

EXPLORING THE EFFICACY OF STUDENT COMMUNITY SERVICE PROGRAMS (KKN) IN HIGHER EDUCATION INSTITUTIONS: A CASE STUDY IN INDONESIA

Authors:

Miranda Hesti¹
Doctoral School of Human of Human Sciences,
University of Debrecen (Hungary)

Valeria Markos (PhD)²
University of Debrecen (Hungary)

Lectors:

Ferenc Mező (PhD)
Eszterházy Károly Catholic University (Hungary)

Katalin Mező (PhD)
University of Debrecen (Hungary)

...and two other anonymous lectors

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Abstract

Every university student in higher education is required to take part in *Kuliah Kerja Nyata*, what is a study service program, according to the curriculum in higher education in Indonesia. *Kuliah Kerja Nyata (KKN)* was appeared in a decree from the Department of Higher Education for the first time in 1973 (Kisnawat, 2009). In this study we present the origin of *Kuliah Kerja Nyata* and its policies implemented in the university, a description of *Kuliah Kerja Nyata* appeared on the universities's websites, such as the University of Gajah Mada and Bandung Institute of Technology's website, and the benefits of its implementation for the stakeholders. This publication aims to review community service programs and promote community service in higher education. We present a synthetic literature review related to student community service. This publication offer how the *Kuliah Kerja Nyata* program has been effectively implemented in indonesian universities for students and lecturers.

Keywords: community service, higher education, Indonesia

Discipline: pedagogy

Absztrakt

AZ INDONÉZIAI FELSŐOKTATÁSI INTÉZMÉNYEKBEN MŰKÖDŐ HALLGATÓI KÖZÖSÉGI SZOLGÁLATI PROGRAMOK HATÉKONYSÁGÁNAK VIZSGÁLATA

Indonéziában minden felsőoktatásban részt vevő egyetemi hallgató számára a felsőoktatási tanterv szerint kötelező részt venni a Kuliah Kerja Nyata-ban, ami egy tanulmányi szolgáltatási program. A Kuliah

¹ Miranda Hesti, Doctoral School of Human of Human Sciences, University of Debrecen (Hungary). E-mail address: hestimiranda8@gmail.com . ORCID ID: <https://orcid.org/0000-0002-9367-982X>

² Valeria Markos (PhD), University of Debrecen (Hungary). E-mail address: markosvaleria.90@gmail.com, ORCID ID: <https://orcid.org/0000-0002-7560-5376>

Kerja Nyata (KKN) először 1973-ban jelent meg a Felsőoktatási Minisztérium rendeletében (Kisnawat, 2009). A tanulmányban bemutatjuk a Kuliah Kerja Nyata eredetét és az egyetemen végrehajtott irányelveit, a Kuliah Kerja Nyata leírását, amelyet az egyetemek honlapjain, például a Gajah Mada Egyetem és a Bandungi Technológiai Intézet honlapján implementáltak, valamint a megvalósítás előnyeit az érintettek számára. A tanulmány célja a közösségi szolgálati programok áttekintése és a közösségi szolgálat népszerűsítése a felsőoktatásban. A tanulmányban összefoglaló szakirodalmi áttekintést végeztünk a hallgatói közösségi szolgálattal kapcsolatban. Ez az előadás arra mutat rá, hogyan valósították meg a hatékonyan a Kuliah Kerja Nyata programot az indonéz egyetemeken a hallgatók és az oktatók számára.

Kulcsszavak: közösségi szolgálat, felsőoktatás, Indonézia

Diszciplína: neveléstudomány

Introduction

Kuliah kerja nyata or abbreviate as KKN is study service program. It is a community service that obligate for every student in higher education in Indo-nesia. this program is addressed to all students from all faculty. Kuliah Kerja Nyata/ KKN required studnets to join community service. Generally, community service sent to rural areas and in a group from various study programs. KKN issues attracted to many researchers to investigate about KKN. However, in this study we offered qualitative research with description of KKN in indonesia with review on pioner university that conduct KKN in indonesia as Afzal and Hussain (2020) stated, due to varying perspectives among theorists and researchers in the subject, there are multiple interpretations of the true nature of community service learning. The review that we wanted to presented in this study.

Hence, the research question is how is the efficacy of community service of KKN program in higher education in Indonesia?. The aim of this paper to review community service programs and promote community service in higher education. so that the paper presents the the origin of *Kuliah Kerja Nyata* and its policies implemented in the university, a description of *Kuliah Kerja Nyata* appeared on the universities's websites, such as the University of Gajah Mada and Bandung Institute of Technology's website, and the benefits of its

implementation for the stakeholders. To obtain the data of the review of community service KKN, we focus on the synthesic literature review that we examine the prior research related to education of policy of community service, *Kuliah Kerja Nyata*, description of KKN from pioneer university who conducted KKN in Indonesia and benefits of KKN for stake holders.

