



# WE CARE WE SHARE: **A Handbook of Community Service Program**

Integration - Interconnection

Center for Research and Community Engagement  
State Islamic University Sunan Kalijaga Yogyakarta

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Yogyakarta





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Name : .....

Student ID Number : .....

Department : .....

Faculty : .....

## *Community Service Site*

Village : .....

District : .....

Regency : .....

Province : .....





# WE CARE WE SHARE: A Handbook of Community Service Program

This handbook is developed as a guide for the implementation of community service assignment for students of the State Islamic University Sunan Kalijaga Yogyakarta

Center for Research and Community Engagement  
State Islamic University Sunan Kalijaga  
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## **Editor:**

Center for Research and Community Engagement  
State Islamic University Sunan Kalijaga  
Yogyakarta



## PREFACE

***Alhamdulillah Rabbil Alamin.*** The process of completing this Handbook to Community Service Program is among the most important efforts in improving the university policy and program on community engagement. This handbook aims especially as a guide for students in completing their community service assignment, better known by the Indonesian acronym as KKN or *Kuliah Kerja Nyata*. KKN is a learning activity in the form of community service carried out by students in the field, in which students are expected to apply the knowledge and experience gained through their classes. It is expected that through their participation in KKN students would broaden their experiences and skills to work in the community, increase their awareness of issues and problems in the society, and contribute to the development of the society in general.

This handbook covers aspects related to the implementation of university's policy and program on community service, especially for students. It consists of nine chapters, providing detail explanation pertaining the community service program, from the preparation process, implementation, monitoring, supervision, financing, and evaluation procedures.

We owe considerable gratitude to the support from the government and non government institutions for have been supporting us through the implementation of our community service activities. On behalf of the Center for Research and Community Engagement (LPPM), I especially would like thank my team and all related parties for the hard work in assisting LPPM through the completion of this handbook.

Yogyakarta, March 2021

Head of LPPM,



*Muhrisun Afandi*

Muhrisun Afandi

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# CHAPTER I

## INTRODUCTION

### A. Community Service Program: An Overview

Community Service Assignment, *Kuliah Kerja Nyata* (KKN), is initiated as part of the higher education’s curriculum in Indonesia based on the awareness of the important roles of students within the national development. Through this community service program, students have the opportunity to implement their knowledge and experience from their classes into field practice. This community service program was first implemented in the early 70s, named as “Students’ Service to the Community” aimed mainly as a pilot project. As a pilot project, the activity was initially organized only by three universities in Indonesia; Gadjah Mada University in Yogyakarta, Hasanuddin University in Makassar, and Andalas University in Padang.

Student service activities to the community are increasingly widespread as it relates to the coverage areas and the host universities during the New Order era. The President of the Republic of Indonesia in February 1972 recommended and encouraged every student to work in the village for a certain period and to live and work to help rural communities solve the development problems as part of the higher education curriculum.

The history of KKN can also be traced from the experience of other development programs that involve the students, such as the Student Recruitment (PTM), Mass Guidance (BIMAS) at Bogor Agricultural Institute, and Voluntary Workers (TKS) coordinated by the Indonesian Volunteer Affairs Agency (BUTSI). From this experience, sufficient materials and information were obtained for the Ministry of Education and Culture/Directorate General of Higher Education in 1973 to develop one of the community service activities by university students, which was later called the Community Service Program.

The State Islamic Institute (IAIN), which now has become the State Islamic University (UIN) of Sunan Kalijaga Yogyakarta, is a higher education institution that must be active in the development process. This campus realizes with full responsibility that educated and trained religious experts are still very much needed by the community. Therefore, UIN delivers the students directly into the midst of a developing community that the development movement becomes faster and may achieve the right goals and objectives, both in the physical-material and mental-spiritual religious fields. In addition, as a religious university in Indonesia, UIN also holds the mandate to carry out the *Tridharma* of Higher Education, which are Education, Scientific Research, and

Community Service. All activities in carrying out the three *dharmas* must be oriented towards concern, partiality, and providing benefits to the community.

UIN Sunan Kalijaga Yogyakarta began implementing the Community Service Program or KKN in the 1976/1977 academic year. Until the 1979/1980 academic year, the status of KKN at IAIN Sunan Kalijaga was still extracurricular. Based on the Decree of the Chancellor of IAIN Sunan Kalijaga Yogyakarta Number: 51 of 1980 dated December 24, 1980, which the Rector of IAIN Sunan Kalijaga signed at that time H. Zaini Dahlan, MA., the status of KKN at IAIN Sunan Kalijaga was changed from extracurricular to mandatory intra-curricular.

In the subsequent development, based on the Decree of the Rector/Chairman of the Senate Management of IAIN Sunan Kalijaga Yogyakarta Number: 17 of 1983, dated July 4, 1983, and confirmed by the Instruction of the Director General of Islamic Institutional Development, Number Kep./E/PP.009/ 147/85 dated June 5, 1985, regarding the Implementation of the Semester Credit System (SKS) and the IAIN S1 Program, the Community Service Program (KKN) was taken in the 10th semester and was valued at four credits. After the IAIN curriculum was updated, with the Decree of the Minister of Religion Number: 122 of 1988, KKN was carried out in Semester VIII. The students taking KKN as

the new program for the first time were those in the 23rd batch in the academic year of 1992/1993.

In the 1999/2000 academic year, to provide fast service that the students can immediately complete their studies, in addition to the Odd and Even Semester of KKN that requires prospective participants to complete 100% theory, the institute leader offers the implementation of the Short Semester of KKN (as is the Short Semester Lecture, implemented in the July-September period, regular lecture breaks), with requirements that the students have completed a minimum of 80% theory, in contrast to the Odd and Even Semester of KKN. With the implementation of KKN three times/classes in one academic year, the study time for students/college students are getting shorter.

Along with the institutional transformation from IAIN to UIN, as stated in the Presidential Decree No. 50 of 2004, the management and preparation of KKN programs are increasingly multidisciplinary and macro. According to the Decision of UIN Sunan Kalijaga Rector No. 134.1 of 2014 concerning Academic Guidelines, part J., it stated that the KKN of UIN Sunan students is referred to as the Integrated-Interconnected KKN implemented in the form of Thematic KKN. The structure and implementation of KKN are determined by the Institute for Research and Community Service (LPPM) and their

respective faculties. The performance of KKN UIN Sunan Kalijaga is growing both quantitatively and qualitatively, as is the development of this higher education that is increasingly superior and leading. KKN is part of implementing LPPM's institutional vision and mission so that UIN will always be a community partner in solving the nation's problems and building an Islamic civilization that excels globally.

## B. Concept and Definition of Community Service

KKN is one of the student lecture activities outside the classroom in the form of community service to assist the community in solving development problems. KKN can be defined as part of the community development and learning process that includes;

(1) it is one of the student lecture activities, (2) it is carried out in the field, (3) it is conducted in the form of community service, and (4) it is helpful in helping the community solve the development problems.

Community service does not presuppose the relationship between the subject (students/college students/campus) and the object (society) or in the opposite position so that no party feels "harmed" and "exploited" but acts equally as a subject to make changes and improvements. KKN paradigm is the new

relationship pattern based on PMA No. 55 of 2014, the University-Community Partnership (KUM).

The term KUM aligns with the Acts No. 12 of 2012 on Higher Education and PMA No. 55 of 2014 on Research and Community Service. As regulated in the Acts No. 12 of 2012, especially articles 47, 48, and 49, the scope of community service covers the fields of knowledge developed by each university. Therefore, to carry out the mandate of the Acts, universities need to carry out community service with a new paradigm.

Based on the definition of community service mentioned above, the elements that characterize the KKN program are; (1) the practice of science and technology, (2) the use of science and technology, (3) the scientific method, (4) the institution as the organizer, (5) the community as the target (target), (6) the success of development (objective), (7) developing people (objective), (8) having religion (character), (9) being advanced (character), (10) being fair (character), (11) being prosperous (character), and (12) based on Pancasila.

Partnerships between universities and the community are critical so universities are not uprooted from the realities of society. These two components work together equally to build the nation through various approaches to fostering a culture of

empowerment through partnerships. Universities and communities already have assets that can be developed for the welfare of the nation's life, so the model of an asset-based community development approach and community-driven development needs to be further strengthened among universities.

In this partnership paradigm, universities and the community must be creative in initiating activities that grow the citizens' potential without patronizing the community. Therefore, citizen-based learning models such as service learning and community-based research can be applied.

