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Development of Students' Competencies and Confidence through a Multidisciplinary Approach: Integration of Legal, Communication, Economic, Digital, and Health Literacy in Integrated Public Schools 1 Sumedang

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Abstract

Students from underprivileged communities often face limited access to quality education and basic literacy, affecting their competencies and self-confidence. This community service activity aimed to develop students' competence and confidence through a multidisciplinary approach integrating legal, communication, economic, digital, and health literacy at Integrated People's School 1 Sumedang. The activity employed participatory training involving lecturers from the Faculties of Law, Communication Sciences, Economics and Business, and Health Sciences at Esa Unggul University, in collaboration with the school. The program consisted of preparation, five cross-disciplinary learning modules, and evaluation. The modules addressed children's rights and obligations, public speaking and assertive communication, personal financial management and basic entrepreneurship, safe technology use, and healthy living behaviors through practical discussions, simulations, and age-appropriate educational activities for all participants. The results indicated improvements in students' understanding of these literacy areas and greater confidence in expressing opinions and interacting socially. The integrated approach helped students recognize connections among aspects of everyday life. Continued mentoring and stronger university-school partnerships are recommended to sustain similar community service programs.

Keywords Student Competence; Self-Confidence; Multidisciplinary Approach; Literacy; People's Schools

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INTRODUCTION

Equitable access and quality of education for underprivileged groups is one of the national development priorities contained in various education policies in Indonesia. The People's School Program exists as a form of state affirmation to provide decent educational

services, integrated with the fulfillment of basic needs, for children from poor and vulnerable families. Integrated People's School 1 Sumedang is one of the educational units that carries out this mandate, with students who mostly come from limited socioeconomic backgrounds, so that they have minimal exposure to legal, communication, economic, digital, and health literacy in daily life.

The limitations of literacy in these five areas not only have an impact on students' low functional knowledge, but also correlate with weak confidence in social interactions, expressing opinions, and making decisions related to their personal and social lives. Bandura (1997) emphasized that a person's self-efficacy and self-confidence are greatly influenced by the mastery of certain competencies obtained through meaningful learning experiences. Thus, strengthening students' competencies in various areas of basic literacy has the potential to be a strategic way to build confidence in a sustainable manner. So far, literacy improvement programs for students tend to be carried out partially and separately between fields, for example only focusing on digital literacy or financial literacy, so that students find it difficult to understand the relationship between areas of life in their entirety. In fact, in real life, an individual is required to understand his or her legal rights and obligations, be able to communicate effectively, manage finances wisely, utilize digital technology safely, and maintain personal health independently. This condition underlies the importance of a multidisciplinary approach that integrates the five fields of literacy simultaneously and contextually, especially for students in People's Schools who have limited access to information.

Based on this background, this community service activity was designed by involving cross-faculty lecturers from Esa Unggul University, namely the Faculty of Law, Faculty of Communication Sciences, Faculty of Economics and Business, and Faculty of Health Sciences, in collaboration with the Integrated People's School 1 Sumedang. The purpose of this activity is to develop students' basic competencies and confidence through the integration of legal literacy, communication, economics, digital, and health, as well as produce a community service model based on a multidisciplinary approach that can be replicated in other affirmation education units.

METHOD

This community service activity uses a participatory training approach that emphasizes the active involvement of students in each learning session, combined with interactive lecture methods, group discussions, simulations, and educational games that are adjusted to the age and characteristics of students of the 1 Sumedang Integrated People's School. The target of the activity is students of the 1 Sumedang Integrated People's School at the level that is the activity partner, with the implementation of the activity consisting of five lecturers from four different faculties at Esa Unggul University and accompanied by the school.

The implementation of activities is carried out through three main stages. First, the preparation stage, including coordination with the school, need assessment to map the initial

level of students' understanding in the five literacy areas, as well as the preparation of contextual and applicable modules and teaching materials. Second, the implementation stage, which is the gradual delivery of material through five thematic modules: (1) legal literacy that focuses on children's rights and obligations and legal protection for children; (2) communication literacy that focuses on public speaking skills and assertive communication; (3) economic literacy that focuses on personal financial management and the introduction of basic entrepreneurship; (4) digital literacy that focuses on the safe, wise, and responsible use of information technology; and (5) health literacy that focuses on clean and healthy living behaviors and basic reproductive health according to age. Third, the evaluation stage, which is carried out through direct observation (participatory observation), filling in reflection instruments by students, and short interviews with accompanying teachers to assess changes in students' attitudes and behaviors after the activity.

The evaluation of the success of the activity was carried out qualitatively-descriptively by comparing the initial conditions (before the activity) and the final conditions (after the activity) in terms of material understanding, student activity, and confidence indicators such as the courage to ask questions, appear in front of the class, and express opinions. Quantitative data on the results of the pre-test and post-test in each module is recommended to be attached by the implementation team as primary supporting data to strengthen the validity of the results of the activity in the final manuscript to be published.

RESULTS AND DISCUSSION

Overview of Activities

This service activity was carried out in the Integrated People's School 1 Sumedang by involving students as the main participants and accompanying teachers as field facilitators. In general, students showed high enthusiasm in participating in the entire series of activities, especially in sessions involving simulations and educational games. This enthusiasm is an important starting capital for the success of the cross-disciplinary knowledge transfer process, considering that a multidisciplinary approach requires the cognitive and affective involvement of students simultaneously.

