GUIDANCE BOOK

FIELD WORK PRACTICE

YEAR 2021

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PREFACE

Yogyakarta State University (UNY) is one of the former Teaching Higher Education Institutions (LPTK) responsible for producing insightful global education and non-education personnel. UNY, as a state university, also continually strives to follow the direction of national education policies determined by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (Kemendikbudristek RI). One of them is implementing the Merdeka Merdeka Campus (MBKM) policy and programs that integrate all learning, recovery, research, service activities, and Tri Dharma Higher Education activities. Following up on implementing the MBKM and Tri Dharma Program UNY, it can be integrated through the implementation of Real Work Lectures (KKN). KKN is a form of a lecture in the form of the practice of dedication and learning that is carried out by plunging directly into the community to help provide solutions to problems in the community. Thus the KKN work program implemented must follow the analysis of needs and the dynamics of situations and empower the community at the KKN location in a sustainable manner.

The implementation of KKN is an effective alternative in providing academic services to students of the education and non-educational pathway during the Covid-19 pandemic. In 2021, the management and implementation of KKN in UNY will try to adjust to the situation and condition of Pandemic Covid-19. Students carry out the implementation of KKN both in schools and in the community based on domicile. This change has been adopted by the UNY Real Work and Education Work Services Unit (ULKKNPK) by optimizing the management, implementation, monitoring, and evaluation of KKN online. The implementation of KKN aims to provide knowledge and skills to students to have a spirit of leadership, independence, superior personality with good character and moral-ethical values to solve real problems in the community and help the government accelerate development and improve the welfare of the community. In this case, students act as problem solvers, motivators, facilitators, and dynamics in solving issues and community development/development. Through the renewal of the concept, the presence of students as young intellectuals is expected to be able to develop themselves as agents of change that is intelligent and appropriate to solve the problems faced by the community.

The implementation of KKN is expected to provide academic service solutions for UNY students during the Covid-19 Pandemic period to develop creativity, learning innovation,

social service, and empowerment in the community. In addition, in general, the campaigns for the implementation of KKN are also expected to have a positive impact on developing the potential of the local area and providing social, economic, and cultural benefits for the local community to be more useful in the Covid-19 Pandemic period. Therefore, this KKN guidebook was prepared as a guideline for all parties concerned with the implementation of KKN in 2021 to run smoothly and have an optimal impact on the community. This guideline can be used as signs for students, managers, and partners in the implementation of KKN. To improve this guidebook, we expect criticism and suggestions as input for further reflection and improvement materials.

CHAPTER 1

INTRODUCTION

A. Background

Pandemi Covid 19 that has hit the world since March 2020 until now has changed the order of national and community life, as in his life must comply with Prokes % M (wearing masks, washing hands with soap, kept distance, reducing mobility and reducing the crowd) in carrying out daily activities, This is included in the world of education from the level of early childhood education to higher education, including in the implementation of KKN which was previously carried out face to face with the target group, must change to online, which certainly requires more systematic preparation so that the objectives of the Community Service Program are achieved.

In order to produce superior, creative and innovative graduates, based on devotion, independence and junction, UNY students of Bachelor of S-1 programs, both undergraduate and non-education programs, are required to carry out real work lectures. Where the vision of the implementation of UNY KKN is to teach students and empower the community in the context of UNY service to improve the welfare of the community. Empowerment can be seen as a process of education, learning, guidance, and mentoring to the community to manage their potential, unravel problems, and find new ideas in order to improve the capacity and capability of the community to improve the welfare of life.

The form of community service that must be done by students, is the Real Work Lecture (KKN). KKN is a universal course, which is prepared interdisciplinary and cross -faculty. KKN was developed by considering the diversity of fields of science, study programs, majors, and faculties in UNY. Community service, hereinafter abbreviated as PKM, is an academic community activity that utilizes science and technology to advance the welfare of the community and educate the life of the nation.

In Pandemi Covid-19, the implementation of UNY KKN was established with PK which is carried out simultaneously and integrates with the completion of the Final Project (TAS). This step is one alternative to be effective in providing academic services to students of education and non-education pathways during the Covid-19 Pandemic. In order to carry out

the mandate of the Minister of Education and Culture Regulation No. 3 of 2020 concerning National Education Standards and UNY Rector Regulation No. 5 of 2020 concerning the Merdeka Curriculum Learning-Independent Study Programs and Bachelor Programs Uny, then a KKN pattern is needed in accordance with these needs. The "Merdeka Learning-Merdeka Merdeka" program is a learning program that facilitates students to strengthen competencies by providing opportunities for learning outside the study program at the same tertiary institution and/or learning in the same study program in different tertiary institutions, learning in the program different studies in different universities; and/or learning outside the college.