### C. Models and Approach

The strategy and approach used in the Community Service Program are based on the concept of ABCD (asset-based community-driven development), which is a model of community empowerment by maximizing the potential, assets, strengths, and utilization independently. ABCD strives to realize an order of social life that makes the community actors and determinants of development in their environment or Community-Driven Development (CDD).

Through the ABCD approach, the community is facilitated to formulate a change plan that they consider



essential. Community service activities carried out by the students are very significant to ensure that the community has the opportunity to be involved as a determinant of the change agenda. When the community has determined the change agenda, anything has been planned, and the community will struggle to realize it. Therefore, KKN activities are stimulation and facilitation activities to support this process.

From ABCD's perspective, assets are everything. Assets function not only as social capital but also as embryos of social change. Assets may also serve as a bridge to build relationships with outsiders. This is where communities must be sensitive to the assets around them.

The paradigm and principles of asset-based community development (ABCD) consist of seven things. First, utilizing the existing ones (commonly known as half full and half empty), focuses on empowering the existing or owned assets. This understanding must be internalized and changes how the community views itself. It means that the actors of this change are not fixated on their shortcomings and problems but rather pay attention to their assets and think about what can be done with the capital assets.

The illustration of this paradigm is like an empty glass that is only half filled with water. ABCD focuses on

the part of the filled glass, which can be the community's strengths, capacities, and assets. Some communities often concentrate more on the empty part, thus forgetting their assets. Thinking about half of an empty glass is not unnecessary. Still, the priority scale must be thought about, which should function the maximum use of the existing assets and potential, in this case, the water content in the glass.

Second, all have potential (nobody has nothing). It means an awareness of each other's potential, in which every human being is born with their strengths. Nothing is without potential, even the ability to smile and boil water. All have potential and ,all may contribute.

Third, participation, which means the role of a person or community group in the development process, either in the form of statements or in the form of activities by contributing advice, effort, time, expertise, capital, or materials, and participating in utilizing and enjoying the results of development.

Fourth, a partnership is a relationship built among several individuals or groups based on cooperation and the same responsibility in achieving specific goals. In another sense, a partnership is an effort to involve various components, whether community, government, or other non-governmental institutions, to work

together to achieve goals based on agreements, principles, and their respective roles.

Fifth, positive deviance is an approach to individual and social behavior change based on the reality that in every society, there are people who practice unusual successful strategies or behaviors, which enable them to find better solutions to problems faced by their members. The positive deviance principle thus assumes that society already has a solution; they are the best experts in solving their challenges.

Sixth, starting from the community (endogenous), which implies development based on a particular context or development that is developed from within the community, the development of the endogenous model principally refers to the main goal, which is to strengthen the local communities to take over control in their development process.

Seventh, towards the energy source (*heliotropic*), which initially describes the process of plant development that tends to lead to energy sources. The community should also recognize the opportunities of other energy sources that may provide refreshment of new forces in the development process. The community does not only run the program but also simultaneously ensures that the energy sources in their group are maintained and developed.

#### D. Forms of Community Service

The forma and characteristics of KKN are as follows:

1. Student/college lecture activities in the field in the form of community service to achieve independence and community progress amid socio-religious problems in global life.
2. Synergizing the potential of UIN Sunan Kalijaga students with the community's potential to develop university partner villages so that the development can be faster and better towards a society with religious, advanced, just, and prosperous character.
3. Striving for the formation and realization of independent families through efforts carried out synergistically by the four pillars of development: community, universities, local governments, and the business world.
4. Optimizing the functions of social and religious institutions such as mosques/prayer rooms in fostering, empowering, and developing people.
5. Strengthening the application of appropriate science and technology in society.
6. Empowering a community-based cooperation economy.

## E. Policy Basis and References

The basis for implementing the Community Service Program (KKN) in UIN Sunan Kalijaga Yogyakarta is as follows.

1. The Acts Number 20 of 2003 on the National Education System.
2. The Acts Number 12 of 2012 on Higher Education.
3. The Government Regulation of the Republic of Indonesia No.4. 2014 on the Implementation of Higher Education and Management of Higher Education.
4. The Presidential Decree No. 50 of 2004 on the Change of IAIN to UIN Sunan Kalijaga.
5. The Presidential Instruction No. 3 of 2010 on A Just Development Program (Pro-People, Justice for all, and the achievement of the Millennium Development Goals.
6. PMA No. 55 of 2014 on Research and Community Service.
7. Regulation of the Minister of Religion Number 26 of 2013 on Organization and Work Procedure of UIN Sunan Kalijaga.
8. Regulation of the Minister of Religion Number 22 of 2014 on the Statute of UIN Sunan Kalijaga.

9. Regulation of the Minister of Religion of the Republic of Indonesia Number 55 of 2014 on Research and Community Service in Religious Universities.
10. Decree of the Rector of UIN Sunan Kalijaga on the Academic Guidelines of UIN Sunan Kalijaga Yogyakarta;
11. MoU between the Rector of UIN Sunan Kalijaga and the Regents/Mayors of the Special Region of Yogyakarta.
12. MoU between the Rector of UIN Sunan Kalijaga with other universities, government and private institutions, non-profit institutions, and the business

## CHAPTER II

# GENERAL REQUIREMENTS

### A. Objectives and Benefits

The objectives of the KKN UIN Sunan Kalijaga are:

1. Assisting the government in accelerating the development process and preparing the development cadres in rural and marginal areas.
2. Helping the community solve the problems faced in realizing physical and spiritual well-being.
3. Increasing public awareness of strengthening national resilience.
4. Producing prospective graduates as the successors of development who live up to the problems faced by the community in carrying out the development.
5. Putting religion and science as the driving force for community activities so that the development is an act of worship.
6. Forming Muslim graduates with noble character, knowledge and skills, and an awareness of being responsible for the welfare of the people and the future of the nation and state of the Republic of Indonesia based on Pancasila.

7. Getting feedback for materials to improve the education system at UIN Sunan Kalijaga by the needs of the community.

In general, the benefits of KKN are to make the students:

1. Gain direct learning experience with the community in finding, formulating, solving, and overcoming development problems in a pragmatic and interdisciplinary manner.
2. Play a role in providing thoughts and considerations based on their scientific disciplines and talents to grow and accelerate the development process in the sub-villages/villages.
3. Have the ability to learn with the community, to apply science and religious teachings integrated with technology, art, and culture that have been learned directly in the community.
4. Universities may produce graduates who are techno-structural in society and who are more aware of the conditions, movements, and complex problems in people's lives in the implementation of development. Thus, the graduates of UIN Sunan Kalijaga become undergraduates who are trained in overcoming socio-religious issues.
5. UIN Sunan Kalijaga helps empower families and communities through religious development,



technology, entrepreneurship, education and skills, health, and environmental development to build the *sakinah* and prosperous families and promote the good governance.

6. Increase cooperation between UIN Sunan Kalijaga with local governments, agencies, and the community, so that they can play a more significant role and adapt educational and research activities to the demands of the developing community.
7. Develop the professionalism of lecturers and students in empowering the community and conducting integrative-interconnective socio-religious research on development issues, especially in accelerating the achievement of SDGs (Sustainable Development Goals), as a response to the MEA (Asean Economic Community) era and global life.

## B. Students' Competency

Through Real Work Lectures, students are expected to be able to:

- a. Deepen the understanding of the way of thinking and working interdisciplinary so that they can appreciate the inter-sector dependencies, links, and cooperation.

- b. Deepen the understanding and appreciation of the significance of religion, science, art, and culture they learn for the development implementation.
- c. Deepen the understanding and appreciation of the ins and outs of the whole development and community development problem.
- d. Get the skills to carry out development and community development based on religion, science, technology, and art in an interdisciplinary or intersectoral manner.
- e. Get character building to become innovators, motivators, dynamists, problem solvers, and religious counselors.
- f. Get experience also learning and working skills as development cadres to form attitudes and love for community progress and to be placed anywhere when becoming graduates.
- g. Get professionalism of expertise, responsibility, and a sense of fellowship in students.

### C. Objectives

- 1. Local Government Communities and the business world

- a. Obtaining assistance in thinking, workforce, science, technology, art, and religious mentors in planning and implementing the development.
  - b. Acquiring the new ways required to plan, formulate, and implement the development.
  - c. Getting experience exploring and growing the community's self-help potential so they can actively participate in development.
  - d. Having the formation of cadres of development successors in the community so that the continuation of development efforts is guaranteed.
  - e. Utilizing the student assistance to carry out the development programs and projects under their responsibility.
2. University
- a. Getting feedback as the result of integrating students with the community development process so that the curriculum, lecture materials, and scientific development in UIN can be more adapted to the actual growth demands.
  - b. Getting valuable cases that can be used as examples in providing lecture materials and determining various problems for research development.