History of *Kuliah Kerja Nyata/ KKN*

The first community service started in University of Gajah Mada Indonesia. According to the website Universitas gajah mada, (n.d.), in 1951-1962, for the first time, they send volunteer students for teaching and built secondary school outside of Java. Then, in 1961-1964, there is endemic, so that student from medicine faculty joined to solve this problem, the area that they went was chickenpox and dysentery in central java, any kind of disease in part of south Sumatra and vaccine in Jogjakarta. Moreover, in during that years also there is volunteer students from agriculture and engineering who went to village to help them for green revolusion and water sources to help villagers during dry season. In 1971, The Director of Higher Education, Ministry of Education and Culture, Prof. Koesnadi Hardjosoemantri-UGM, he proposed the Student Community Service Program as an optional intra-curricular activity. Universities designated as pioneers of the program include: Andalas

University (western region), UGM (central region) and Hasanuddin University (eastern region). So that in 1972: KKN expanded to 13 universities: Syah Kuala University, North Sumatra University, Andalas University, Sriwijaya University, Padjajaran University, UGM, Diponegoro University, Brawijaya University, Udayana University, Lampung University, Hasanuddin University, Sam Ratulangi University and Pattimura University.

Education policy in higher education

Regarding the policy of community service in higher education in Indonesia is written in the legal basis in government regulation, as (Kkn Unsur, n.d.), mentioned some of regulations as legal basis such as Law Number 20 of 2003 Concerning the National Education System (State Gazette of the Republic of Indonesia of 2003 Number 78, Supplement to State Gazette of the Republic of Indonesia Number 4301), Law Number 40 of 2009 Concerning Youth (State Gazette of the Republic of Indonesia Number 148 of 2009, Supplement to State Gazette of the Republic of Indonesia Number 5067), Law of the Republic of Indonesia Number 12 of 2012 dated August 10, 2012 concerning Higher Education, Government Regulation of the Republic of Indonesia Number 66 of 2010 concerning Amendments to Government Regulation Number 17 of 2012 concerning Management and Implementation of Education, Government Regulation of the Republic of Indonesia Number 41 of 2011 concerning the Development of Entrepreneurship and Youth Pioneering, as well as the Provision of Youth Infrastructure and Facilities and Government Regulation No. 4 of 2014 on the Implementation of Higher Education and Management of Higher Education. The cornerstones of the National Community Service Program (KKN) policy are as follows (Pratiwi et al., 2023):

1. Law Number 20 Year 2003 on the National Education System (State Gazette of the

Republic of Indonesia 2003 Number 78, Supplement to the State Gazette of the Republic of Indonesia 2003). State Gazette of the Republic of Indonesia Year 2003 Number 78, Supplement to State Gazette of the Republic of Indonesia Number 4301);

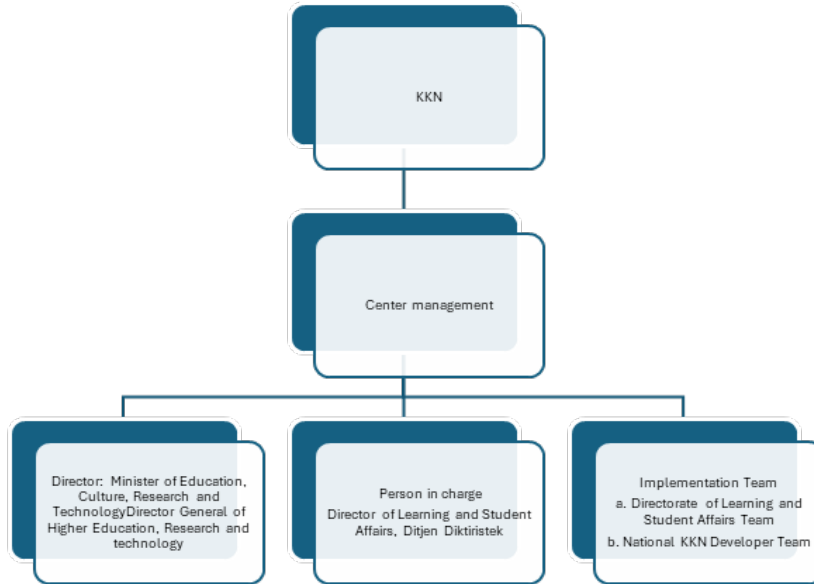
2. Law Number 12 of 2012 concerning Higher Education. (State Gazette Year 2012 Number 158, Supplement to State Gazette Number 5336);
3. Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education;
4. Presidential Regulation Number 62 of 2021 concerning the Ministry of Education, Culture, Research, and Technology (State Gazette of 2021 Number 156);
5. Presidential Decree No. 72/P of 2021 on the Establishment and Change of Ministries and Appointment of Several Ministers of State in the Onward Indonesia Cabinet Period 2019-2024;
6. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 26 of 2007 on Cooperation of Indonesian Higher Education Institutions with Other Universities or Institutions Abroad;

