

## **Empowering and Strengthening Social Care Values Through Orphan Support Activities in Bogor**

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### **Abstract**

Community Service (PkM) represents a practical implementation of the Tridharma of Higher Education, which emphasizes the responsibility of universities to contribute to social development and community welfare. One form of community service with significant social and humanitarian impact is the provision of assistance to orphaned children. This community engagement program was organized by Sekolah Tinggi Manajemen LABORA on May 22–23, 2026, in Bogor, involving lecturers and educational staff as active participants. The program aimed to strengthen social awareness among academic members, provide material and emotional support to orphaned children, and foster values of empathy, solidarity, and social responsibility. The implementation process consisted of four stages: planning, fundraising, assistance distribution, and evaluation. The results indicate that the activity contributed positively to the well-being of the beneficiaries, strengthened relationships between the university and the local community, and generated academic outputs in the form of scientific publications. Furthermore, the program provided reflective learning experiences for participants, enabling them to internalize humanitarian values and social responsibility. Therefore, orphan support activities can serve as an effective community service model that integrates social, humanitarian, spiritual, and academic dimensions.

**Keywords:** Community Service, Orphan Support, Social Responsibility, Social Care, Tridharma of Higher Education

## **Pemberdayaan dan Penguatan Nilai Kepedulian Sosial Melalui Kegiatan Santunan Anak Yatim di Bogor**

### **Abstrak**

Pengabdian kepada Masyarakat (PkM) merupakan implementasi praktis dari Tridharma Perguruan Tinggi yang menekankan tanggung jawab perguruan tinggi dalam berkontribusi terhadap pembangunan sosial dan kesejahteraan masyarakat. Salah satu bentuk pengabdian kepada masyarakat yang memiliki dampak sosial dan kemanusiaan yang signifikan adalah pemberian bantuan kepada anak yatim. Program pengabdian masyarakat ini diselenggarakan oleh Sekolah Tinggi Manajemen LABORA pada tanggal 22–23 Mei 2026 di Bogor, dengan melibatkan dosen dan tenaga kependidikan sebagai peserta aktif. Program ini bertujuan untuk meningkatkan kesadaran sosial di kalangan sivitas akademika, memberikan dukungan material dan emosional kepada anak-anak yatim, serta menumbuhkan nilai empati, solidaritas, dan tanggung jawab sosial. Proses pelaksanaan terdiri dari empat tahap, yaitu perencanaan, penggalangan dana, penyaluran bantuan, dan evaluasi. Hasil kegiatan menunjukkan bahwa program ini memberikan kontribusi positif terhadap kesejahteraan penerima manfaat, memperkuat hubungan antara perguruan tinggi dan masyarakat sekitar, serta menghasilkan luaran akademik berupa publikasi ilmiah. Selain itu, program ini juga memberikan pengalaman reflektif bagi peserta sehingga mereka dapat menginternalisasi nilai-nilai kemanusiaan dan tanggung jawab sosial. Dengan demikian, kegiatan santunan anak yatim dapat menjadi model pengabdian masyarakat yang efektif dalam mengintegrasikan dimensi sosial, kemanusiaan, spiritual, dan akademik.

**Kata kunci:** Pengabdian Kepada Masyarakat, Santunan Anak Yatim, Tanggung Jawab Sosial, Kepedulian Sosial, Tridharma Perguruan Tinggi

## INTRODUCTION

Community service constitutes one of the three fundamental pillars of the Indonesian higher education system, known as the Tridharma of Higher Education, alongside education and research. Through community service activities, higher education institutions are expected not only to disseminate knowledge and innovation but also to contribute directly to addressing social challenges and improving community welfare. This role is formally emphasized in Indonesian Law No. 12 of 2012 concerning Higher Education, which mandates universities to generate tangible social, economic, and cultural benefits for society.

Among the vulnerable groups requiring sustained social support are orphaned children, including those who have lost one or both parents. The loss of parental care often extends beyond economic hardship and may significantly affect children's psychological well-being, educational attainment, social development, and future opportunities. Previous studies have shown that children who experience parental loss are more likely to encounter emotional distress, reduced self-confidence, educational discontinuity, and limited access to adequate social and health services.