- c. Getting the results of student activities, examining and formulating the actual conditions of society that are useful for the development of science, technology, art, and religion, and accurately diagnosing the community's needs so that the mandated science, technology, art, and religion can be in line with the actual demands.
- d. Improving, expanding, and accelerating the collaboration with other institutions and agencies through pioneering partnerships with the KKN students.

#### **D. Status and Academic Load**

##### **1. Status and Credits**

Community Service Programs are part of the educational process related to complete student coaching also the development and improvement of community capabilities. Therefore, KKN is an integral part of the higher education curriculum and is a requirement for every student who will complete an undergraduate program (S1).

##### **2. Academic Load**

The academic load of the Community Service Program in the Semester Credit System (SKS) is valued at four-semester credit units.

## E. Requirements

The requirements for students to enroll in KKN program are as follows:

1. Registered as a student of UIN Sunan Kalijaga Yogyakarta in the current semester.
2. Having passed the theory of at least 100 credits.
3. Registering for Pre-KKN online.
4. Having passed the KKN Briefing.
5. Physically and mentally healthy through Health Checks at the Sunan Kalijaga UIN Polyclinic, and for pregnant female students, KKN participation must be based on a recommendation from a doctor.
6. Sending photos to the Academic Section of UIN Sunan Kalijaga.
7. Paying KKN fees for non-UKT students.
8. Filling out the KKN KRS or entering the KKN subject into the KRS.
9. Registering for KKN online.
10. Not allowed while working.
11. Not allowed while taking theory (subjects), except for Independent KKN or other non-regulars.
12. Willing to obey the rules and regulations issued by LPPM UIN Sunan Kalijaga and the KKN Implementing Committee.

13. Not allowed to apply for a dispensation for the placement of KKN locations.
14. These requirements may change according to the needs, situations, and conditions that require changes or policies from UIN Sunan Kalijaga.

## **F. Timeline for the Implementation**

The time for KKN in the location is fifty to sixty days for Regular KKN. Meanwhile, Independent KKN, Thematic KKN, or Non-Regular KKN are regulated by separate guidelines. The KKN time does not include briefing, location surveys, preparation, final report, and exams. The overall stages of KKN implementation include:

1. Online Registration for Pre-KKN
2. KKN Briefing
3. Health Check
4. Sending Photos to Academics
5. Payment of KKN for non-UKT students
6. Input KRS KKN
7. Online Registration for KKN
8. Group Formation
9. Campus service
10. Release ceremony on campus
11. Survey and observation of KKN locations

12. Preparation of superior and supporting Work Program Plans (RPK).
13. Implementation of the Community Service Program
14. Preparation of the final report
15. Exam
16. Judiciary
17. Input the KKN mark
18. KKN Certification

## CHAPTER III

# PRE-DEPARTURE ORIENTATION

Before carrying out KKN, the students are required to attend the briefing. The objectives, implementation, rules, and briefing exams are as described below:

### A. Objectives

The pre-departure orientation aims at:

1. Providing explanations to the students about the paradigm and philosophy of KKN.
2. Providing understanding for the students about policies on KKN and types of KKN, both regular and non-regular KKN.
3. Explaining the asset mapping, preparation of work program plans, and reporting.
4. Providing knowledge to the students about orientation and field studies before the implementation of KKN
5. Providing explanations to the students about the mechanism and technical of KKN.



6. Providing social knowledge to prospective KKN participants about the problems, approaches, and solutions.
7. Creating the conditions of mental, physical, and conceptual readiness for the prospective KKN participants to go into the field to carry out KKN tasks.

## B. Rules Related to Pre-departure Orientation

1. KKN orientation must be attended by the students as prospective KKN participants and is a prerequisite for registering for KKN (filling out KRS).
2. Students' participation in the orientation is valid only for the KKN program at the same year. It means that if in one period of KKN the student has passed the briefing but did not take part in the KKN, then if he/she is going to take part in the KKN for the next period, he/she must attend the briefing again.
3. All prospective UIN KKN participants must follow all the briefing materials.

4. Participants who come late are no longer allowed to participate in the briefing program after 15 minutes of the material delivery and are not allowed to sign the attendance list.
5. Signing the attendance on each material briefing that is in progress.
6. Upholding the principles of honesty, obedience, responsibility, independence, tolerance, and maintaining order in attending the briefing.
7. Each participant has the opportunity to ask questions to the resource person after getting permission from the guide.
8. Dressing neatly, politely, not smoking during the program, not allowed to wear flip-flops, or shirts without collars, and not allowed to bring goods or objects that have nothing to do with the briefing.
9. Participants who violate the briefing rules or get resigned are declared void as participants of the KKN briefing.
10. Technical and material briefing may change according to LPPM policy.

# CHAPTER IV

## ASSESSMENT AND DEVELOPMENT OF WORK PLAN

### A. Assessment

#### 1. Definition

An assessment is carried out by the students participating in the Community Service Program under the guidance and direction of the Field Supervisor (DPL) as the material for preparing the collective and individual work programs. The feasibility study aims for the students to know and find detailed and complete data on the location, including potentials, needs, problems, and challenges the community faces. The assessment will obtain the formulation of the KKN activity program as required. In addition, the KKN participants are also expected to get knowledge and understanding of the community's traditional customs and way of life at the KKN location.

The data required for the preparation of the KKN work program planning include the geographical and demographical conditions of the village/district/sub-village/RW/RT, economy, agriculture, fishery, animal

husbandry, trade, industry, social, economic, customs, government administration, health, migration, youth life, religious life, etc. that has a close relationship with development problems in the related village/district/sub-village/RW/RT.

## **2. Study of the Potential and Problems of the KKN Area**

To facilitate the implementation of the feasibility study and to formulate it into a KKN work program, it is better to prepare an interview list/question list, a list of entries, or a recapitulation book. If the data is already available in the community, it is enough for KKN participants to re-check or complete and refine, then map it out as a work base. How to assess the potential problems at the KKN location can be done with two models of follow-up assessment techniques as follows.

### **a. Mapping Techniques**

- Mapping is a map-making activity that describes a village/sub-village/hamlet, forest, garden, population distribution, poverty level, resources, and all their potential.
- The objective of mapping is to obtain various information about the condition of an area according to the needs of the project/program carried out in a participatory manner.

## ***Types of maps and their benefits***

### Village Map

- The benefits of making village maps for the community and the outsiders is to understand the area boundaries of the village/sub-village/hamlet along with the events, problems, and resources existing in the area and as a basis for preparing for a plan of activities to be carried out.

### Resource Map

- The benefits of making resource maps for the community and the outsiders are for what resources the village has along with the events, problems, and possibilities for their development.

### Example of the steps in the preparation of an asset map

- Prepare the necessary equipment: whiteboard, markers, paper, ruler, and other office equipment;
- Decide whom to invite: village heads, community leaders, religious leaders, etc.
- Divide the team as to who is responsible: facilitator, process documentation, and participating observer.
- Determine and agree with them on the type/topic of mapping (maps of villages, resources, forests, etc.).
- Discuss the types of resources available in the village. After it is sufficiently described, agree with the participants.

- The necessary resource types that need to be listed on the map.
- Symbols for each type of resource listed on the map, either in simple images that are easily recognizable or symbols with locally available materials (corn kernels, gravel, etc.).
- The map-making starts from certain places as starting points that are usually easily recognizable, such as houses of worship, schools, village offices, crossroads, or locations where maps are made.
- After the central location is mapped, the map is supplemented with other details, such as trails, rivers, and main clues such as sub-village boundaries.
- Complete the map with delicate details by the type of map created.
- Pay attention to the process of making the map. Occasionally, ask questions that can liven up the discussion and obtain information. Make sure that the information obtained is sufficient.
- After the map is complete, have further discussion, including:
  - ❖ How the resources and potential can be developed?
  - ❖ What consequences of these changes and problems?

- ❖ Whether there is a cause-and-effect relationship between these changes.
- Record all problems, potentials, and information in the discussion carefully.
- The last step is to document the resulting map as reference material and include participants, guides, places, and discussion dates in the map's corner.

### **b. Search Techniques**

- It is a technique for direct observations of the environment and community resources by walking through the village area through an agreed path.
- The objective of the search is to complete the mapping results and discuss the community experiences during the investigation.

#### Search types

- Village resource search
- Natural resource search

#### Search steps

- Determine the search participants
- Explain the purpose and objectives

- Determine the path to be traversed
- Divide the participants into several groups with different directions so that the information obtained becomes more complete and accurate
- Interview the community traversed to dig information about their daily life

## **B. Work Plan Development**

The work program must refer to a feasibility study. A feasibility study is a basis for preparing the RPK. Work programs that are not made based on the results of mapping the problems and potentials in the community will not be adequately implemented and may not even get support from the district.