Legal Literacy: Rights, Obligations, and Protection of Children

Legal literacy material is delivered with an emphasis on the introduction of children's basic rights and obligations as stipulated in Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection, delivered in simple and contextual language, such as the right to education, the right to a sense of security from violence, and the obligation to respect others and comply with school rules. Through a simple case study approach and role play simulation, students are trained to recognize situations that have the potential to violate their rights and understand the first steps that can be taken, such as reporting to teachers or parents. This approach has proven to be effective in increasing students' awareness that they have a clear legal position and protection, which in turn contributes to a sense of security and confidence in interacting in the school environment and society.

Communication Literacy: Assertive Speaking and Communication Skills

The communication literacy module focuses on strengthening public speaking skills and assertive communication through gradual exercises, starting from introducing themselves in front of a small group to delivering a brief opinion in front of all participants. This approach was chosen because communication skills are one of the most visible indicators of student confidence. The results of the observation show that there is a fairly real change in behavior, where students who at the beginning of the activity tend to be passive and reluctant to speak gradually become more courageous to raise their hands, answer questions, and appear in front of the class. The positive reinforcement approach applied by the facilitator also plays an important role in fostering this courage.

Economic Literacy: Personal Financial Management and Basic Entrepreneurship

The economic literacy material is directed at the introduction of basic concepts of personal financial management, such as distinguishing needs and wants, the importance of saving, and the introduction of simple concepts of entrepreneurship through buying and selling simulations. This material refers to the spirit of increasing financial inclusion and literacy as encouraged by the Financial Services Authority (OJK) through various financial education programs for the community, which are adapted into the context and language appropriate to the age of Sekolah Rakyat students. Through the simulation game 'simple market', students are invited to directly practice money calculation, bargaining, and simple economic decision-making. This activity not only fosters understanding of basic financial concepts, but also trains students' courage in negotiating and interacting with others, which contributes to strengthening confidence in the socio-economic context.

Digital Literacy: Safe and Responsible Use of Technology

The digital literacy module is delivered by referring to the four pillars of digital literacy developed by the Ministry of Communication and Informatics, namely digital skills, digital culture, digital ethics, and digital security, which are simplified into materials on the introduction of the benefits and risks of the internet, how to recognize hoax information, and the importance of safeguarding personal data. Given the limited access to digital devices for some students, the delivery of material is carried out through simulations and case discussions, such as how to behave when receiving suspicious messages or links. Students show increased digital awareness which is reflected in their ability to identify examples of risky digital behavior and convey the reasons behind it, although the majority do not have regular access to personal digital devices.

Health Literacy: Clean, Healthy Living Behaviors, and Basic Reproductive Health

Health literacy materials are delivered with a health promotion approach as formulated in the concept of health literacy according to the World Health Organization (WHO), which emphasizes the ability of individuals to obtain, understand, and use health information to make informed decisions. The material includes clean and healthy living behaviors (PHBS) such as washing hands with soap, personal hygiene, a balanced nutritious diet, and an introduction to the basics of reproductive health that is adjusted to age and local

courtesy norms. The hands-on demonstration approach, such as proper handwashing practices, has proven to be easier for students to understand than the mere verbal delivery of the material. This increase in health understanding also contributes to students' confidence in their physical condition and appearance in front of peers.

The Impact of Multidisciplinary Integration on Student Competence and Confidence

Overall, the integration of five literacy fields in a series of activities has a mutually reinforcing impact between fields. Students' understanding of legal rights and protections strengthens the sense of security that is a prerequisite for the courage to communicate; improved communication skills facilitate the delivery of economic and health ideas; while understanding digital literacy and health provides students with provisions to take care of themselves in daily life. This interconnectedness pattern emphasizes that the multidisciplinary approach is superior to the single-discipline approach because it brings learning closer to the complexity of students' real lives. A summary of the qualitative achievements of each activity module based on the results of student observation and reflection is presented in Table 1 below.

Yes	Literacy Field	Focus of Material	Qualitative Achievements
1	Law	Rights, obligations and protection of children	Increased awareness of rights and sense of security
2	Communication	Public speaking and assertive communication	Increased courage to appear and speak up
3	Economy	Financial management & basic entrepreneurship	Increased understanding of saving & transacting
4	Digital	Digital security & ethics	Increased awareness of online risks
5	Health	PHBS & basic reproductive health	Increasing clean & healthy living practices

Source: Results of observation and reflection of activities (processed by the implementation team).

These findings are in line with the view that self-confidence is not a static innate trait, but a competency that can be built gradually through mastery experiences in various areas of life (Bandura, 1997). Thus, the model of integrating legal, communication, economic, digital, and health literacy applied to this activity can be a reference for strategies for developing students' competencies and confidence, especially in affirmative education units such as Public Schools that serve children from underprivileged families.

CONCLUSIONS

Community service activities through a multidisciplinary approach that integrates legal, communication, economic, digital, and health literacy have proven to be effective in developing the basic competencies and confidence of students of Sekolah Rakyat Terran 1 Sumedang. Increasing understanding in each field of literacy has a mutually reinforcing effect that encourages students to be more courageous in speaking, interacting socially, making decisions, and taking care of themselves legally, economically, digitally, and healthily. This approach emphasizes that strengthening the competence and confidence of students from underprivileged communities needs to be done in an integrated and contextual manner, not only partially in one field.

As a follow-up, it is recommended that similar activities be carried out on an ongoing basis with a more regular frequency of mentoring, accompanied by quantitative impact measurement through standard pre-test and post-test instruments, in order to obtain more measurable achievement data. In addition, it is necessary to strengthen long-term partnerships between universities and public schools, including the development of cross-disciplinary teaching modules that can be used independently by teachers as part of the curriculum to strengthen students' character and life skills.

THANK YOU

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