The issue remains relevant in Indonesia, where a substantial number of orphaned children continue to require social protection and welfare support. According to the Indonesian Ministry of Social Affairs, social protection programs target more than four million orphaned children living either within vulnerable households or under the care of child welfare institutions. Data from the Social Welfare Information System (SIKS-NG) further indicate that thousands of children reside in Child Social Welfare Institutions (Lembaga Kesejahteraan Sosial Anak/LKSA), while many others are raised in economically disadvantaged families that struggle to meet their developmental needs.

Furthermore, the Indonesian Central Bureau of Statistics (BPS) classifies neglected children as those whose basic needs are not adequately fulfilled due to poverty, loss of parental care, or family incapacity to perform caregiving functions. This category includes orphaned children who face inadequate social protection and limited access to essential services. Such conditions highlight the continuing need for collaborative efforts among government agencies, educational institutions, community organizations, and society at large to strengthen child welfare and social inclusion.

Beyond material deprivation, orphaned children often face psychosocial challenges that may hinder their personal development. Research consistently demonstrates that social support, emotional care, and educational assistance play critical roles in enhancing resilience, psychological well-being, and future life prospects among vulnerable children. International studies on child welfare similarly emphasize that supportive social environments contribute significantly to children's emotional stability, academic performance, and social adaptation.

Within the Indonesian socio-cultural context, caring for orphaned children is deeply rooted in both communal values and religious teachings. The tradition of *gotong royong* (mutual cooperation) encourages collective responsibility for supporting vulnerable community members. Religious values likewise promote compassion, empathy, and social

solidarity, making assistance to orphaned children not only a humanitarian responsibility but also an important moral obligation. Consequently, programs supporting orphaned children provide opportunities to strengthen social cohesion while fostering civic engagement among participants.

In Bogor and its surrounding areas, many orphaned children continue to depend on assistance from families, charitable organizations, and social institutions. Their needs extend beyond financial support to include motivation, emotional encouragement, and social interaction that can strengthen self-esteem and educational aspirations. These circumstances create an important opportunity for higher education institutions to contribute through structured community service initiatives.

As part of its commitment to the Tridharma of Higher Education, Sekolah Tinggi Manajemen LABORA organized a community service program entitled Orphan Support Activity in Bogor on May 22–23, 2026. The program involved lecturers and educational staff as a manifestation of institutional social responsibility. Beyond providing material assistance, the activity aimed to promote social awareness, strengthen empathy among participants, and build meaningful relationships with community members while generating academic outputs through scientific publication.

Specifically, the objectives of this community service activity were:

1. To provide financial assistance and moral support to orphaned children.
2. To strengthen social awareness, empathy, and social responsibility among lecturers and educational staff.
3. To enhance collaboration and relationships between the higher education institution and the community.
4. To document and disseminate the activity through scholarly community service publications.

Therefore, the orphan support activity is expected not only to generate direct benefits for the beneficiaries but also to serve as a sustainable model of community service that integrates social, humanitarian, spiritual, and academic dimensions.

### **Community Service in Higher Education**

Community service is one of the three fundamental pillars of the Indonesian higher education system, known as the Tridharma of Higher Education, alongside education and research. Through community service activities, higher education institutions are expected to apply knowledge, technology, and professional expertise to address social issues and contribute to community development. According to Law of the Republic of Indonesia No. 12 of 2012 concerning Higher Education, community service refers to activities conducted by academic communities to apply and disseminate science and technology for the advancement of public welfare and national development. In recent years, the role of community service has evolved beyond charitable activities toward a more participatory and empowerment-oriented approach. Community service is increasingly viewed as a mechanism for transferring knowledge, strengthening social capacity, and fostering sustainable partnerships between universities and society. This perspective is consistent

with Boyer's (1996) concept of Scholarship of Engagement, which emphasizes the active involvement of higher education institutions in addressing real-world social challenges. The effectiveness of community service programs is commonly assessed through several indicators, including the number of beneficiaries, community satisfaction, sustainability of the program, and academic outputs such as publications, innovations, and community empowerment models. Consequently, community service not only generates social benefits but also contributes to institutional learning and academic development.

### **Orphan Support Activities as a Form of Social Intervention**

Orphan support activities refer to programs designed to provide material, educational, emotional, and social assistance to children who have lost one or both parents. Such activities aim not only to alleviate immediate economic difficulties but also to promote psychological well-being and social inclusion among vulnerable children. The Ministry of Social Affairs of the Republic of Indonesia identifies orphaned children as one of the groups requiring special social protection to ensure the fulfillment of their fundamental rights, including access to education, health services, and social welfare. From a developmental psychology perspective, parental loss may significantly influence children's emotional stability, self-esteem, academic motivation, and social adjustment. According to Bowlby's Attachment Theory (1988), the loss of a primary caregiver may disrupt children's emotional development and increase their vulnerability to psychological distress. Therefore, interventions for orphaned children should encompass both material support and psychosocial assistance. Common forms of orphan support include financial aid, educational scholarships, provision of daily necessities, counseling, motivational activities, and social mentoring programs.