Each group has at least three superior programs and two supporting programs in its work program plan.

### **1. Superior Programs**

- a. The superior program is implemented based on the main potential extracted from the mapping results.
- b. The superior program is revealed in several systemic activities. For example, the program to strengthen the community's economy is based on



banana cultivation. The program can be reduced to activities: increasing the productivity of bananas with superior seeds; economic benefits and potential; diversification of banana products; product packaging training, marketing, halal certification, etc.

- c. One of the mandatory programs used as the superior program is based on socio-religious potential, for example TPA, BMT, mosque management, tutoring
- d. The other two superior programs are based on economic potential, science, technology, culture, tourism, government, environment, etc.
- e. Each group member is responsible for three supporting activities systematically derived from the group's superior program.

## 2. Supporting Program

- a. The supporting program is designed to increase the togetherness between the students and the community.
- b. The supporting program can include social services, outbound competitions to commemorate Independence Day, grand recitation of religious holidays, and art performances.

- c. The supporting program can be in the form of activities in the field of expertise and background of the student's study program.
- d. Each student is responsible for two supporting program activities systematically derived from the group supporting program.



## CHAPTER V

### IN LOCATION PROGRAMS

#### A. Departure to Location

##### 1. Departure of KKN Participants

Before the KKN participants are dispatched to the location, they will be released with an official ceremony. At the release ceremony, the Executive Committee delivers a report and a briefing, and it is ended with the release of participants by the Rector/Leader of the university.

##### 2. Campus Service

It is part of a series of KKN activities that aims to increase the KKN participants' awareness of the campus environment. LPPM regulates the form and technical implementation of campus service activities with input and direction from university leaders.

##### 3. Departure of Participants to Locations

After the release ceremony, all participants leave for the location under the coordination of each Field Supervisor (DPL).

##### 4. Admission of Students in Locations

- the district head/village head will receive KKN participants and DPL at the district office/ Kapanewon and sub-district/village where the KKN is located.
- Afterwards, the KKN participants and DPL go to the KKN location sub-village accompanied by the sub-village head.

## **B. Requirements and Rules for Students in Location**

### **1. Rules for KKN Participants in the Location**

- a. KKN participants must carry out KKN tasks with full responsibility and dedication.
- b. KKN participants must live and adapt to life at the KKN location as long as they do not violate religious guidance and other norms.
- c. Regarding accommodation for KKN students, some rules that must be observed are as follows:
  - 1) Male and female students are allowed to live in one house on the condition that they live with the owner of the house; the bedrooms of male and female students are separated by a permanent partition (wall) and a door.

- 2) Apart from the above requirements, male and female students are not allowed to live in the same house.
  - 3) Male/female students must give the reward to the owner of the house
  - 4) The electricity and water cost is adjusted to students' needs.
- d. Participants who leave the location during the KKN must obtain written permission from the DPL and verbal permission from the owner of the house and the Group Leader. Permission to leave the location is a maximum of 3X24 hours during the KKN.
  - e. Leaving the location without a justifiable reason may be sanctioned per the provisions.
  - f. KKN participants must be polite, dress neatly, and always uphold the good name of the alma mater.
  - g. It is mandatory to attend the prayers at the mosque/prayer rooms in the KKN location.
  - h. Giving good examples in attitude, speech, deed, and worship implementation
  - i. During KKN activities, the participants must wear the alma mater jacket.

- j. KKN participants must bring a KKN Participant Card issued by the KKN Implementing Committee.
- k. It is forbidden to raise sensitive themes that endanger Muslims, humanity, and the integrity of the Unitary Republic of Indonesia.
- l. The KKN participants are the responsibility of the DPL while staying in the location.
- m. The KKN participants hold regular and scheduled group meetings to evaluate the implementation of work programs, both superior and supporting work programs. Routine and scheduled meetings are also held among groups in one village under the coordination of the Kordes, and inter-Kordes in one district/ Kapanewon under the coordination of the Korcam.
- n. The KKN participants are not allowed to give press statements to journalists/mass media individually or in groups.
- o. The KKN participants obey the code of ethics for preventing and handling sexual violence in the implementation of KKN by UIN Sunan Kalijaga.
- p. The KKN participants must obey the rules and regulations as stated in the permit for the

implementation of KKN given by the local district/city government, including:

- 1) Must maintain the rules and obey the applicable regulations.
- 2) Not misusing the permit for any interests unrelated to KKN.

## 2. Sanctions to Violation of Rules

In an effort to improve the students' discipline in participating in KKN activities also to maintain the image of UIN Sunan Kalijaga, the implementation of sanctions for various violations by participants during KKN is regulated as follows:

- a. Warning category I is given to students who commit minor violations such as:
  - 1) Not filling in the provided attendance at the location.
  - 2) Leaving the location without permission when the activity is being carried out.
  - 3) Leaving the location without permission for 1x24 hours.
  - 4) Filling daily attendance beyond the current date/day.
  - 5) Doing immoral acts in the light category.
- b. Warning category II is given to students who have received a warning I but there is still no

improvement or without warning category I, warning category II will be directly given to students who commit moderate violations such as:

- 1) Leaving the location beyond the requested permit with an excess of up to 24 hours.
  - 2) Leaving the location without permission when the activity is being carried out twice.
  - 3) Leaving the location without permission for 2x24 hours.
  - 4) Family/friends of the KKN participants stay at the location for two nights or more for any reason.
  - 5) Unable to appreciate and adjust to life in the location.
  - 6) Performing immoral acts at locations in the light category more than once or in the moderate category more than once.
- c. Warning category III is given to students who commit acts included in the category of minor and moderate violations and have received warnings at levels I and II. Still, there is no improvement, or without prior the warning category III will be directly given to students who commit serious violations, such as:



- 1) Leaving the location without permission when the activity should be carried out 30% of the effective day of KKN implementation.
  - 2) Leaving the location up to 3x24 hours without permission.
  - 3) Conducting actions that can be categorized as criminal acts, repeated minor or moderate immoral acts, serious immoral acts even if only once, and activities that cause public unrest.
  - 4) Issuing words, statements (written or verbal), attitudes, and actions that residents and authorized officials consider to defame other people and the local government, as well as the alma mater of UIN Sunan Kalijaga.
- d. Reduction of the score for students who commit violations.

Each violation will get a sanction in the form of a reduction in the score from the total value at the time of the Judiciary, according to the level of the violation. The details are as follows:

No.	Violations	Score Reduction
1.	Warning Category I	1-10
2.	Warning Category II	11-20
3.	Warning Category III	21-50

The procedure for giving sanctions with warning category III will be carried out after a report from the DPL or community or interested parties. Sanctions for students who commit serious violations can be in the form of:

- 1) Continuing activities in the location, but getting a reduction score; if necessary, up to the minimum graduation limit.
- 2) Withdrawal from the location (drop out of KKN) and required to participate in KKN in the next batch with the same rights and obligations as other KKN participants.
- 3) Recommended to the Rector, and the copy is submitted to the Dean of the Faculty for other sanctions (suspension and so on).

### 3. Giving sanctions

The warnings are only issued by the KKN UIN Sunan Kalijaga Yogyakarta Implementing Committee after receiving a report from the DPL, residents, owner of the house, officials at the location, and/or known by the Implementing Committee directly.

## C. Community Service Activities

1. Activities in the location are implementing the work program that has been formulated.
2. The KKN students in activities in the location act as motivators, and dynamists, and become and provide examples as coordinators.
3. Activities generally occur at the Sub-district/Village office, Hamlet Office, RW/RT Office, Mosque, Prayer Room, boarding school, school, madrasah, Government Office, field, and others.
5. Materials provided to the public through popular instructions that are readily accepted.
6. In fact, the fields handled can be realized in various forms of activities: (a) counseling, (b) religious guidance, (c) religious recitation, (d) training, (e) piloting, (e) education cadres, (f) courses, (g) guidance, (h) tutoring, and (i) active participation in physical activities.

#### **D. Organizing of Students**

To further improve the effectiveness and efficiency of the implementation of the KKN work program in the location, it is necessary and essential to organize KKN participants at the group, village/sub-district, district/Kapanewon, and regency levels.