Other Institutions Abroad:

7. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 on National Higher Education Standards; and
8. Decree of the Minister of Education and Culture of the Republic of Indonesia Number 74/P/2021 regarding the Recognition of Semester Credit Units for Learning in the Independent Campus Program.

Furthermore, Pratiwi et al., (2023) also explain the actors that played pivotal roles in the KKN illustrated in Figure 1.

Figure 1. Center management of KKN in Indonesia.. Source: Pratini et al., 2023



In Figure 1, KKn is managed buy center management which consisted of three, directors, ministry of education, director of learning and students affairs and implementation team. They were actors who responsible for KKN implementation in the government.

Besides, the government actors, the implementation of KKN also managed by rector, organizing community and field assistance lecturer. They were responsible for the implementation of KKN in higher education.

Figure 2. Higher education implementing KKN. Source: Pratini et al., 2023

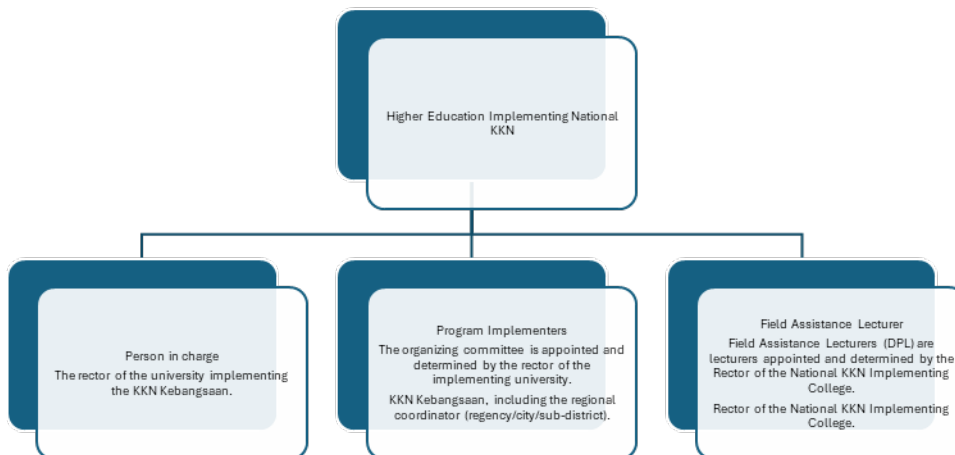
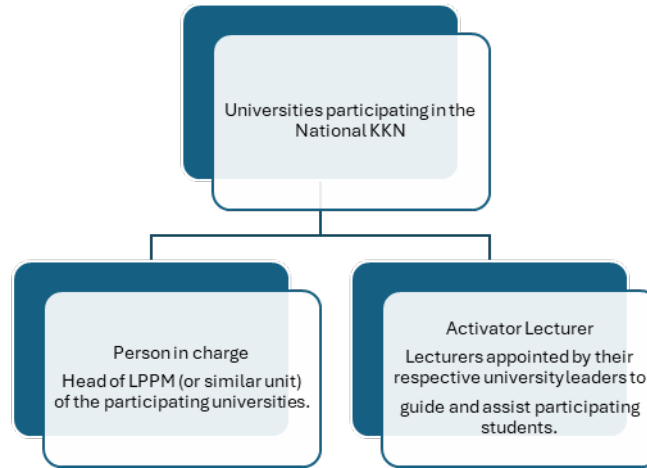


Figure 3. University participating in National KKN. Source: Pratiwi et al., 2023



Within the university itself, the actor who responsible were head of KKN organization and activator lecturer who would directly assist students in the community.