Merdeka Campus is part of the Merdeka Learning Policy by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia which provides misunderstanding for students to hone their abilities according to their talents and interests by going directly to the world of work as a career preparation for the future. The implementation of UNY KKN is trying to build a foundation for the identity of educators/education personnel/instructors/trainers for undergraduate students both education and non-education.

KKN implementation activities are expected to be able to strengthen academic competencies of education and fields of study accompanied by critical thinking skills and high -level thinking skills, to become superior, creative, innovative, piety, independent students and scholars. Implementation of policies, learning outside the Study Program in the Merdeka Curriculum of Merdeka Learning and Merdeka Learning can include student exchange, internships/work practices, teaching assistance in education units, education practices, research/research, humanitarian projects, entrepreneurial activities, studies/independent projects, building Village, and real work lecture. Based on UNY Rector Regulation No. 5 of 2020 concerning the Merdeka Curriculum of Merdeka Learning, then KKN, PK, PKL, and thesis (BAB) which has been emphasized as part of the Merdeka Learning and Merdeka Campus program, which is a program that facilitates students to Doing learning outside the college. As for each learning burden on KKN, PK, and PKL has a weight of 6 credits, while the bag has a weight of 8 credits. While the dose of time for implementation per SKS per week is 170 (one hundred seventy) minutes. So that if the calculation is done, it can be found that the implementation of 272 hours / 2 months (50 days effective), with an estimated working hour between 5-6 hours of minimum / day.

B. Legal Foundation of KKN Course

The implementation of KKN based on the legal basis is

1. Law Number 20 of 2003 concerning the National Education System.
2. PP No. 60 of 1999 concerning Higher Education, especially regarding community service.
3. Permenristekdikti No. 44 of 2015 concerning National Standards for Higher Education.
4. Permendikbud Number 3 of 2020 concerning National Standards of Higher Education.
5. Uny Rector Regulation Number 5 of 2020 concerning the Merdeka Learning Curriculum- UNY Applied Bachelor and Undergraduate Program Campus.

C. Definition of KKN courses

Real Work Lecture (KKN) is a student learning process through various direct activities in the midst of the community, and students try to be part of the community and actively and creatively involved in the dynamics that occur in the community. The involvement of students is not only an opportunity for students to learn from the community, but also give positive and active influence on community development, so as to provide a new color in the development and empowerment to the community positively.

KKN is a form of lectures carried out based on empowerment to the community. The target community of KKN can be in the form of rural communities, urban communities, school communities, industrial communities/companies, or other community groups in accordance with the KKN programs and targets.

KKN is a field course that develops students' soft skills in terms of community life, organizing, related to other people/organizations, managing resources, managing differences, building empathy and concern for the community, formulating plans, and carrying out activities in groups and independently. All of that aims to empower the community in order to improve the welfare of the community. Empowerment in this case it is seen as a process of education, learning, guidance, and mentoring to the community to manage their potential, unravel problems, and find new ideas in order to increase the capacity and capability of the community in order to improve the welfare of life independently.

KKN is one of the PKM (Community Service) vehicles, then in its implementation, students before determining various programs that will be carried out, first study must be carried out. All activities carried out must be based on the results of real observations in the field and critical analytical studies so that the activities carried out can be accounted for academically and socially. As a PPM program, KKN emphasizes more on community empowerment through participatory and learning approaches, to increase community

awareness and understanding of the potential and challenges of their lives, both individually and in groups.

D. Purpose of KKN Course

During the Covid-19 Pandemic period, in general, KKN aimed at carrying out empowerment to the community to be more empowered and qualified in various aspects of social, cultural, economic, and education (knowledge and skills) in order to face the impact of Pandemi Covid-19 that is currently happening. In particular, KKN has three main objectives relating to the interests of students, the community, and institutions. The objectives in question are as follows;

1. Student Interests

In accordance with competency standards at the higher education level, it is a reference for the implementation of KKN, namely Permendikti Number 44 of 2015 which, among others, states:

"Graduates' competency standards are a minimum criterion of the qualifications of graduate abilities that include attitudes, knowledge, and skills stated in the formulation of graduate learning achievements. The attitude as intended is a true and cultured behavior as a result of internalization and actualization of values and norms that are reflected in spiritual and social life through the learning process, student work experience, research and/or community service related to learning. Forms of learning, for diploma four education programs, undergraduate programs, professional programs, and specialist programs must be added to the form of learning in the form of community service. The form of learning in the form of community service as referred to, is a student activity under the guidance of lecturers in order to utilize science and technology to advance the welfare of the community and educate the life of the nation (PermERISTEKDIKTI, Article 5 (1), 6 (1), 14 (8 and 9 and 9).