The organization is as follows:

1. The participants are divided into groups, each consisting of 7-12 participants.
2. Each group is led by a group leader selected by group members.
3. In each village/sub-district, a Village Coordinator (Kordes) is formed, who is chosen by the Group Leader in that village/sub-district.
4. In each sub-district, a District Coordinator (Korcam) is formed, who is chosen by the Group Leader in the district/kapanewon.
5. In each regency/city a Regency/City Coordinator (Korkab/Korta) is formed, who is chosen by the Group Chair in the regency/city.

#### **E. Implementation of Work Plan**

The work program that has been determined requires an orderly and organized implementation to obtain concrete results, no longer a mere wish list. To realize superior work programs and student support work programs, it is necessary to pay attention to the following principles:

1. Stick to the work program that has been set. If there are any changes or additions, they are immediately reported to DPL and explained in the report.

2. Establish a proper and integrated work program implementation mechanism (covering implementing organizations, invited parties, and schedule of activities).
3. Pay attention to management principles, including (a) accuracy, (b) relevance, and (c) time discipline.
4. Work on a scheduled basis according to a predetermined schedule.
5. Try to achieve the target set as much as possible.
6. Pay attention to the necessary funds, facilities, and infrastructure.
7. Coordinate between the implementers of the work program in the form of a coordination pattern.
8. Monitor and supervise the implementation of work programs.
9. Always consult with the village head/lurah, village apparatus, sub-district, related agencies, and DPL.
10. Specifically for implementing the leading work program, the coordination pattern is first determined by the groups concerned. This is by the nature of KKN as an interdisciplinary study, so that the role of the coordination pattern is very decisive for the success of program implementation.
11. Evaluate the implementation of the work program at least once a week or whenever necessary. The main purpose of the evaluation is to find out concretely the

- results that have been obtained, the obstacles faced, their solutions, and the existing supporting factors.
12. The Work Program Plans (RPK) are duplicated in four pieces for the student concerned, LPPM, DPL, and the Village Government.

## **F. Evaluation and Report**

To monitor the implementation of KKN activities in the locations carried out by the students, each group must make a KKN activity report in the form of a recapitulation of the results of all KKN activities that the committee has provided. Filling in the recapitulation form is done individually by each student. The activities listed are activities that are the responsibility of each student. The division of activities and the person in charge is coordinated with the group leader and DPL to ensure an appropriate distribution of work-loads for all students. The recapitulation is also used as an attachment to the final KKN report. The preparation of activities and their recapitulation is carried out under the guidance and direction of the Field Advisory Lecturer.

# CHAPTER VI

## MODELS OF COMMUNITY SERVICE

### A. Regular Programs

Regular KKN is carried out routinely in every odd, even semester, and intermediate semester with general terms and conditions. Regular KKN is referred to as integrated-interconnected KKN. The regular integrated-interconnected KKN has several principles.

First is co-integration-interconnection, based on a theme and program as the idea of joint integration-linking among universities (lecturers, students, study programs) with the local governments, partners, and local community.

Second, co-synergy is carried out by synergizing human resources, joint funding sources, and all the potential among the KKN students and universities with the local governments, business partners, and the community in local locations adjusted to the program theme that have been mutually agreed.

Third, intensive cooperation is carried out with a win-win solution among the KKN students and universities with the local governments, partners, and community.

Fourth, sustainability is continuously carried out based on a theme and program by the location of KKN and certain targets.

Based on the principles above, student lecture activities in the field are carried out to help the community solve development problems and support

the SDG (Sustainable Development Goals) development goals. This form of activity integrates and interconnects the two activities of KKN-LPM carried out by students with the use and experience of science and technology by Pancasila.

## **B. Non-Regular Programs**

Non-regular KKN is implemented not based on the general academic calendar but can be implemented by the students during the lecture activities; in other words, the students may implement the KKN while attending the regular general lectures. The non-regular KKN is divided into Independent, Thematic, Conversion Independent, and International KKN.

The specific terms and conditions are as follows: (1) the number of students is 10-12 people per group, (2) forming groups and including determining the location and proposing their own DPL, (3) the students already have an activity program for KKN in the form of proposals, (4) the group members consist of at least two faculties and three study programs, (5) it can be done by individuals or less than ten people in the type of Conversion Independent KKN and International KKN.

### **1. Independent KKN**

Independent KKN is a community service activity initiated by the students, both in time and in the program of activities. Independent KKN is a KKN



program whose activities, time, and volume of implementation are based on proposals prepared by the prospective KKN participants with the guidance of DPL and with the approval of LPPM.

In general, the procedure that must be done for the students is to submit the complete activity plan by proposing LPPM UIN Sunan Kalijaga Yogyakarta. The location is chosen based on the phenomena and needs of the assisted partner community that the students have planned.

LPPM will observe the level of program readiness and the required costs. In addition, this process will be adjusted to the competence of students. The Independent KKN work program proposed by the students must contribute to improving the community welfare through community empowerment in various fields, such as religion, health, economy, education, and infrastructure, while simultaneously answering the problems in the community as the independent potential mentoring partners.

Students carry out the implementation of the Independent KKN with the total cost of themselves. Students are free to explore costs from sponsorships, donors, and other parties with the knowledge of DPL or LPPM.

## 2. Thematic KKN

Thematic KKN is an Independent KKN in which the program of activities, time, and volume of implementation is based on a proposal prepared and proposed by the internal institution of UIN Sunan Kalijaga/ based on a special request from an institution, as the implementation of community service activities by involving students by the campus vision and mission.

Thematic KKN is based on follow-up cooperation (MoU) between UIN Sunan Kalijaga and agencies, institutions, organizations, community groups, business entities, and the like. The internal institution of UIN Sunan Kalijaga as the proponent or preparing proposals for KKN activities to be carried out and in coordination with LPPM. The LPPM then held a Thematic KKN proposal seminar to get input for the improvement of the proposal.

Third parties and students proportionally bear the costs required for implementing Thematic KKN. In contrast, the administrative and financial management by institutions proposing the Thematic KKN and the students is proportional. This means that proposers and students are free to explore costs from sponsorships, donors, and parties ready to support this type of KKN program.

Examples of this KKN model are (1) the mosque-based Posdaya KKN in collaboration with the Mandiri Foundation. (2) KKN-DesBuMi (Migrant Workers Village) in collaboration with Migrant Care, (3) KKN -

Among Tani Dagang Layar cooperates with the DIY Social Service and the DIY Social Welfare CSR Forum.

### 3. Conversion – Independent KKN

Conversion - Independent KKN or KKN-MK is a community service activity carried out by students based on the considerations and policies of the Head of LPPM UIN Sunan Kalijaga and can be recognized and equated with regular KKN activities. The service activities that the students have carried out provide tangible benefits for the community or the Indonesian nation in certain situations and conditions, both monumental and incidental ones, both at the regional, national, and international levels. These activities include student involvement in handling natural disasters, humanitarian missions, student activities, state defense, etc. Criteria for service activities recognized as KKN are entirely under the authority of LPPM UIN Sunan Kalijaga based on the recommendations from an ad hoc assessment team appointed by LPPM. To get recognition for the activities carried out as Independent KKN, the students apply the Rector c.q. The Head of LPPM by attaching a complete report of the activities that have been carried out, the value of the organizer (if any), and the benefits of the activities that the supporting evidence has completed.

#### a. Overview of the Community Service Implementation Program

Community Service is part of the *Tridarma* of Higher Education, an obligation lecturers must carry out. Community Service is not just a supplement and a complement. The Community Service Program must be structured, programmed, systematic, and by the vision and mission of the UIN Sunan Kalijaga Yogyakarta institution.

The Rector of UIN Sunan Kalijaga in the period 2020–2024 has directed that "Community Service is one of the faces of the University." Based on the rector's direction, PPM has carried out a significant transformation in this Community Service through several improvements, such as the scope of the area, methodology, and reporting system for the substance of activities.

With this change, hopefully, lecturers can make the Community Service program a new platform for doing academic work. Pragmatically, this change will help the lecturers improve their academic performance and career. Meanwhile, for students, this Community Service will assist in implementing the knowledge learnt in the classroom to solve problems occurring in the community.

## b. Program Focus

This Community Service Program is divided into three types: (1) Partnership-based Community Service; (2) Research-based Community Service; and, (3) Integrated Community Service with KKN.

### 1) Partnership-Based Community Service

It is part of the great framework of Community Service. This program is initiated by the academic community of UIN Sunan Kalijaga, both lecturers and students, carried out individually or in groups. Partnership-Based Community Service has two types of activities as follows.

a) Interdisciplinary Partnership Community Services

It is an activity where initiators are lecturers or students with different scientific backgrounds, study programs, and faculties. The implementation process in achieving the empowerment goals can be comprehensive with a multidisciplinary approach.