Kuliah Kerja Nyata/KKN (student study service)

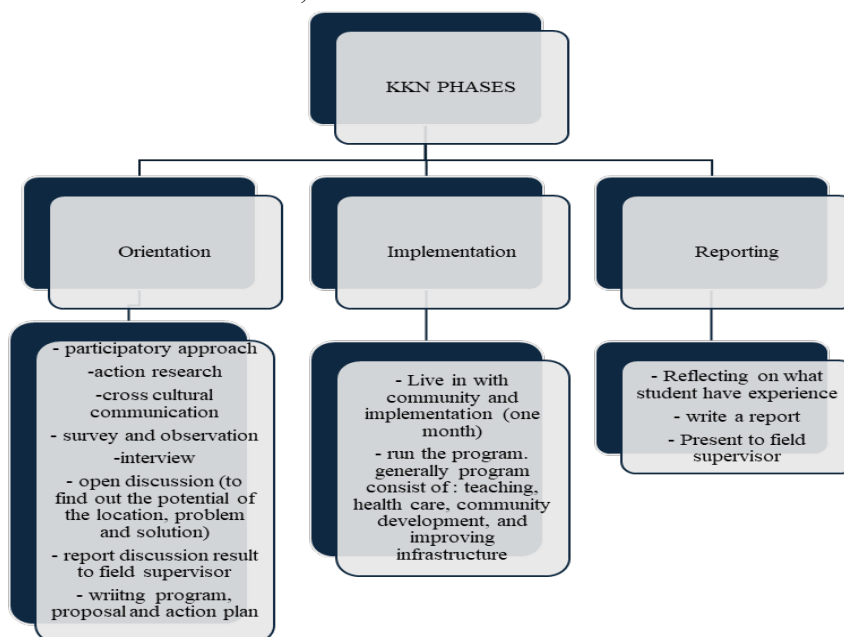
Krisnawati, (2009) KKN as an impact from what university and community needs, and natural disasters. Student joined KKN once a year and it contained many students in one group. According to her, there were three phases of KKN namely, orientation, implementation and reporting. From her explanation, the phases can be illustrated in Figure 4.

From Figure 4, we acknowledge the process of KKN that conducted via three phases. First student have to start with orientation tht included survey and observatona and discussion with people from that community to obtain information regard on their community potential, and problem so that the result that they can report to field supervisor

and start plan their KKN program. Aftert that they will stay with community around one month to impkement their program, and then they will report of their implementation to the field supervisor in the end of their program.

Pratiwi et al., (2023) the objectives of the National Service Program were to increase awareness of state defense within the framework of the Republic of Indonesia. Building a network of students from all over the country with the spirit (Bhinneka Tunggal Ika); and encouraging and spurring national development activities by fostering the motivation of local the community in the regions to actively participate in development through community empowerment activities; and community empowerment; and Developing character, character, and soft skills through the cultivation of the spirit and values of leadership, togetherness, independence, and leadership leadership, togetherness, independence, communication, work ethic, and responsibility, as well as the ability to solve problems.

Figure 4. KKN Phases. Source: Krisnavati, 2009.



KKN Evaluation

Besides, KKN evaluation also according to the each university. Susiatmojo (2016), evaluation toward KKN were In Gadjah Mada university based on the assessors consist of debriefing lecturers, DPL/Korkab, can be added to the assessment of community leaders at the location of the implementation of KKN-PPM activities and LPPM. Components assessed include general debriefing material test, activity plan report, student performance, implementation report, and response.

Table 1. Scoring KKN for students at Gadjah Mada University. Source: Susiatmojo (2016).

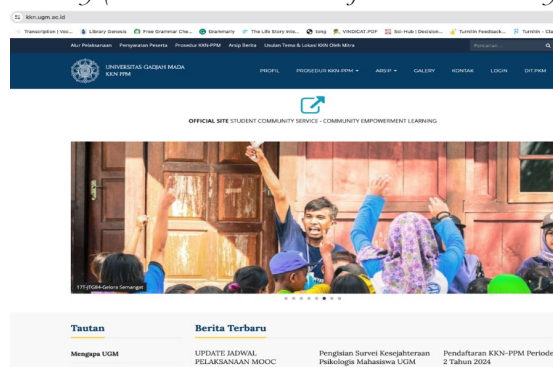
| Evaluation | % |
|----------------------------------|-----|
| General debriefing material test | 10% |
| Activity Plan Report | 5% |
| Student Performance | 70% |
| Activity Implementation Report | 5% |
| Response | 10% |

Pioneer University of KKN

Gadjah Mada University

Gadjah Mada University (UGM) is located in special region of Jogjakarta, Indonesia. this university is one of the oldest university in Indonesia. Gadjah Mada University has their own website for Kuliah Kerja Nyata. The Url was <https://kkn.ugm.ac.id/> . the first page of the website illustrated in picture 1.

Picture 1. the website of KKN of Gadjah Mada University (source: KKN PPM Gadjah Mada University)



From their website also inform that the history of Gadjah Mada University as pioner of KKN. It started in 1951 to 1962 that sent volunteer students outside of java, there were aournd 1218 students and 109 senior high school out of Java island (Universitas gajah mada, n.d.). through their website KKN PPM (2016), they also showed the regions that they sent their student from 2017 to 2020.