The purpose of implementing KKN is to provide certain competencies to students in lecture activities. More concretely, the minimum competencies that need to be given and obtained by students are as follows;

a. Able to get learning experiences, develop communication competencies, and directly relate to the community.
b. Able to develop student competencies in observing, analyzing, and finding the potential and challenges that exist in the community as the basis for making programs that are in accordance with the resources possessed.
c. Developing competencies empowering the community through the selection of

programs carried out in order to improve the quality of life based on the findings of needs in the community.

d. Able to develop competencies in planning, implementing, and evaluating the level of success of the program implemented.
e. Able to develop student competencies in communicating the results of KKN through the preparation of KKN reports carried out comprehensively as a form of scientific performance accountability.

2. The Interests of the Community/Local Government/Partner

The purpose of KKN for the benefit of the community, as follows;

a. Able to empower the community to manage their potential in order to improve the quality of life.
b. Able to spur community development by fostering motivation to optimally use the resources owned so that they are able to carry out development independently and sustainably.
c. Able to find alternative insights, ways of thinking, science, and technology in the context of community development, and solve problems is in the community.

3. Institutional Interests

The purpose of KKN for the benefit of the institution, as follows;

a. Improving the relationship between universities and local governments, related agencies, and the community so that universities can participate more in their educational, research, and service activities and services for the community's actual needs.
b. Obtain input in real terms, phenomena that occur in the community as a material for consideration or basis in developing institutions in the future, and evaluate the success and compatibility of the program that the institution has carried out.

E. Competency Standards for KKN course

In accordance with the KKNI curriculum, the competency standards of the KKN course are divided into several aspects which include:

1. **Attitude Aspects**

Attitudes are true and cultured behavior as a result of internalization and actualization of values and norms that are reflected in spiritual and social life through the learning process, student work experience, research, and/or community service related to learning. Aspects of attitude include;

a. Running worship in accordance with his religion, through religious fostering in accordance with his religion.
b. Respect worship and other religious beliefs.
c. Behave, behave, and dress politely according to the norms and culture that apply in the local community.
d. Involved in the commemoration of national and local holidays
e. Prioritize the interests of the community compared to personal or group interests.
f. Able to compile programs based on community needs, not solely the interests of students.
g. Able to compile group work programs and implement them responsibly.
h. Able to identify social problems in the community and try to solve them, both independently and in collaboration with other parties.
i. Able to compile solving social problems objectively based on the root of the problem.
j. Can work with other people/groups of different cultures, religions, and views.
k. Involved in social activities in the community.
l. Obey the rules of the local community both formal and non-formal/customary rules
m. Able to convey information honestly related to technology and or other intellectual property rights when using it in solving problems in the community.
n. Apply Honest and Fait.

2. **Aspects of Knowledge**

Knowledge is the mastery of concepts, theories, methods, and/or philosophy of certain fields of science that are systematically obtained through reasoning in the learning process, student work experience, research and/or community service related to learning. Student work experience is experience in activities in certain fields in a certain period of time in the form of job training, practical work, field work practices or other forms of similar activities. Aspects of knowledge include;

a. Mastering the basic philosophy of KKN correctly

b. Mastering the concept of community empowerment as a basis for implementing KKN
c. Able to conduct objective and rational analysis of the needs of the community
d. Able to formulate KKN work programs based on community needs analysis
e. Able to produce the technology/solutions needed to solve problems in the community.