With an interdisciplinary approach, new approaches can be found or established, or new problem-solving methods can be implemented in the locations of Community Service.

b) Study Program-Based Community Service

It is an activity in which initiators are lecturers or students who are members of certain study programs. The purpose of Study Program-Based Community Service is that certain study programs can develop and deepen knowledge in their fields. Thus, the study program may carry out criticism, enrichment, or even find new theories to solve problems in the service location.

The Center for Community Service (PPM) LPPM that leads this program has the idealism that all of these programs become the front porch of UIN Sunan Kalijaga

Yogyakarta in villages, suburban areas, or other areas where assistance is urgently required. This program also aims to dismiss the notion of “campus as an ivory tower.” With this principle, hopefully, the presence of the UIN program through other programs may provide a multiplier effect to the great community and unite the elite (intellectuals) with the community (mass).

## 2) Research-Based Community Service

It is a form of Community Service with a research method that model for achieving its goals relies on a certain approach and methodology. This program is intended to sharpen and enrich the model of community service by academics.

Groups of lecturers can initiate research-Based Community Service from various disciplines and one particular knowledge group. To enrich or strengthen the theory of empowerment, the form of Research-Based Community Service is in the form of assistance and/or advocacy. Meanwhile, the recommended methods for Research-Based Community Service are PAR and CBR.

### 3) Community Service Integrated KKN

It is a program initiated by lecturers, and the implementation process is integrated with the Student Community Service Program and agenda. Community Service Integrated KKN is directed at a participatory empowerment model with collaborative KKN student group actors and co-lecturers. As for the outcome, the knowledge transformation process occurs at the level of students and lecturers in various forms, such as space for participation, public dialogue, and the execution of a service program.

#### c. Form of activities

Community Service Activities can be carried out in various forms, including:

- 1) Community Learnings, which is an activity that aims at learning with the community or strengthening the capabilities, potential, and assets of the community, including dialogue, workshops, and training.
- 2) Assistance to the Community, a community service activity carried out intensively and participative to achieve independence from the community or partner group.
- 3) Advocacy is a community service activity fostering social, political, and cultural sensitivity and the capacity/ability to fight for and obtain rights as citizens.

- 4) Economic Empowerment is a community service activity in the context of increasing welfare and income.
- 5) Service to the Community, which provides community services such as religious services, health, mediation, conflict resolution, consultancy (psychology, family, law, business planning, projects), training, research, and others.
- 6) Trial, adaptation, and application of Appropriate Technology (TTG) based on science and technology, which are community service activities in the form of developing and applying research results (action research) or simple technology to develop the potential and opportunities existing in a community, for example, manufacture of production tools, manufacture of management systems, etc.
- 7) Charitable social activities, such as assistance for victims of natural and social disasters

#### **4. International KKN**

International KKN is a type of “new pilot” KKN in UIN Sunan Kalijaga, which, when viewed from the location of service, is not in the domestic area but abroad. These forms of service adapt to the needs and policies of the location origin of the country through special activities, such as involvement as humanitarian volunteers in conflict countries or da'wah activities as religious lecturers for a certain continuous time. They have



fulfilled the requirements for the KKN UIN Sunan Kalijaga period.

In general, this type of KKN is similar to the Thematic Non-Regular KKN, but there are some differences. International KKN is not carried out independently based on the submission of proposals from participants or students but has been programmed with a collaboration between the LPPM UIN Sunan Kalijaga with certain institutions that allow it to carry out International KKN.

International KKN will be regulated in separate rules.

# CHAPTER VII

## REPORTING, EVALUATION, AND

### GRADING

#### A. KKN REPORT

KKN report consists of:

- a. KKN Work Program Report
- b. KKN Final Report

The KKN Work Program Report is prepared with the following provisions:

1. It is a report on the recapitulation of superior programs and supporting programs that have been carried out in systematic activities
2. It refers to the recapitulation book of activities that have been filled out during KKN
3. It consists of activity reports by each student as the person in charge of each activity
4. The systematic of writing KKN work program reports, in general, is as follows:

#### **Systematic of Writing work program reports**

- **Cover Page**
- **Validation**
- **Preface**
- **Table of Contents**

## CHAPTER 1. INTRODUCTION

- A. Sub-Village Demographics** (location, government structure, number of residents, number and level of education, etc.)
- B. Social, Cultural, and Religious Society** (state of social structure, culture, and also the religious life of the community)
- C. Sub-Village Potential and Problems**
  - 1. Economy
  - 2. Social
  - 3. Religion
  - 4. etc.

**D. The Work Program Plan** explains the major programs that consist of the superior and supporting programs and their derivative activities that are the responsibility of each KKN participant.

## **CHAPTER II: IMPLEMENTATION OF WORK PROGRAM**

This chapter contains activity reports from each student, including:

- a. Planning stage (why the work program is made, what the basis is, whom the target is, what method is used, and what reason is for choosing the method)
- b. The socialization stage (how the activity is socialized so that it can be accepted and/or get input from the community)
- c. Implementation stage (what is prepared and how it is executed. This chapter describes how the work program is carried out, what equipment must be prepared, who is involved and what their role is, and what time it starts and finishes)
- d. Evaluation of the implementation of activities (Whether the program is running as planned, what the obstacles are, how and the results of the evaluation of the activities are, how and the assessment results at the level of success of the activities are)

## **CHAPTER III: CLOSING**

### **ATTACHMENTS**

1. Documentation
2. Notes
3. The KKN Work Program Report is made in four copies, one copy for the KKN Implementing Committee, one copy for DPL, one copy for the village government, and one more copy for the group. DPL must first approve the Collective Final Report on the validation page.
4. Work Program Report is prepared at the time of KKN implementation in the location
5. Submission of the KKN Work Program Report to the village government is carried out before the withdrawal of the KKN
6. Submission of the KKN Work Program Report to the KKN Implementing Committee is carried out no later than the day of KKN withdrawal
7. The KKN Work Program Report is part of the KKN implementation assessment

**The KKN Final Report** is prepared with the following conditions:

1. The KKN Final Report is made in the form of a book.
2. The writing of the final KKN report generally consists of an introduction, content, and closing that is presented in a descriptive narrative with the following systematics:

### **Systematic of Report**

- Cover Page (made in book format, color printed, and enhanced with KKN photos).

- Validation (one validation is enough: group validation)
- Preface
- Table of Contents

## CHAPTER 1: INTRODUCTION

- A. **Background** (containing the activities carried out, the focus of activities, and what contributions can be made)
- B. **Work Methods** (explaining how the work program is implemented, for example, observation [whatever: social potential, economic potential, culture, etc.], and interviews with whom and the purpose. and what to do.)
- C. **Implementation Mechanism** (explaining the stages of program implementation, starting from being planned, disseminated, executed, evaluated, assessed, documented, reported, and published)

## CHAPTER II: GENERAL DESCRIPTION OF SUB-VILLAGE

- A. **Sub-Village Demographics** (location, government structure, number of residents, number and level of education, etc.)
- B. **Social, Culture, and Religion of the Community** (state of social structure, culture as well as religious life of the community)
- C. **Sub-Village Potential and Problems**
  1. Economy
  2. Social

3. Religion

4. etc.

- D. **Work Program Plan 1.** This chapter specifically describes the major programs that become the superior and supporting programs and their derivative activities that are the responsibility of each KKN participant; 2. The work program must be prepared based on the sub-villages potential problems; 3. It is an Activity Program Plan (RPK).

## CHAPTER III: WORK PROGRAM IMPLEMENTATION

### 1. Superior Work Program

#### A.1.

#### Activity

#### 1

This section contains activity 1, including:

1. Who is in charge
2. Work program implementation flow
  - a. Planning stage (why the work program is made, what the basis is, whom the target is, what method is used, and what reasons are for choosing the method)
  - b. Socialization stage (how the activity is socialized so that it can be accepted and/or get input from the community)
  - c. Implementation stage (what is prepared and how it is executed. This section describes how the work program is carried

out, what equipment must be prepared, who is involved and the role, and what time it starts and finishes)

Note:

It should also be stated: how many times it is implemented, how many people attend, and what the results are achieved.

- d. Evaluation of the implementation of activities (whether the program is running as planned, what the obstacles are, how and the evaluation results of activities, how and the assessment results of the success level of activities)

*(Note: each activity needs to be attached with photos of activity flow for strengthening description)*

## A.2. Activity 2

This section contains activity 2, including:

1. Who is in charge
2. Work program implementation flow
  - a. Planning stage (why the work program is made, what the basis is, whom the target is, what method is used, and the reasons for choosing the method are)
  - b. Socialization stage (how the activity is socialized so that it can be accepted and/or get input from the community)



- c. Implementation stage (what is prepared and how it is executed. This section describes how the work program is carried out, what equipment must be prepared, who is involved and the role, and what time it starts and finishes)

Note:

It is also necessary to deliver: how many times it has been implemented, how many people follow, and what results are achieved.