Figure 5. Distribution regions of KKN program in Indonesia (source: KKN PPM Gajdah Mada University)

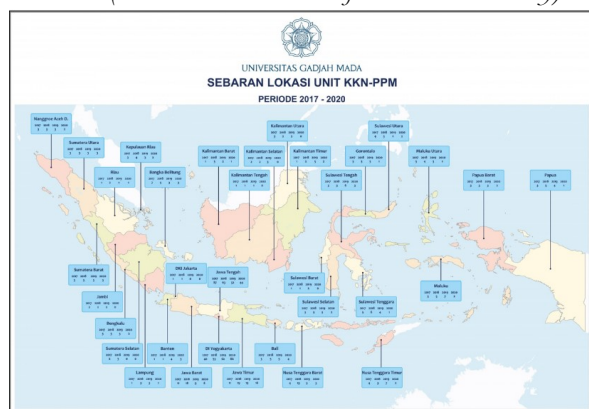


Figure 5 illustrate the distribution of KKN program around Indonesia. The total of the location of KKN were around 34 province in Indonesia. from the figure 5 also showed the number of partnership that work with them. In their webstie also showed that in a year they had four operational : first period (march – April), second (june- august), third (october- November) and fourth period (december- January). Based on their participant, they students come from various faculties. KKN PPM (2016) reported there were nine teen faculties as showed in Table 2.

From table 2 the faculty that participate in KKN increase every year since 2020 to 2022. As the last data from 2022, the total of students who participate in KKN was round 7803 students from Gadjah Mada University that distributed in all of province in indonesia. Interestingly, Gadjah Mada

university had their own aplication called PEMDA (instances) to recommend the target area of KKN. So that instance can register their selves that would be forwarded to director of the directorate of Community service of Gadjah Mada University.

Table 2. The faculties participated in KKN (source: KKN-PPM Gajdah Mada University)

| Faculties | 2020 | 2021 | 2022 | total |
|-------------------------------------|-------------|-------------|-------------|--------------|
| Biology | 177 | 195 | 216 | 608 |
| Economics and Business | 349 | 444 | 475 | 1372 |
| Pharmacy | 158 | 208 | 235 | 617 |
| Philosophy | 106 | 144 | 155 | 447 |
| Geography | 185 | 266 | 238 | 736 |
| Law | 310 | 362 | 392 | 1157 |
| Cultural Studies | 370 | 453 | 506 | 1364 |
| Social and Political Sciences | 486 | 532 | 544 | 1604 |
| Medicine, Public Health and Nursing | 372 | 417 | 392 | 1305 |
| Dentistry | 158 | 177 | 188 | 526 |
| Veterinary Medicine | 158 | 242 | 196 | 597 |
| Forestry | 220 | 231 | 257 | 803 |
| Mathematics and Natural science | 456 | 616 | 571 | 1707 |
| Agriculture | 371 | 466 | 508 | 1367 |
| Animal Husbandry | 187 | 249 | 284 | 761 |
| Psychology | 203 | 260 | 257 | 729 |
| Engineering | 937 | 1347 | 1227 | 3592 |
| Agricultural Technology | 260 | 273 | 296 | 840 |
| Vocational School | 471 | 514 | 866 | 1886 |
| Total | 5934 | 7396 | 7803 | 22018 |

Furthermore, the students who participate in KKN, in the end of the program, they must submit report. According to the report of KKN Susiatmojo (n.d.), it consisted of individual and unit report. For individual report, students must submit, individual activity plan report (oindividual LRK) is compiled by each individual student through the simaster, compiled maximum H+7 of deployment, Student logbook (I-1) is compiled in the simaster based on student daily activity records, individual activity implementation report (Individual LPK) is prepared H-7 withdrawal and generated online maximum H+7 withdrawal in the simaster. Moreover, as a unit, a group of students must submit, unit activity plan report (Unit LRK) is a collection of individual LRKs along with a summary and is

generated from the semester, compiled maximum H+7 of deployment, unit activity list (U-1), partner list (S-1), unit activity implementation report (individual LPK) is compiled H-7 withdrawal and uploaded online maximum H+7 withdrawal generated from the semester, program assistance report (Substance + Finance), transportation assistance report (proof of ticket + boardingpass, bus rental, etc.), photo and video documentation on CD/DVD, and profile book / work book / story / success story.