### **Social Support Theory**

Social Support Theory provides an important framework for understanding how social assistance contributes to individual well-being. Cohen & Wills (1985) define social support as the emotional, instrumental, informational, and appraisal assistance provided by others to help individuals cope with challenges and stress. The theory identifies four primary forms of social support. Emotional support includes empathy, care, and encouragement. Instrumental support refers to tangible assistance such as financial aid or material resources. Informational support involves providing guidance and advice, while appraisal support helps individuals evaluate situations and build self-confidence. In the context of orphan support activities, all four dimensions are present. Financial assistance and donations represent instrumental support, while interaction, motivation, and encouragement provided by volunteers and educators constitute emotional and appraisal support. Consequently, community service programs aimed at supporting orphaned children can be viewed as practical applications of Social Support Theory.

### **Empathy-Altruism Theory**

Empathy-Altruism Theory, developed by Batson (2011), suggests that empathic concern for others generates altruistic motivation, leading individuals to help those in need without

expecting personal rewards. According to this theory, people are more likely to engage in prosocial behavior when they can emotionally understand and share the feelings of vulnerable individuals. In community service activities involving orphaned children, empathy serves as a key driver of participation. Lecturers and educational staff often become involved not solely because of institutional obligations but also because of genuine concern for the welfare of disadvantaged children. Therefore, acts of giving and caring can be interpreted as manifestations of altruistic behavior motivated by empathy and humanitarian values.

### **University Social Responsibility (USR)**

The concept of University Social Responsibility (USR) extends the principles of social responsibility to higher education institutions. USR emphasizes that universities should not only produce graduates and scientific knowledge but also contribute positively to social development and sustainable community welfare. According to Vallaey (2014), USR encompasses the management of the social, educational, environmental, and organizational impacts generated by universities. The framework includes four interconnected dimensions: organizational management, teaching, research, and community engagement. Through these dimensions, universities are expected to promote ethical values, social justice, and sustainable development. Community service activities, including orphan support programs, represent a practical manifestation of USR because they enable universities to translate academic values into tangible social contributions. Such initiatives strengthen institutional legitimacy while fostering meaningful relationships between universities and local communities.

### **Child Well-Being Theory**

Child Well-Being Theory explains that children's quality of life is influenced by multiple interconnected dimensions, including material conditions, health, education, emotional well-being, and social relationships. UNICEF emphasizes that child well-being extends beyond economic factors and encompasses opportunities for children to develop their capabilities and participate fully in society. For orphaned children, well-being is particularly dependent on the availability of social support systems that can compensate for the absence of parental care. Financial assistance, educational opportunities, emotional support, and positive social interactions contribute significantly to children's resilience and future prospects. Consequently, orphan support programs should be understood not merely as charitable activities but as interventions that promote holistic child development and improve overall well-being.

### **Empirical Studies**

Previous studies have consistently demonstrated the positive impact of social support on vulnerable children's well-being. Cluver et al. (2012) found that family and community support significantly improved the psychological well-being of orphaned children in Africa. Similarly, UNICEF (2023) reported that social assistance and educational support programs contribute to reducing school dropout rates and improving educational

outcomes among vulnerable children. The World Health Organization (WHO, 2023) also emphasizes the importance of supportive social environments in promoting healthy child development and emotional resilience. These findings suggest that community-based interventions play a critical role in enhancing children's quality of life and future opportunities. Within the Indonesian context, studies indicate that social assistance and mentoring programs positively influence children's learning motivation, emotional well-being, and optimism. Furthermore, university-led community service initiatives have been shown to strengthen relationships between academic institutions and local communities while generating positive psychosocial impacts on beneficiaries.

### **Conceptual Framework**

This study views orphan support activities as a community service program that creates value for both beneficiaries and participating academic members. For orphaned children, the program is expected to provide material assistance, emotional support, increased learning motivation, and enhanced well-being. For lecturers and educational staff, participation is expected to strengthen empathy, social awareness, spiritual values, and commitment to the implementation of the Tridharma of Higher Education. The conceptual relationship underlying this activity can be summarized as follows: Community Service Program (Orphan Support Activities) → Social Support and Assistance → Improved Child Well-Being and Social Care Values → Strengthened University Social Responsibility and Community Engagement.