- d. Evaluation of the implementation of activities (whether the program running is as planned, what the obstacles are, how and the evaluation results of activities, how and the assessment results of the success level of activities)

*(Note: each activity needs to be attached with photos of activity flow for strengthening description)*

### A.3. Activity 3

This section contains activity 3, including:

- 1. Who is in charge
- 2. Work program implementation flow
  - a. Planning stage (why the work program is made, what the basis is, whom the target

- is and what the method is used, and the reasons for choosing the method are)
- b. Socialization stage (how the activity is socialized so that it can be accepted and/or get input from the community)
- c. Implementation stage (what is prepared and how it is executed. This section describes how the work program is carried out, what equipment must be prepared, who is involved and the role, and what time it starts and finishes)  
 Note: it is also necessary to deliver: how many times has it been carried out, how many people follow, and what results are achieved.
- d. Evaluation of the implementation of activities (whether the program is running as planned, what the obstacles are, how and the evaluation results activities, how and the assessment results of the success level of activities)

*(Note: each activity needs to be attached with photos of activity flow for strengthening description)*

#### **A.4. Activity 4**

This section contains activity 4, including:

1. Who is in charge
2. Work program implementation flow

- a. Planning stage (why the work program is made, what the basis is, and whom the target is, what the method is used, and the reasons for choosing the method are)
- b. The socialization stage (how the activity is socialized so that it can be accepted and/or get input from the community)
- c. The implementation stage (what is prepared and how is it executed. This section describes how the work program is carried out, what equipment must be prepared, who is involved and the role, and what time it starts and finishes)

Note:

It is also necessary to deliver: how many times it has been implemented, how many people follow, and what results are achieved.

- d. Evaluation of the implementation of activities (whether the program is running as planned, what the obstacles are, how and the evaluation results of activities, how and the assessment results of the success level of activities)

*(Note: each activity needs to be attached with photos of activity flow for strengthening description)*

## A.5. Activity 5

This section contains activity 5, including:

1. Who is in charge
2. Work program implementation flow
  - a. Planning stage (why the work program is created, what is the basis for it, whom the target is, what method is used, and the reasons for choosing the method are)
  - b. Socialization stage (how the activity is socialized so that it can be accepted and/or get input from the community)
  - c. Implementation stage (what is prepared and how it is executed. This section describes how the work program is carried out, what equipment must be prepared, who is involved and the role, and what time it starts and finishes)  
 Note: it is also necessary to deliver: how many times it has been implemented, how many people follow, and what results are achieved.
  - d. Evaluation of the implementation of activities (whether the program is running as planned, what the obstacles are, how and the evaluation results of activities, how and the assessment results of the success level of activities)

*(Note: each activity needs to be accompanied by a photo of the activity flow to strengthen the description)*

**B. Superior Work Program 2 (idem)**

**C. Featured Work Program 3 (idem)**

**D. Supporting Work Program 1**

**E. Supporting Work Program 2**

#### **CHAPTER IV: EVALUATION AND FOLLOW-UP PLAN**

- A. Evaluation (this section describes the analysis of program implementation in general: how the role of KKN participants is, how the community participation and responses are, and how KKN participants overcome problems that arise, also how the assessment of the success rate of activities is measured from destination and targets to be achieved as in the activity plan)
- B. Follow-up Plan (this section explains what should be done in the future, certainly based on what has been done, how to prevent the same problem from appearing in future KKN programs, and so on)

#### **CHAPTER V: AFTERWORD**

##### **ATTACHMENTS**

1. Village map
2. Notes
3. The KKN Final Report is made in three copies,

one copy for the KKN Implementing Committee, one copy for DPL, one copy for, and one more copy for the group. DPL first approves the Collective Final Report on the validation page.

4. The Submission of the KKN Final Report is one week after withdrawal (according to the schedule).
5. The KKN Final Report is part of the assessment of the KKN implementation
6. For groups that do not submit the KKN Final Report on time, all members of the group concerned are not allowed to take the KKN test.

## **B. Evaluation**

1. The KKN test is carried out after all activities in the location and the preparation of the final KKN report are completed.
2. The objectives of the KKN test are: first, to determine the ability/mastery of the KKN participants in implementing KKN, both conceptually and operationally; second, the students are responsible for what has been planned, implemented, and reported in the form of work programs, monthly reports and the Final Report of Community Service Program.
3. Materials for the KKN Test:

- a. KKN implementation mechanism
- b. KKN Final Report
- 4. Examiner Lecturer and Test System:
  - a. The examining lecturer is a Field Supervisor (DPL) according to the students being mentored.
  - b. The material tested is the mastery of reports on the results of KKN activities and various matters related to KKN issues.
  - c. The test is conducted orally and individually.
  - d. The KKN Implementing Committee evaluates the KKN Final Report.

**C. Result and Grading**

- 1. Assessment means an assessment and evaluation aimed at the KKN participants carrying out their tasks.
- 2. The objective of the assessment is to provide an achievement score for the aspects assessed about the status of KKN in the UIN Sunan Kalijaga Yogyakarta curriculum that is intra-curricular.
- 3. The assessment is given since the KKN participants participate in the KKN briefing while staying in the location until the KKN Test.
- 4. The aspects of the KKN assessment include:

NO.	ASPE CTS
1.	KKN Briefing
2.	Work Program Plan (RPK)

3.	Work Program Implementation
4.	Final Report
5.	KKN Final Test
6.	Morals (Attitude, Personality, and Worship)
7.	Discipline, Presence, and Liveliness
	TOTAL NUMBER

1. The Assessment Team for KKN activities is the Implementing Committee and DPL. The assessment team assesses KKN Location Mastery, Work Program Plan (RPK), and KKN Final Report; DPL (by receiving input from the Sub-village Head/Owner of House and the assessment of a group of KKN friends) assesses the general aspects and activities of implementing the work program, and also the KKN test.
2. After the KKN test, a Judiciary will be held to determine the final score of the KKN participants.
3. The participants of the Judiciary session are the Head of LPM UIN Sunan Kalijaga, the KKN Implementing Committee, and the Field Advisory Lecturer (DPL).
4. KKN participants who do not pass must take KKN again in the next period.
5. The final value of the Judiciary results is obtained from the sum of seven aspects of the KKN assessment according to their respective weights and other considerations. The sum of these values is then converted into numeric and letter scores as follows:



NO.	NUMERAL SCORE	LETTER SCORE	ESTIMATED WEIGHT
1.	95 – 100	A	4.00
2.	90 – 94.99	A-	3.75
3.	85 – 89.99	A/B	3.50
4.	80 – 84.99	B+	3.25
5.	75 – 79.99	B	3.00
6.	70 – 74.99	B-	2.75
7.	65 – 68.99	B/C	2.50
8.	60 – 64.99	C+	2.25
9.	55 – 59.99	C	2.00
10.	50 – 54.99	C-	1.75
11.	45 – 49.99	C/D	1.50
12.	40 – 44.99	D+	1.25
13.	35 – 39.99	D	1.00
14.	< 35	E	0

## B. Certificate

1. Based on the Decree of the Rector of IAIN Sunan Kalijaga Yogyakarta Number: 51 of 1980, dated December 24, 1980, KKN participants who are declared to have passed will be given a certificate.
2. The certificate is taken by each student at LPPM and is used as a condition to be able to take part in the final exam (*Munaqasyah*).



## CHAPTER VIII SUPERVISION

### A. Aims and Objectives of Supervision

1. Coaching is carried out by supervising personnel, whether formal, non-formal, or informal. It is carried out based on andragogy principles by providing professional, personal and social guidance and direction. The coaching function is intended to help the KKN participants solve problems in the location so that their activities can be directed and proceed according to the plan. It has been carried out since the beginning of KKN activities, including feasibility studies, preparation of work program plans, implementation of work programs, and other activities.
2. Coaching serves to determine the success of students in the implementation of KKN.

### B. Supervisor Team

1. Formal supervisors consist of permanent lecturers of UIN Sunan Kalijaga, with Field Supervisor (DPL) status.
2. Non-formal supervisors consist of Muspida, Muspika, Head of KUA, Head of Village/*Lurah*, Head of Sub-village, *Takmir* of Mosque, Caretaker of Islamic

Boarding School, Head of School/Madrasah, Head of RW/RT, and community leaders.