In 2023, KKN of Gadjah Mada University gain appreciation through online new papers (jokow, 2024), such as

1. Joint Efforts of Gebang Community and KKN PPM UGM in Developing Gebang Park Tourism Village
2. Head of Jatirejo Hamlet and KKN-PPM UGM Students Inaugurate Solar Lights
3. Testimonials of KKN UGM period 4 Punung Pacitan unit by the community
4. Regent Surunuddin Appreciates UGM KKN Students in Laonti District
5. Collaborating with Ngawi Regency KPU, KKN PPM UGM Kendal Ngawi encourages Beginner Voters to be Smart Voters
6. Singo Mudho as the Hidden Pearl of Majasem Village
7. KKN PPM UGM Ngawi students create pencil case from food wrappers
8. Towards Kalikotes Klaten Desapolitan, KKN-PPM UGM Builds Kotes Fish Monument
9. Kalikotes Village Builds Kotes Fish Monument, What's the Purpose?
10. KKN-PPM UGM Students Develop Kalikotes Klaten as Desapolitan

Based on the appreciation that KKN obtain from the society, it proof that KKN that university

conducted that make students participate to community life that achieving extraordinary result. For example, KKN-PPM UGM kelana Kendal (2024) reported in online newspaper in goodnews-from indonesia, students of Universitas Gadjah Mada's (UGM) Kelana Kendal Community Service Program (KKN-PPM) together with Jatirejo Hamlet Head, Eri Susanto, inaugurated public street lighting that uses solar-powered environmentally friendly lights.

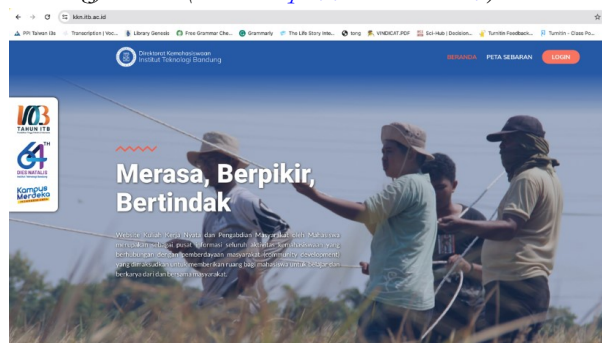
The program was part of the UGM SCS-CEL program in Jatirejo Village that aims to make a positive contribution to the sustainable development of the village. In the inauguration which was attended by community members, youth leaders, and representatives from the local government, the Head of Jatirejo Hamlet expressed his high appreciation for this collaborative effort. Furthermore, an news from Jogy Keren (2024) wrote KKN PPM UGM students from the UGM Vocational School's Mechanical Engineering Technology Study Program create pencil case from food wrappers. The pencil case was made from unused snack packs.

The goal is to reuse these plastics. In addition, it can also train the ability to make goods of service value and educate the importance of waste management. This activity aims to train students' creativity and awareness.

Bandung Institute of Technology

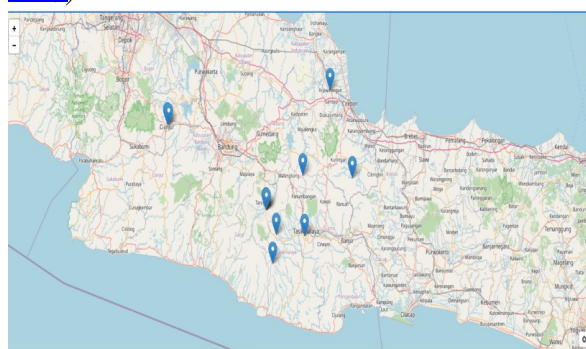
The bandung institute of technology, generally abbreviated as ITB is located in Bandung regions, Indonesia. this university is an elite university. it was the oldest university in west java province. This university also had their website for community service, KKN. The adress was <https://kkn.itb.ac.id/> , the first page of their website as illustrated in Picture 2.

Picture 2. The first page of Bandung institute of technology website (source: <https://kkn.itb.ac.id/>)



According to their website, every year the sent their student more than 400 students and the location was around 50, committee that included around more than 20 and beneficiaries of the community were more than 3000.

Figure 6. The distribution of Bandung institute of technology KKN location target (source: <https://kkn.itb.ac.id/>)



According to the theme line 2020 to 2020, the description of the program in KKN illustrated in Table 3.

