights into alternative fabric motifs. Interested in expanding their range of design variations, SLB Kristen Pelangi Kasih welcomed this idea (see Figure 6).



Figure 6. Training on Fabric Marbling

The training was attended by the teachers and students of SLB Kristen Pelangi Kasih. The preparation for the training included treating fabrics a day before used for fabric marbling, a process that also involved members of the school community. As this was the first time such training had been conducted at the school, both teachers and students showed strong enthusiasm. They repeatedly practiced the technique until they were able to carry

it out independently. Once the fabrics were decorated with marble-like motifs, they underwent several finishing processes, including sun drying and ironing. Only after these steps were the fabrics ready to be processed into marketable products. In this training, the marbled fabrics were then sewn into pencil cases, which served as the targeted product output.

5) *Sewing Training Using Patchwork Waste*

As in garment-sewing industries, the fashion design vocational program generates a great amount of patchwork waste, which can no longer be used for producing garments. The Community Service Program Implementation Team observed that the patchwork waste in SLB Kristen Pelangi Kasih tended to accumulate without being reused. Through this training, the team attempted to cultivate environmental awareness by encouraging them to take responsibility for the patchwork waste generated from their sewing activities (see Figure 7).



Figure 7. Sewing Training Using Patchwork Waste

The training was conducted at the school laboratory, and attended by both SLB teachers and students. During the training, SLB students, under the guidance of their teachers, were required to replicate the examples given by the team. There were three techniques for recycling patchwork waste demonstrated by the team, namely the Scriwil technique, the Yoyo technique, and Cording technique.

The training and mentoring activities were facilitated by the Community Service Program Implementation Team, composed of lecturers and university students. Throughout the implementation, the team ensured effective coordination with

the representatives of SLB Kristen, its target beneficiaries that sought to resolve their problems in fashion design vocational program.

e. Program Evaluation

An evaluation was conducted for each of the activities in the Community Service Program (PkM), carried out collaboratively by the implementation team the members of SLB Kristen Pelangi Kasih community. The evaluation adopted Kirkpatrick's evaluation model with a four-level framework. The levels are reaction, learning, behavior, and results. The evaluation referred to Kirkpatrick's Four-Level Evaluation Model, which consists of reaction, learning, behavior, and results. However, during this stage, both parties agreed to apply only three of the four levels.

The evaluation was performed by distributing questionnaires to be responded by SLB teachers and students who participated in the training activities. The questionnaire consisted of yes/no questions, a type of questions simple enough for children with special needs to understand and respond to. The questions were worded in simple and short sentences to accommodate the condition of the participants. The questionnaire used in the evaluation is presented in Figure 5.

In this section, the evaluation results are presented based on the pattern of participants' responses rather than the chronological sequence of training activities. The evaluation results of the activities conducted are presented as follows.

In the evaluation of training on intellectual property rights (HKI), all training participants (100%) responded positively, stating that the training was interesting because the keynote speaker explained the subjects clearly and facilitated an open discussion. The training also reached a full score (100%) for the learning level, as the participants reported that the subject materials presented completely met their needs and broadened their horizons of knowledge of the importance of intellectual property rights for the products made by children with special needs. Moreover, at the behavior level, participants

expressed their intention to write and submit a draft of intellectual property rights protection to prevent SLB students' products from being plagiarized.

Likewise, the evaluation of the training on fabric marbling received positive responses (100%) from the participants. They stated that the training on fabric marbling was engaging because it introduces a new technique that was easy to apply, did not require a long processing time, and allowed them to demonstrate their creativity. At the learning level, 100% of participants reported that the subject materials were easy to understand and could be applied immediately. In the same way, 100% of participants conveyed their intention to apply the fabric marbling technique in producing their own products.

By the same token, the evaluation of sewing training also showed positive result. 100% of training participants reported that the training was enjoyable. At the learning level, 100% of the participants revealed that the materials presented provided new insights highly useful for the developing new products. Furthermore, the evaluation at the behavior level showed that 100% of participants expressed their eagerness to make use of patchwork waste in producing their new products.

Meanwhile, the evaluation of the training on cowhide painting received a varied result. All the participants (100%), ranging from elementary to senior high school students, were interested in the training because it was not monotonous. Nevertheless, only 80% of the participants were encouraged to redo painting on cowhide because this provided a new experience for them, while the remaining 20% were not interested to do so, which is quite understandable considering that they were not familiar with painting on an unconventional medium like cowhide.

Overall, based on the program evaluation results, training activities by the Community Service Program Implementation Team were beneficial for teachers and students of SLB Kristen Pelangi Kasih. The training activities provided them with new insights that aligned well with their needs and proved highly instrumental in

solving their problems in fashion design vocational program of the school. In addition, the materials presented in the training also positively contributed to the enhancement of the creativity of children with special needs.

f. Program Sustainability

The procurement of new technologies and the conduction of training activities did not signify the complete implementation of the Community Service Program (PkM). The subsequent stage was the implementation of mentoring activities. These mentoring sessions were carried out through online and offline modes. The online mentoring involved fostering continuous communication via social media, while the offline mentoring included sending students' products to Surabaya for further review and refinement. These mentoring activities were intended to monitor, support, and enhance the knowledge and skills of both teachers and students of SLB Kristen Pelangi Kasih. Sometimes the communication was facilitated by chatting on a short message application.