### **METHOD**

This community service program employed a participatory community service approach to ensure that the orphan support activity was implemented effectively while generating meaningful social and academic outcomes. Participatory approaches emphasize collaboration among stakeholders, including higher education institutions, community organizations, and beneficiaries, in addressing social issues and creating sustainable impacts (Creswell, 2018). In this program, collaboration was established between Sekolah Tinggi Manajemen LABORA, Yayasan Anak Yatim Alam Gunung Geulis (Al Gugel), and participating lecturers and educational staff.

The activity was conducted on May 22–23, 2026, at Yayasan Anak Yatim Alam Gunung Geulis (Al Gugel) in Bogor, West Java, Indonesia. The foundation was selected as the partner institution because it provides care and support for orphaned children who require educational, social, and emotional assistance. The primary beneficiaries of the program were orphaned children under the foundation's supervision, most of whom were school-aged children from economically vulnerable families. In addition to the beneficiaries, the program involved lecturers, educational staff, organizing committee members, and foundation administrators who actively participated throughout the implementation process.

The program was designed using a participatory, educational-philanthropic, and descriptive-evaluative framework. The participatory dimension encouraged the active

involvement of lecturers and educational staff in all stages of the activity. The educational-philanthropic aspect integrated charitable action with reflective learning experiences and social responsibility values. Meanwhile, the descriptive-evaluative perspective was adopted to document the implementation process and assess the perceived benefits of the program for both beneficiaries and participants.

Conceptually, the implementation followed the Input–Process–Output–Outcome (IPOO) framework. The inputs included financial contributions from the institutional governing body, lecturers, organizing committee members, and support from the partner institution. These resources were utilized to provide financial assistance, basic necessities, transportation, refreshments, and activity documentation. The process involved planning, fundraising, coordination with the partner institution, implementation of the support activities, monitoring, and evaluation. The expected outputs included the successful distribution of assistance, complete documentation of activities, and the preparation of scientific publications. The anticipated outcomes were improved well-being among orphaned children, enhanced social awareness among lecturers and staff, and stronger relationships between the institution and the surrounding community.

The implementation process began with a planning stage in which the organizing committee was established, program objectives were determined, budgets were prepared, and activity schedules were arranged. Coordination meetings were subsequently conducted with the partner institution to identify the needs of beneficiaries and determine the most appropriate forms of assistance. Following this stage, fundraising activities were carried out through contributions from the institutional governing body, lecturers, and voluntary donors within the academic community. The organizing committee also conducted site visits and consultations with foundation administrators to confirm beneficiary data and synchronize implementation schedules.

The main activity consisted of participant registration, opening remarks, motivational sessions, distribution of financial assistance and basic-needs packages, collective prayers, informal interaction sessions, and documentation. Beyond providing material support, the program emphasized direct interaction between participants and beneficiaries to foster emotional support, encouragement, and social connectedness. This interaction was expected to strengthen empathy and humanitarian values among participants while enhancing the motivation and psychological well-being of the children.

Data related to the implementation and outcomes of the program were collected through direct observation, informal interviews, documentation, and participant reflections. Observations were conducted throughout the activity to capture participant engagement and beneficiary responses. Informal interviews with foundation administrators and selected beneficiaries provided qualitative insights into the perceived benefits of the program. Supporting documents, including photographs, videos, attendance records, and reports of assistance distribution, were collected to ensure comprehensive documentation. In addition, reflective feedback from lecturers and educational staff was gathered to understand their experiences and perceptions regarding social responsibility and community engagement.

The collected data were analyzed using descriptive qualitative techniques involving data reduction, categorization, interpretation, and conclusion drawing. Where numerical information was available, descriptive statistics such as frequencies, percentages, and averages were used to summarize participation rates and program outputs. Program effectiveness was evaluated based on both output and outcome indicators, including the amount of assistance distributed, the number of beneficiaries reached, participant involvement, documentation completeness, beneficiary satisfaction, and perceived improvements in social awareness and community engagement.