3. Skill Aspects

Skills are the ability to perform performance using concepts, theories, methods, materials, and/or instruments, obtained through learning, student work experience, research and/or/or community service related to learning. Aspects of skills, including.

a. Able to plan and carry out KKN work programs in accordance with their fields of expertise and community needs.
b. Able to plan individual KKN programs by their study programs and/or expertise.
c. Able to establish cooperation with the local government where KKN, institutions, and or company are in the implementation of the KKN program
d. Able to foster participation in citizens, government, and other institutions related to the KKN program.
e. Able to report KKN activities verbally and written in a diary (lookbook)
f. Able to compile KKN reports on time and according to the rules
g. Able to convey the results and KKN programs through the appropriate media or other appropriate media.
h. Able to document all KKN activities or KKN program outputs both in the form of visual and data documentation (Documentation of activities in the form of implementation matrices, daily notes, photos and videos, as well as through social media such as WA, Twitter, Facebook or YouTube)
i. Able to show authentic evidence of its performance.
j. Able to apply appropriate technology in solving problems in society.
k. Able to utilize local potential as a solution to the problems that exist in the community.
l. Able to act as a companion to formal and informal leaders in the community.
m. Able to manage the potential of human resources in community empowerment.

F. Principles of Implementation of the KKN Program

The implementation of KKN must meet the four principles,

1. **Feasible (can be implemented)**

The feasible program means that the program designed and carried out in KKN must be adjusted to the ability of students and or target communities. Feasible is also interpreted as a program that can be done with students as intermediaries. Programs that are truly not feasible will burden students or the community.

2. **Acceptable (acceptable)**

Various activities developed in the KKN program are expected to be following the target community's needs. The target community is also expected to be able to accept every action carried out by KKN students with pleasure. Public acceptance is not only because of its needs, but also consideration of social accept (social acceptability) and norms that apply in the community concerned. Students must prepare a program based on the community's needs, and the determination of the program to be implemented must be communicated or approved by the community. The community may ask for the implementation of certain programs needed as long as students have the ability to implement them3. Participative (participatory)

3. **Participative (Interconnected)**

KKN activities in principle are not mere student activities, but are synergistic activities that combine the potential of local resources with students. KKN activities must be carried out with reciprocal principles and or approaches. That is, the community at the KKN location must actively participate in carrying out activities in their social environment and universities actively assist the community in carrying out their activities.

4. **Sustainable (continuous)**

The KKN program implemented by students must meet the principle of sustainable. That is, a program is not a program that is terminal or ad hock that runs when there are KKN students, but it is expected that the developmental program that will continue even though the student activity period implementing KKN has been completed. The program that is compiled must also adjust to the existing or future programs. Long -term programs can be developed by means of the program carried out by several KKN students in the same region. Sustainability can also be done by forming a local cadre who can later replace the role of KKN students, when KKN has been completed.

G. Benefits of KKN Course

In order to empower the community to be more empowered and qualified their lives in various social, cultural, economic, and educational (knowledge and skills) aspects in order to face the impact of Pandemi Covid-19, the benefits that will be obtained in implementing KKN, as follows;

1. For students

a. Students deepen their way of thinking and work interdisciplinary to live the relationship between knowledge to overcome problems in the community and understand the need for cooperation between sectors.
b. Students deepen their understanding and appreciation of the benefits of science, technology, and art that it teaches to humans or society.
c. Students deepen their appreciation and understanding of the difficulties faced by the community and various alternative solutions in carrying out development.
d. Students deepen their understanding and appreciation of the ins and outs of the overall development and community development problems.
e. Students will mature their way of thinking and increasing student reasoning in conducting a scientific formation, formulation, and problem solving.
f. Provide skills to students to carry out community development and development based on science, technology, and art in interdisciplinary and cross -sectoral arts.
g. Provide recognition and train students as motivators, dynamics, and problem solver.

2. For The Community And/or Local Government/Partners/Dudi

a. Obtain awareness and empowerment of potential possessed to improve the quality of life.
b. Obtaining experience in exploring and fostering the potential of community self -help so that it is able to actively participate in development.
c. Obtaining assistance and energy, science, technology, and art in planning and carrying out development.
d. The formation of development cadres so that the sustainability of development is more guaranteed.
e. Getting benefit from student assistance and mind in implementing development programs and projects that are in the KKN location.

f. Motivated by the community to improve higher levels of education as experienced by KKN students

3. For Higher Education

The benefits of KKN for universities, as follows;

a. Obtain feedback as an integration of students with the development process in the midst of the community. The curriculum, lecture material, and the development of knowledge developed in tertiary institutions can be more adapted to the community's actual needs.
b. Obtain various learning resources and find various problems for research development.
c. Obtain input to examine the real situation and diagnose the community's needs so that knowledge, technology, and art will be devoted according to the community's actual needs.
d. d. Improve, expand, and strengthen cooperation with other agencies and departments through the pioneering cooperation of students who carry out KKN.