Table 3. Description of KKN in 2020-2022 (source: <https://kkn.itb.ac.id/map>).

| Year | Description | Total participant |
|------|---|-------------------|
| 2020 | <p>This time, the ITB Thematic Community Service Program (KKN) 2020 in the situation of the Covid-19 pandemic that hit globally, changed the concept of KKN ITB.</p> <p>KKN activities in 2020 are carried out in the area of each participant with a different concept from the previous year.</p> <p>The KKN locations are as follows: Bandung City, West Java; Bandung Regency, West Java; Cirebon Regency, West Java; Banyumas Regency, Central Java; Palembang City, South Sumatra, Tangerang City, Banten; Bekasi City, West Java; Blitar Regency, East Java; Garut Regency, West Java; Sumedang Regency, West Java; Dairi Regency, North Sumatra</p> | 154 |
| 2021 | <p>Community Service Program (KKN) ITB 2021 Ciroyom Village, Bojong Gambir District, Tasikmalaya Regency.</p> <p>Because it is still in the pandemic period, KKN ITB activities in 2021 are carried out in a hybrid (online - offline) manner in 2 stages.</p> <p>Programs/themes implemented in KKN activities: Infrastructure, Water, Energy, Education</p> | 209 |
| 2022 | <p>The 2022 ITB Community Service Program was held in Kebonturi Village and Geyongan Village, Arjawinangun District, Cirebon Regency.</p> <p>Programs/themes implemented in KKN activities: Waste Management, Water Sanitation, Clean Water, Village Tourism, Business and Community Development, Village Institutional Development.</p> | 185 |

As Table 3 showed, the description of KKN at Bandung instituted of Technology during year 2020 to 2022, KKN program run in the target location is different, particularly when pandemic came, KKN was hard to be done by students. Unfortunately, the website of KKN at Bandung instituted of Technology cannot showed many information related to KKN. The website of KKN is under student affairs Bandung instituted of Technology.

Benefit of KKN for stakeholders

Based on previous literature, there were many strength of KKN for community and student. Research that conducted by Mege et al., (2019) in subdistrict, North Minahasa regency. Students participate KKN in junior high school that focused on socialization, counseling, education and mentoring program. The most obvious result from their KKN is the livestock business in the school. from this program, students understood the theory of the livestock and learn it by practice. There were three benefit that community obtain from this KKN, such as school be as scientific learning media of science subject since that school facilitated school yard for cultivation and it taught students entrepreneurial character of their students, second, this cultivation increased community welfare from providing chicken eggs and children school fees. If they continues to run the program, in the future they will out from poverty. For students, they would have teamwork mindset which help student to communicate, being helpful and work voluntary. Besides, they also learnt about soft skill which was reflection and demonstration(Sumarmi et al., 2022).

Student

Based on Directorate of community service Universitas gajah mada (n.d.), the benefit for students when they participate in KKN were deepening the understanding, appreciation, and experience of students a: how to think and work interdisciplinary

and cross-sectoral, the usefulness of the results of education and research for development in general and rural development in particular in particular and difficulties faced by the community in development as well as the the overall context of development problems of the region. In addition, to mature students' mindset in analyzing and solving problems in society pragmatically solve problems in society pragmatically and scientifically scientific, forming attitudes and a sense of love, social care, and responsibility for the progress of society responsibility for the progress of society. KKN also Provide skills to students to implement development and development programs. Fostering students to become innovators, motivators, and problem solvers. problem solver. Provide experience and skills to students as development cadres (p16).

Another benefit of KKN were increased insight into nationalism, as well as fostering the spirit of nationalism in spirit of national unity; Increasing students' understanding, appreciation, and practice of the four basic consensus of the nation; the four basic consensus of living as a nation and state; the formation of students' scientific mindset in analyzing and solving pragmatic problems in society; analyze and solve pragmatic problems that exist in society; the development of an attitude of social concern and a sense of responsibility for the the welfare of people's lives in the region; increased student skills in implementing community community empowerment programs, regional development, and national development; the formation of students to become an innovator, motivator, and problem solver; and solver; and the development of a sense of brotherhood between universities through social and community networks, for mutual welfare social and community networks, for mutual prosperity (Pratiwi et al., 2023). Afzal and Hussain (2020) also found out the students stated that the community service learning experience reinforced their values, which occasionally resulted

in an enhanced sense of responsibility. One further transformation that students recognized as a consequence of their involvement in community service was an enhanced student consciousness of the others in their vicinity and a deeper understanding of society. Both genders held similar views regarding acquiring social skills from the training in order to become responsible citizens. The pupils encountered a reality during the service that they had never previously envisioned.

Society (Partners and Government)

Furthermore, the partner of KKN program also gain benefit from the program such as obtaining thought and energy to plan and implement community development, improve the ability to think, behave, and act in solving problems, solving problems, obtaining the necessary updates in regional empowerment regional empowerment and forming community empowerment cadres (Directorate of community service Universitas gajah mada, n.d., p17).