Throughout the implementation process, ethical considerations were carefully observed. The dignity and welfare of the children were respected, personal information was treated confidentially, and all documentation activities were conducted with the approval of the partner institution. The use of photographs and related materials was restricted to reporting, educational, and publication purposes. The program ultimately generated several outputs, including the distribution of social assistance, activity reports, visual documentation, scientific publications, and dissemination through institutional websites and social media platforms, thereby contributing to both community welfare and the implementation of the university's social responsibility mission.

## FINDING AND DISCUSSION

The orphan support program was successfully implemented on May 22–23, 2026, at Yayasan Anak Yatim Alam Gunung Geulis (Al Gugel), Bogor, West Java. The activity represented a practical implementation of the Tridharma of Higher Education, particularly in the area of community service. The program involved lecturers, educational staff, foundation administrators, and orphaned children as the primary beneficiaries. The implementation process included fundraising activities, coordination with the partner institution, distribution of assistance, motivational sessions, collective prayers, social interaction, documentation, and reporting. Throughout the program, participants actively engaged with the children, creating a warm and supportive environment that extended beyond the provision of material assistance.

The beneficiaries of the program consisted of orphaned children under the supervision of Yayasan Anak Yatim Alam Gunung Geulis. Most of the children were between 6 and 17 years old and were enrolled in elementary, junior high, and senior high schools. The majority came from economically disadvantaged families and required support to meet their educational and daily living needs. The profile of beneficiaries is presented in Table 1.

**Table 1.** Profile of Beneficiaries

No	Characteristics	Description
1	Location	Yayasan Anak Yatim Alam Gunung Geulis (Al Gugel), Bogor
2	Status	Orphaned children
3	Age range	6–17 years
4	Educational level	Elementary, Junior High, and Senior High School
4	Socioeconomic	Economically vulnerable families

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condition

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Source: Community Service Activity Documentation (2026).

The success of the program was strongly supported by the active participation of lecturers and educational staff from Sekolah Tinggi Manajemen LABORA. Their involvement was reflected not only through financial contributions but also through direct participation in mentoring, motivational activities, documentation, and scientific publication efforts. Such participation demonstrates a strong commitment to social responsibility and the implementation of the Tridharma of Higher Education. Furthermore, the willingness of participants to contribute time, resources, and emotional support reflects altruistic behavior motivated by empathy and concern for vulnerable children.

The assistance provided through the program consisted of both material and psychosocial support. Material assistance included cash donations, basic-needs packages, and wearable clothing intended to help beneficiaries meet their daily and educational needs. In addition, motivational sessions, collective prayers, and direct interaction between participants and beneficiaries provided emotional and spiritual support. These forms of assistance were designed to address not only immediate material needs but also the psychological and social well-being of the children.

Observations conducted during the activity indicated a highly positive response from the beneficiaries. The children actively participated in the program, engaged enthusiastically in discussions and motivational sessions, and expressed gratitude for the attention and support they received. Many appeared cheerful and confident during interactions with lecturers and educational staff. These findings suggest that the program generated benefits extending beyond material assistance by fostering a sense of belonging, recognition, and emotional security among the participants.

The results further indicate that the program contributed positively to several dimensions of child well-being. From a material perspective, the assistance helped alleviate some of the children's immediate needs related to education and daily living. Psychologically, the beneficiaries reported feeling appreciated, cared for, and motivated to pursue their educational goals. Socially, interactions with lecturers and staff expanded their support networks and strengthened their sense of social inclusion. Spiritually, collective prayers and motivational messages encouraged optimism and hope for the future. These findings are consistent with the Child Well-Being Theory, which emphasizes the importance of material, emotional, educational, and social support in promoting children's overall development.

The program also generated meaningful outcomes for participating lecturers and educational staff. Reflective feedback collected after the activity revealed increased awareness of social issues, stronger empathy toward disadvantaged groups, and a deeper appreciation of humanitarian values. Many participants described the activity as a valuable learning experience that reinforced their commitment to community engagement and social responsibility. In addition, the program supported the implementation of

institutional objectives related to community service, academic publication, and stakeholder engagement.

From an institutional perspective, the activity strengthened the relationship between Sekolah Tinggi Manajemen LABORA and the local community while enhancing the institution's social image and public engagement. The program also contributed to the achievement of higher education performance indicators through the implementation of community service activities and the production of scholarly outputs. These outcomes demonstrate how community engagement initiatives can simultaneously create social value and support institutional development.