CHAPTER II

MECHANISM FOR IMPLEMENTATION OF KKN COURSES

A. Management

The Service Unit in UNY carries out Real Work Lectures and Educational Practices (ULKKNPK). It is a special work unit in the field of assessment, development, and service of Real Work Lectures (KKN), Educational Practices (PK), and Field Work Practices / Industrial Practices (PKL/PI) are under and responsible to the Chancellor. ULKKNPK has the task of carrying out assessment, development, and services, which include: (1) Real Work Lectures (KKN), (2) Educational Practices (PK), (3) Field Work Practices / Industrial Practices (PKL/PI).ULKKNPK based on the Chancellor's Regulation Number 4 of 2021 concerning the absolute Work Lecture Service and Educational Practice Unit (ULKKNPK), can be seen in the following figure:

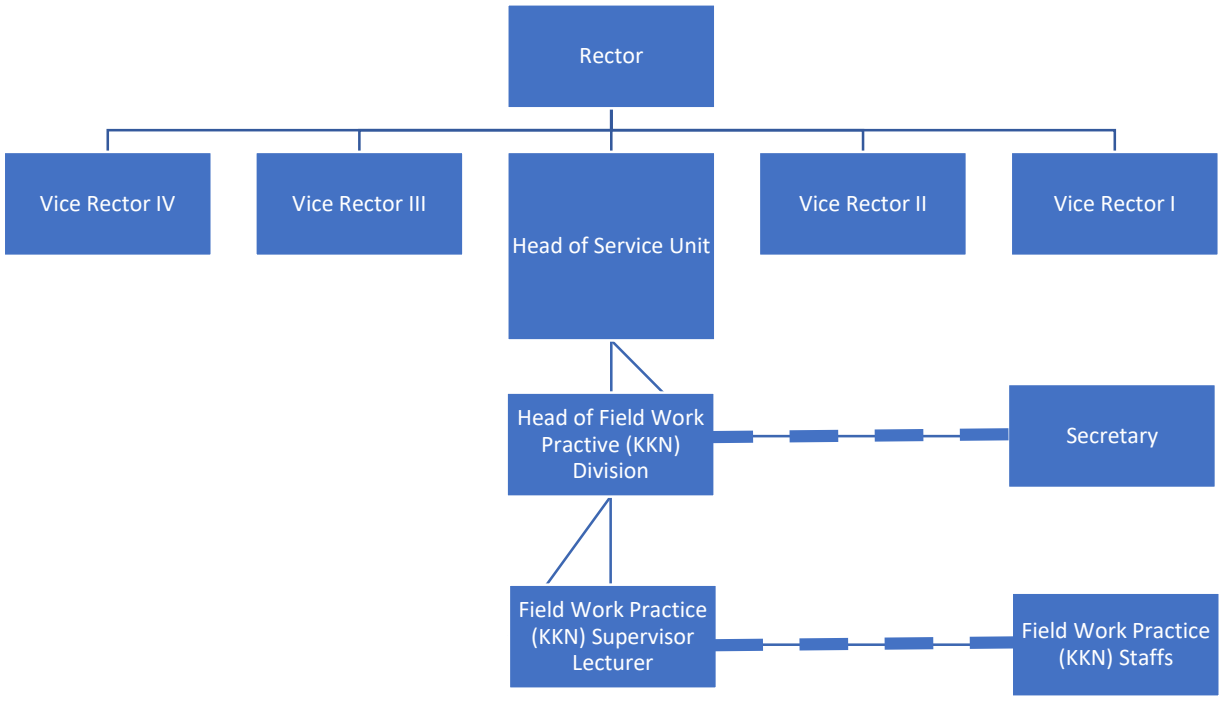


Figure 1. UNY KKN Management Organizational Structure

Information

: Command Line

: Coordination Line

The passing task of the UNY KKN Management Suborganization based on the Rector Regulation Number 4 of 2021 can be explained as follows:

1. Rector
    a. The person in charge of KKN activities at UNY;
    b. Issue the Rector's Decree and appoint the Head of the KKNPK Service Unit, the Secretary of the KKNPK Service Unit, and the KKN Division's Head.
2. Vice-Rectors I, II, III, and IV
    a. Responsible for planning and implementing the monitoring and evaluation of the ;
    b. Provide direction and coordination with the Head of the KKNPK Service Unit regarding
    c. the planning, implementation, monitoring, and evaluation of the achievements of the KKN program results;
    d. Provide ease of accessibility in the implementation of KKN following the authority
    e. in the respective field of work - each Deputy Chancellor.
3. Head of KKNPK Service Unit
    a. Coordinate and manage the implementation of KKN activities;
    b. Directing the implementation of KKN activities in an academically structured manner;
    c. Recruiting, selecting, and fostering DPL in field assignments;
    d. Carry out cooperation with other institutions;
    e. Carry out evaluation and development of the implementation of KKN activities so that they are by
    f. the development of demands and problems in the community and cooperation partners;
    g. Responsible to the Chancellor regarding the implementation of KKN activities.
4. Secretary of the KKNPK Service Unit
    a. Assist the Head of the KKNPK Service Unit in carrying out duties, functions, and

b. services;
c. Representing the Head of the KKNPK Service Unit in every ULKKNPK activity if The Head of the KKNPK Service Unit is unable to and or on the orders of the Head of the KKNPK Service Unit.

5. Head of KKN Division
   a. Act as the daily implementing manager of KKN;
   b. Responsible to the Head of the KKNPK Service Unit regarding the implementation
   c. of KKN activities;
   d. Develop programs, direct the implementation, evaluate, and arrange to follow the results of the implementation of KKN activities;
   e. Prepare manuals and other rules in the daily implementation of KKN;
   f. Cooperating and coordinating with the Regional Government, the Education Office, and other relevant agencies;
   g. Coordinate all KKN activities and monitor KKN locations, especially the implementation of rules according to the guidebook.
   h. Resolving cases and problems that have not been and or cannot be determined by DPL;
   i. Make a final report.
6. Field Work Practice (KKN)

The KKN team is tasked with assisting the implementation of the daily duties of the KKN Division Head in terms of:

   a. Compiling programs, directing implementation, evaluating, and compiling follow
   b. on the results of the implementation of KKN activities;
   c. Prepare manuals and other rules related to the implementation of KKN;
   d. Doing the same perception to DPL KKN associated with the implementation of KKN;
   e. Coordinate with DPL associated with the process of preparation, briefing, implementation, monitoring, and evaluation of KKN;
   f. Cooperating and coordinating with the Regional Government, Regional Apparatus Organizations, and other relevant agencies.

7. Field Supervisor for KKN

Field Supervisors (DPL) are the spearhead of student companions in carrying out KKN activities. The main task of DPL is as a supervisor for students at the KKN location, with the

details of the functions as follows:

a. Following is the common perception about the implementation of KKN and the KKN management system;
b. Conducting guidance and assistance in debriefing (KKN tutorials);
c. Testing the provision of KKN on prospective KKN students under their direction;
d. preliminary observations of locations where KKN will be occupied (adjusted to conditions due to the Covid-19 pandemic);
e. Assisting in the preparation of the KKN work program matrix;
f. Coordinate with local officials, community leaders, hosts, and the person in charge of the location;
g. Deploy and submit KKN students under their guidance to KKN locations online or by adjusting to the conditions of the Covid-19 pandemic;
h. To provide guidance and assistance in the implementation of the KKN work program;
i. Monitoring the presence of students at the location, monitoring and evaluating the implementation of the KKN work program;
j. Assist in communicating and solving problems faced by
k. KKN students under their guidance if problems occur at the KKN location;
l. Assist in the preparation of KKN reports and/or KKN bills for their KKN students
m. Correcting and ratifying administrative devices and KKN reports prepared by students;
n. Carry out KKN exams for their KKN students one week before the withdrawal of KKN;
o. To withdraw KKN students under their guidance;
p. Correcting the results of the KKN exam and billing as the basis for the KKN assessment and providing a KKN assessment;
q. Submit KKN scores.

B. Requirements for KKN

1. Requirements for KKN Participants The requirements as a prospective participant for KKN UNY are as follows:
   a. Academic Requirements:
      1. Registered as an active student;

2. Undergraduate students (S1) enrolled in the KKN semester are held without losing their rights as UNY students;
3. Have taken at least 100 credits;
4. Include the KKN courses in the study plan card (KRS);
5. Not pregnant.

b. Administrative Requirements
1. Register as a KKN participant;
2. Participate in the KKN debriefing according to the specified schedule and are declared to have passed/qualified to take part in the KKN;
3. Signing the 2021 UNY KKN Student Integrity Pact related to:
   1) Not consuming liquor, drugs, and other prohibited addictive substances;
   2) Not violating the norms of decency and different norms, the local community obeys that;
   3) Do not commit acts of violation of laws and regulations that apply in the community;
   4) Willing and able to comply with all applicable local rules at the KKN location.