The mentoring activities were planned to be sustainable to ensure that products created during the training could continue to be developed through ongoing innovation, thereby increasing their marketability. In the future, the mentoring activities will place greater emphasis on the management, marketing, and sale of the products produced within the fashion design vocational program.

4 Discussion

The Community Service Program (PkM), which adopts the service learning method, places strong emphasis on more active roles of the implementation team, which consisted of lecturers and university students, in sharing knowledge and expertise with the community. Lecturers with a specific expertise, like fashion design, law, and product design, are typically involved in holding training and creating innovative products to be developed in fashion design vocational education. According to Kirchner-Krath et al. (2024), lecturers should frequently conduct field studies to identify problems facing the community. Subsequently, the results of these studies can then be documented,

published, and disseminated so that the community—who also serve as the inspiration and beneficiaries of the studies—can directly gain advantages from the academic findings. Eventually, these PKM results are not only academic objectives, but also a form of accountability and program sustainability.

Similarly, equipped with an abundance of knowledge and fashion skills, university students also actively participate in conducting beneficial activities for the community (Belete, 2024; Jing et al., 2022; Málovics et al., 2024). Their participation is not without purpose; they engage in such activities to apply and share their knowledge and skills with the community. According to Meyer et al. (2019), the participation of university students in the Community Service Program also produces positive effects on themselves, as they often undergo significant personality development: they become more empathetic, show greater tolerance, and care more for children with special needs (ABK). Moreover, their involvement in social activities not only sharpens their problem-solving skills but also helps to narrow the gaps between the academic and industrial world, on the one side, and the social world, on the other. Through this PKM, children with special needs at SLB will become more confident in their abilities to prepare for their careers and become independent. Communities that previously viewed them as unable to provide for their own needs will develop greater empathy and tolerance. Hopefully, this implementation can serve as a transitional step for them before they enter the professional working world.

Therefore, the effective teamwork within the Community Service Program Implementation has facilitated beneficial programs for the community. Different areas of expertise among lecturers contribute to effective problem solving considering different problems of the community as target beneficiaries of the Community Service Program. For example, fashion sewing skills training is conducted by a fashion lecturer who is an expert in creating fashion products, fashion design drawing training is conducted by a lecturer who is an expert in fashion design, and HKI training is conducted by a lecturer who is a law expert.

Furthermore, the collaboration between the implementation team and SLB Kristen Pelangi Kasih proved that the service learning method

emphasized the empowerment of target beneficiaries. The community members of SLB Kristen Pelangi Kasih performed an active role in all stages of the implementation. They were completely open about their problems and discussed possible solutions, which they then adopted and committed themselves to the collaboration to solve their problems. For example, the Foundation of SLB Kristen Pelangi Kasih, which has a network throughout Indonesia, is willing to purchase products made by children with special needs from this school as souvenirs for special events at several churches in Indonesia.

Open-mindedness from the target beneficiaries is crucial to ensuring that the implementation of the Community Service Program is not limited to the acquisition of new technology and the dissemination of knowledge. These showed by human resources' openness of SLB Kristen Pelangi Kasih toward innovation in vocational education, changes in learning methods for ABK to prepare their careers, and discourse on intellectual property rights for each ABK's creation products. On the other hand, this implementation must also contribute to solving community problems (Al-Abrow et al., 2023; Christwardana et al., 2023; Lathifah et al., 2025). In addition to open-mindedness, the community, as the target beneficiaries, must also play an active role in the implementation of the Community Service Program and demonstrate a full commitment to resolving their problems (Chutiyami et al., 2025; Lee & Cnaan, 2025; Van Matre et al., 2024).

In sum, the implementation of the Community Service Program should involve creating synergy among all parties—lecturers, university students, and target beneficiaries—so that they can work collaboratively, build mutual commitment, and grow together. In this case, the success in strengthening HKI literacy, increased teacher participation, and the creation of innovative products become crucial things to solve problems in SLBs.

5 Conclusion

The implementation of the Community Service Program (PkM) at SLB Kristen Pelangi Kasih proceeded through several stages, including problem identification, priority setting, timeline development,

implementation, and evaluation. The program activities involved the procurement of new technologies and the conduction of several training sessions, namely training on intellectual property rights, training on cowhide painting, and training on fabric marbling. The evaluation results indicated that the target beneficiaries—the community members of SLB Kristen Pelangi Kasih—expressed satisfaction with the PkM implementation, as the training activities provided them with broader knowledge and practical skills. These outcomes contributed to positive behavioral changes in the teaching and learning processes at SLB Kristen Pelangi Kasih. Moving forward, continuous mentoring of the beneficiaries' activities is essential to ensure ongoing quality improvement and the sustainability of the program's outcomes.

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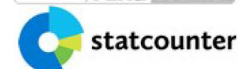
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