The findings can be interpreted through several theoretical perspectives discussed in the literature review. First, Empathy-Altruism Theory (Batson, 2011) explains that empathic concern encourages individuals to engage in helping behavior without expecting personal rewards. The active participation of lecturers and educational staff reflects such altruistic motivations. Second, Social Support Theory (Cohen & Wills, 1985) suggests that emotional, instrumental, informational, and appraisal support contribute significantly to individual well-being. The program incorporated these forms of support through financial assistance, motivational activities, interpersonal interaction, and encouragement. Third, the activity represents a practical application of University Social Responsibility (USR), demonstrating how higher education institutions can contribute to social development beyond their educational and research functions. Finally, the positive responses observed among beneficiaries support the assumptions of Child Well-Being Theory, which emphasizes the importance of social support systems in promoting healthy child development.

The results are also consistent with previous empirical studies. Cluver et al. (2012) found that social support from families and communities significantly improves the psychological well-being of orphaned children. Similarly, UNICEF (2023) reported that social assistance and educational support contribute to better educational outcomes and reduced vulnerability among disadvantaged children. Studies on university-based community engagement have likewise demonstrated that community service activities strengthen relationships between academic institutions and society while producing positive psychosocial outcomes for beneficiaries.

Several factors contributed to the successful implementation of the program, including strong commitment from lecturers and staff, support from institutional leaders, effective coordination with the partner foundation, and comprehensive documentation throughout the activity. Although challenges such as limited time, scheduling constraints, and logistical issues were encountered, these obstacles were successfully managed through careful planning and collaboration among stakeholders.

In addition to the direct distribution of assistance, the program generated several tangible outputs, including activity reports, photographic and video documentation, scientific manuscripts, and dissemination through institutional websites and social media platforms. These outputs contribute to both community welfare and the academic mission of the institution.

Despite the positive outcomes achieved, it is important to recognize that charitable assistance alone may not be sufficient to address the long-term needs of orphaned children. Sustainable interventions are necessary to maximize impact and promote self-development among beneficiaries. Future community service programs should therefore consider integrating educational scholarships, mentoring initiatives, entrepreneurship training, and continuous psychosocial support. Such initiatives would strengthen the long-term effectiveness of community engagement programs and contribute more substantially to the empowerment and well-being of orphaned children.

Overall, the findings demonstrate that the orphan support program successfully generated positive social, psychological, spiritual, and educational impacts for beneficiaries while simultaneously strengthening empathy, social responsibility, and community engagement among participants. The program therefore represents an effective model of community service that integrates humanitarian values, university social responsibility, and academic engagement in a mutually beneficial manner.

## **CONCLUSION**

The implementation of the orphan support program organized by Sekolah Tinggi Manajemen LABORA successfully demonstrated the practical realization of community service as one of the core pillars of the Tridharma of Higher Education. Through collaboration between lecturers, educational staff, and the partner institution, the program was able to provide meaningful material, emotional, and spiritual support to orphaned children in Bogor. The findings indicate that the activity generated positive impacts on the beneficiaries by helping to address their immediate needs, enhancing their motivation, strengthening their sense of social inclusion, and fostering optimism for the future. Beyond its benefits for the children, the program also provided valuable reflective experiences for lecturers and educational staff, strengthening empathy, social awareness, humanitarian values, and commitment to community engagement.

The results further demonstrate that orphan support activities can serve as an effective model for integrating community service, social responsibility, and academic engagement. The program reflects the principles of University Social Responsibility (USR) by translating institutional values into tangible contributions to society while simultaneously producing academic outputs in the form of reports and scientific publications. Furthermore, the positive relationship established between the institution and the local community highlights the important role of higher education institutions in supporting vulnerable groups and promoting social welfare.

Despite the positive outcomes achieved, sustainable and long-term interventions are needed to maximize the impact of such initiatives. Future community service programs should therefore move beyond one-time charitable assistance and incorporate broader empowerment-oriented activities, including educational scholarships, academic mentoring, character development programs, entrepreneurship training, and continuous psychosocial support. Strengthening partnerships between higher education institutions,

social foundations, government agencies, private organizations, and local communities will also contribute to the sustainability and effectiveness of future programs.

Overall, the orphan support activity demonstrated that community service can function not only as an academic obligation but also as a meaningful platform for cultivating compassion, solidarity, and social responsibility. When implemented systematically and supported by appropriate documentation and evaluation, such initiatives generate benefits that extend beyond the immediate beneficiaries to enrich participating individuals, strengthen institutional reputation, and contribute to the broader mission of higher education in serving society.

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