2. Requirements for KKN Supervising Lecturers

In this case, the KKN Supervisors are also referred to as KKN Field Supervisors (DPL). The requirements to become a KKN DPL is:

a. UNY active lecturer who has a functional position of at least Expert Assistant;
b. Have attended DPL training;
c. Have a high commitment to assisting the implementation of KKN;
d. Signing the Statement of Commitment to the DPL KKN UNY 2021, which contains the willingness and ability to:
   i. Conduct student mentoring sessions during the KKN program form of communication with their mentored students at least 1x a week;
   ii. Communicating with the person in charge of the location (village civil servants or community leaders or community leaders at the KKN location) at least two times during the KKN;
   iii. Actively conduct online mentoring and mentoring with all tutoring students through a digital platform that has been agreed with the tutoring students at least once per fortnight;
   iv. Provide assessment to student guidance according to the specified time.

3. Requirements for KKN Partners
    a. Partner parties are willing to accept the existence of KKN students and work programs that will be implemented and outlined in a legal cooperation document in the form of a Memorandum of Agreement (MoA) and/or a Cooperation Agreement.
    b. Partners are willing to provide assistance and guidance to KKN students.

C. Stages of KKN Implementation

1. Registration of KKN KKN

Participants must register in the Integrated Information System for KKN UNY through the http://kkn.mkpk.uny.ac.id. The detailed registration schedule is arranged in the academic calendar and informed via http://kkn.mkpk.uny.ac.id. At the time of registration, students can choose the period and pattern of KKN that will be followed according to the student's study plan. Students must fill out biodata online to be printed as proof of KKN registration. If needed, the KKN Division Team can add KKN registration requirements according to the interests and needs of the current KKN implementation.

2. Provision of KKN Students

a. Purpose

The provision of KKN debriefing is an effort to prepare students to carry out KKN effectively and efficiently. With the condition of KKN, KKN students are expected to be able to understand, internalize, and implement changes in attitude, mentality, knowledge, and skills according to their needs while implementing KKN. Provision of KKN is one of the activities at the stage of preparation for KKN before being deployed at the KKN location. The KKN briefing aims to provide knowledge, skills, and attitudes related to KKN activities, mainly to improve students' soft skills, such as communication, teamwork, leadership, and problem-solving.

i. In detail, the purpose of providing KKN to students participating in KKN is to provide theoretical and practical information and knowledge so that students can do the following:
ii. Understand and appreciate the concept and role of KKN;
iii. Understanding the rules for implementing KKN, relating to the rights and obligations of students;

iv. Have information about the situation, condition, potential, and problems of the location that will become the work area;
v. Have a stock of knowledge about the manners of life in the field;
vi. Having the provision of knowledge stimulation and practical skills to be able to carry out programs and tasks in the field properly;
vii. Know to be able to behave and work in interdisciplinary and cross-sectoral groups to complete tasks in the field;
viii. Have the ability to manage and use time efficiently in the field;
ix. Having the knowledge, attitudes, and skills to adapt to the target community;
x. Empowering, serving, educating, training, and assisting the community at KKN locations so that they can contribute to solving problems in the community in a sustainable manner; and
xi. Build networks with cooperation partners to implement KKN and document it in the Memorandum of Agreement (MoA) and Cooperation Agreements to increase community capacity.

b. Debriefing

The material for the KKN debriefing refers to the Chancellor's Regulation Number 4 of the KKN Independent Curriculum Study Guide for Independent Campus UNY KKNPK Service Unit with UNY's collaboration partners. The material guidelines provided in the provision of KKN include the following:

1) General Material

Materials General materials are followed by all students who take part in KKN. It contains matters relating to the concept and nature of KKN, description, and strategy of KKN UNY, objectives and benefits of KKN, principles and patterns of KKN approach, KKN problems, monitoring and guidance, and observation and analysis of community needs, program preparation, and report generation. Evaluation of KKN and practice of community service reports.