3. Informal supervisors consist of family members occupied by KKN participants.

### **C. Supervisor Workload**

1. The ratio between DPL and KKN participants is based on the number of students, the number of DPL, the number of locations, the area of the village/sub-district, and the distance from one location to another.
2. Each DPL guides from 10 to 50 KKN participants. One DPL person guides one to five sub-village/locations with geographical considerations/areas of villages/sub-district and sub-villages.
3. In each district /*Kapanewon*, the coordinator of DPL is appointed, and all DPLs are expected to coordinate with the DPL coordinator for the success of KKN activities in the sub-district /*Kapanewon*.

### **D. Role of Field Supervisor**

1. In carrying out its duties, DPL acts as a mentor, liaison, director, motivator, appraiser, and example/ role model.
2. By the role of DPL as mentioned above, DPL needs to prepare themselves physically and mentally,

knowledge of THEMATIC KKN and skills that support the role of DPL as the mentor.

3. Special preparation of KKN knowledge for DPL can be done by:
  - a. Studying books and various publications on KKN conducted by other universities.
  - b. Participating in DPL briefing or orientation
  - c. Practical experience in KKN locations through orientation and surveys/feasibility studies to discover rural and urban problems and how to solve them.

#### **E. Targets of Supervision**

1. One of the KKN targets is to make the students become undergraduate candidates with personal, professional, academic, and social competencies. To achieve the above objectives, the guidance materials are materials or materials related to the Integration-Interconnection Community Service Program.
2. The actual problems faced by the students that arise in rural/urban areas are not covered in the briefing/training materials

#### **F. Method and Approach**

1. The coaching method emphasizes the direct method. DPL visits the KKN participant's boarding house to interview about problems that arise in the KKN

- implementation, exchange ideas, and discuss, both in groups and individually.
2. The Guidebook to Interconnected-Integrated KKN as materials and guidelines for formal, non-formal, and informal supervisors.
  3. DPL requests periodic reports to the KKN participants, individually and in groups, about their activities, the results achieved, the obstacles encountered, and solutions.
  4. When DPL goes to the location, they will check the KKN Activity Implementation Record Book, provide directions, and note important things.
  5. To complete and strengthen the coaching, information is needed from the Head of District, Village Head/*Lurah*, Village/Sub-district apparatus/*pamong*, Ta'mir of Mosque, Islamic boarding school caregivers, other community leaders, occupied hosts, and the wider community, about the actions and the daily activities of KKN participants in carrying out work programs.

### **G. Timeline for Supervision**

1. Formal supervision is carried out at least every five times regularly.
2. When DPL conducts coaching to the location, he/she brings a Letter of Assignment from the KKN UIN Sunan Kalijaga Implementing Committee and reports

- on its guidance by filling in the Guidance Report form provided by the KKN Implementing Committee.
3. If there is a problem or case among the KKN participants, DPL will immediately resolve it. If it cannot be resolved, he/she will immediately consult the KKN Implementing Committee.
  4. In carrying out his/her duties in the location, DPL needs to frequently stay in touch and consult with the Muspika, the Head of KUA, Head of Village/*Lurah*, Head of Sub-village, *Ta'mir* of Mosque, Caretaker of Islamic boarding school, Principal of School/Madrasah, Head of RW/RT, owner of the house, and community leaders.
  5. The high frequency and constancy of coaching carried out by DPL will encourage the KKN participants to be more smoothly and more successful in carrying out their work programs.

## H. Tasks and Responsibilities of Supervisors

1. Tasks, Responsibilities, and Authorities of DPL
  - a. Participating in meetings organized by the KKN Implementing Committee.
  - b. As a university representative (LPPM) in the KKN location.
  - c. Implementing all decisions, policies, stipulations, and provisions given by the UIN KKN Implementing Committee.
  - d. Coordinating with students in conducting location surveys before the official placement of KKN as

- material for preparing a draft of the Work Program Plan.
- e. Considering a place to live/post that meets the requirements for KKN participants in the location.
  - f. Delivering the male/female students participating in the KKN guidance to the location.
  - g. Assisting the social approach process and fostering collaboration between KKN participants and Regional Governments, Departments, Village/Sub-district *Pamong*, RT/RW, *Ta'mir* of Mosque, Islamic Boarding School Caregivers, Principals/Madrasah, and Institutions in the local community, also monitoring interactions between each other.
  - h. Providing guidance and motivation to KKN participants in the community process in the location.
  - i. Direct KKN activities so that the work program can be implemented in accordance with the predetermined plan.
  - j. Instilling discipline among KKN participants in participating in KKN tasks.
  - k. Accommodating all problems that arise in the location and finding solutions quickly and precisely.
  - l. Picking up and leaving the KKN participants for their guidance to local officials/community leaders when recalling the KKN participants.



- m. Guiding KKN students in making the KKN Final Report following the provisions of the KKN Guidebook.
- n. Examining the KKN Final Report from the KKN participants they supervise.
- o. Submitting the KKN score based on the aspect assessed to the KKN Implementing Committee.
- p. Preparing and submitting the DPL Final Report to the KKN Implementing Committee, according to the stipulated time.
- q. Coordinating with the head of the sub-district, the head of the village/*lurah*, and the district about the KKN work program and problems in the field faced by the students under their guidance.
- r. Together with the KKN Implementing Committee, determining the KKN score at the KKN judicial session.

## 2. DPL Rights

DPL gets their rights from the KKN Implementing Committee by applicable regulations in carrying out their duties.

### I. Site Visits and Monitoring by Faculties

During the implementation of KKN, University and Faculties Leaders are expected to be able to have a working visit to the KKN location to see the implementation of the KKN work program and its

implementation mechanism closely. University and faculty leaders must provide motivation, guidance, and direction. The KKN Implementing Committee coordinates the schedule for visits from university or faculty leaders.



# CHAPTER IX

## FINANCING, FACILITIES, AND EQUIPMENT

### A. Financing

#### 1. Source of Funds

The source of funding for the implementation of the KKN UIN Sunan Kalijaga is obtained from students participating in the KKN (both non-UKT and UKT).

#### 2. Cost of implementing activities in locations

- a. The KKN participants bear the cost of living for the KKN participants in the location.
- b. KKN participants, both in groups and individually, are not allowed to ask for funds and facilities from University Leaders, Faculties, Institutions, LPPM, Lecturers, DPL, or Employees of UIN Sunan Kalijaga.
- c. DPL must approve each application for funds. The results obtained and the DPL must know their use.

### B. Facilities and Equipment in Locations

For the needs and success of the implementation during the KKN, the committee provides participant equipment in the form of:

1. KKN Participant Card

The Participant Card must always be brought during the KKN.

2. The KKN Guidebook

It contains the applicable regulations and provisions for implementing the KKN UIN Sunan Kalijaga. Therefore, in the overall management of KKN, all parties involved, such as the Implementing Committee, DPL, and KKN participants in their steps, actions, and actions must always be guided by and comply with and implement all the provisions and regulations set out in the guidebook.

3. KKN Daily Activity Notebook

It records every activity carried out by participants in realizing KKN programs. The KKN Daily Activity Notebook is filled out after each program-related activity is completed and filled in quantitatively. The KKN Activity Implementation Notebook is the Main Book/Master Data/Data Bank that is very useful when compiling the Superior and Supporting Final Report.

4. Blank Recapitulation of the Report on the Implementation Results of KKN Activities

To monitor student activities in the location and report on the Work Program implementation, KKN participants must report the implementation

of their work programs, both Leading and Supporting work programs, in the report form on the results of activities that the Implementing Committee has provided. The report on the results of KKN activities is signed by the group leader and sent to the Implementing Committee via DPL after obtaining approval by the DPL and the Village Head/*Lurah*, *Ta'mir* of Mosque, Caretaker of Islamic boarding school, or Principal/Madrasah by the KKN basis.

#### 5. Placard of KKN Post

In every house/post occupied by KKN participants, a Post Placard must be installed to make it easier for the community, other KKN groups, or monitoring officers to find the base camp location of KKN participants.

### C. In Location Administration

#### 1. KKN Stamp

Each group must have a KKN group stamp that is made at the expense of the group, provided that:

- a. Square shape
- b. Using the UIN logo
- c. There is a writing: KKN UIN Sunan Kalijaga batch...., Group....
- d. Stamps are only used for activities related to KKN activities.

- e. If the KKN has ended, the stamp is no longer valid.
2. Instrument
    - Attachments

**AFTERWORD:**

1. This guideline is effective from the date of issue.
2. LPPM's further policy may amend this guideline.



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