Moreover, awareness and self-reliance of the community in managing the potential of the region and solving local problems and solve problems in the region. The realization of opportunities to form strong and resilient development cadres through community empowerment activities initiated jointly by the community. strong and resilient development cadres through community empowerment activities initiated jointly with students from various universities; and with students from various universities and Increased insight into the nationality of the community through interaction with KKN Kebangsaan students from various regions placed in the KKN location KKN Kebangsaan students from various regions who are placed in the KKN location(Pratiwi et al., 2023).

Higher Education

Higher education also cannot be overlook, the positive effect that they would obtain were higher

education is more directed in developing science and knowledge, with feedback as a result of the integration of students with the community. Thus, the curriculum curriculum will be able to be adjusted to the dynamics of society. Higher Education can collaborate with government agencies or other institutions in the development of science and technology, government agencies or other institutions in the development of science and technology. Moreover, higher Education can develop science and technology that is more useful in the management and resolution of various problems useful in managing and solving various problems in society in the community (Directorate of community service Universitas gajah mada, n.d., p17).

Furthermore, another benefit were the formation of integration of dynamics and developments that occur in society, into the curriculum of higher education for the development of science and technology into the university curriculum for the development of science and appropriate and competitive technology, through feedback from the community. The establishment of closer cooperation between universities and government agencies or other social and community institutions in the development of IP or other social community institutions in the development of science and technology. The establishment of synergy between universities in the implementation of the tridharma of universities, in the context of the transformation of science and technology to the community and government; and government; and the utilization of science and technology that is more appropriate and useful in the management and resolution of various problems faced by society solving various problems faced by the community(Pratiwi et al., 2023).

Evaluate quality of KKN

When student do KKN, the evaluation was come from their report. Then, the question is raise, for KKN program itself, who will evaluate? The

answer was quality assurance institution in higher education that in the end of the result related to accreditation. Gadjah Mada University quality assurance institution assess the quality of community service according to (Kantor Jaminan Mutu, 2021):

1. The policy on community service applies to all community service activities.
2. to the community carried out by lecturers, students and education personnel university.
3. Implementation of community service as an application of science, technology and art based on sustainable development and oriented to the needs of society and the excellence of national small and medium industries. community needs and the excellence of national small and medium industries carried out in an integrated manner with education and research activities.
4. Universitas Gadjah Mada provides flexibility to lecturers, students and education staff to carry out community service activities. education personnel to carry out community service activities in accordance with their competence with competence.
5. Universitas Gadjah Mada provides opportunities for lecturers, students and education personnel to responsibly respond to education staff to respond responsibly to the nation's problems both individually and institutionally.
6. Universitas Gadjah Mada provides opportunities to establish institutions and / or community service activities outside the existing scheme in order to respond to emergency conditions respond to emergency conditions.
7. Universitas Gadjah Mada gives awards to individuals and institutions implementing community service in accordance with applicable provisions in implementing community service in accordance with the provisions that apply at Universitas Gadjah Mada.

Conclusion

Community service implemented in Indonesia especially in higher education was Kuliah kerja nyata or abbreviated as KKN. It was designed from government and run by higher education to make student in university participate in this program. KKN is obligatory for student to register within their study in university. Originally KKN is created in Gadjah Mada University in Indonesia and its program continued also by Bandung Institute of Technology. The legal basis of KKN number 20 year 2003. KKN program is started with observation and planning then students reported the result to field lecturer then students create the program. After that students stayed with people in the community around one month. Students run the program depend on the observation result that they obtained before. The program is related to potential, problem and solution for the community. Reporting the implementation in the community as the end of the program. Student had to submit the report to field lecturer then people in the community, and field lecturer would give grade to students work. In addition, as pioneer of KKN, Gadjah Mada University had many program and target location according to their website. In the website also clear the requirement of the students who wanted to register themselves, scoring system of KKN, and interestingly, in the website also opened widely for partnership. If there is an institution who wanted to become their partner to work for KKN, they only needed to register in that website. Comparing to Gadjah Mada University KKN website, Bandung Institute of Technology had not much information regarding KKN. In their website showed the target location for KKN. However, if it compared with Gadjah Mada University, it not much. It also in the area of West Java, meanwhile Gadjah Mada University located in thirty four province in Indonesia.

Obviously, KKN had many benefit for students itself such as students could experience work

directly from community, they also could improve their practical skill, and communication et cetera. For higher education, KKN program made higher education run tri dharma that obligation for university done and developed science and knowledge to integrate with community. The direct impact of KKN was society since that student worked to find potential problem and solution for that community. Furthermore, KKN maintained by university quality insurance institution so that the quality of the program is maintained. This KKN quality also would influence accreditation of the university as well.

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