2) Special Material

Materials Special materials are followed by students according to the target area or the theme being carried. Students who carry out Community Service Program in the community are given material about the potential of the target community. Specific materials related to the theme of KKN, potential targets, including the

possibility of the community in the fields of education, environment, arts/culture, entrepreneurship, health, tourism, and others, following the potential of the KKN area.

3) The Model for the Implementation

The model for the implementation of the debriefing for the implementation of KKN in 2021 is carried out online through various digital platforms that exist according to the schedule set by the ULKKNPK UNY. There are two types of debriefing: general debriefing and special debriefing. General debriefing is carried out by the university, while special debriefing is carried out in a tutorial manner by DPL. Presenters of general debriefing come from within UNY and outside UNY. Presenters from within are DPL, experts and/or KKN practitioners, and from certain parties relevant to the flagship program of UNY KKN. If needed, presenters from the outside UNY can also be presented, including from the Provincial/Regency/City Regional Governments, village governments, regional apparatus organizations, the private sector, and other institutions/agencies that can participate. The series of debriefing activities include the following:

i. Presentation of materials;
ii. Initial observations in the field;
iii. Preparation of work programs and tutorials; and
iv. deepening of the briefing material.

Prospective KKN participants will be declared to have passed the briefing by the DPL and can be dispatched for KKN if the person concerned has met the following requirements for giving the briefing.

i. Participate in the provision of KKN in an orderly and disciplined manner;
ii. Fulfill the attendance percentage of the KKN briefing by at least 90%;
iii. Conduct initial observations at the KKN location;
iv. Participate in and pass the deepening of KKN briefing materials; and
v. Have completed the administrative requirements.

3. Observation

Observation is one part of the stages in the provision of KKN by providing opportunities for students to make observations and observations directly at the KKN location.

Observations are essential for prospective students who participate in KKN to get an overview of the situation, conditions, and information related to the dynamics of the problem and analyze the community's needs at the KKN location.

In conducting observations, students must coordinate and consult online or offline (if possible) with the person in charge of the location (Lurah/Village Head or local community leaders) and DPL. Observation is done to identify problems and analyze needs for the development of the KKN work program so that it can determine the priority work programs and the allocation of the availability of resources needed, including economically and socially, to support the achievement of the results of the implementation of the KKN work program. The role of DPL in observation activities is to provide consideration and input to the program plan as a result of the observation before it is finally decided to become a work program.

4. Determination of Work

Programs The KKN work program is the design of KKN activities that are structured to achieve the objectives of implementing KKN and solving problems in the community. The KKN work program developed by students is directed at empowerment, service, education, and training activities that can be carried out during the Covid-19 pandemic. The determination of the KKN work program is the result of observations that have been discussed with DPL, community members, and the person in charge of the location (Lurah/Village Head, local community leaders), which is compiled in the form of a KKN Work Program Matrix.

Work programs are divided into 3 (three), namely (1) Main Programs, (2) Supporting Programs, and (3) Additional Programs. In addition to those programs, some activities are sudden without a plan called Incidental Activities. Main Program is a program that is appointed based on the competence of the field of study or particular expertise possessed by students participating in KKN. A supporting Program is a work program carried out to support the achievement of results from the implementation of the main program. The main program and supporting schedules have been planned in the KKN matrix. The additional program is a KKN work program that appears after the planning matrix has been prepared and approved by the DPL and the person in charge of the location (Lurah/Village Head, local community leaders). The Additional Program aims to accommodate the interests and needs of the community in assisting activities that have not been listed in the matrix of the KKN work program that has been approved. Still, it is essential to provide value for the benefit and sustainability of the implementation of the KKN work program. Incidental activities are not planned but are

necessary to be followed or carried out by students in socializing in the community.

When the work program matrix has been compiled, the next stage is the verification, validation, and approval stage by the person in charge of the KKN location (can be Lurah/Village Head, Hamlet Head, RW Head, or RT Chair) and then DPL. The total number of working hours taken by each KKN student is a minimum of 272 working hours or 50 effective days during the implementation of KKN. In its daily implementation, so that the condition of students and the community is well maintained, it is recommended that the number of working hours of activities carried out is around Six hours effective every day. The work program matrix must have been completed six days after the deployment. This means that students have started observing, socializing the program with community leaders and the community, and consulting with DPL so that the KKN program is obtained following the community's needs to be immediately ratified and implemented further.

5. KKN Guidance

a. Guidance System by KKN Supervising Lecturers

The KKN mentoring system is conducted intensively by KKN supervisors online at http://kkn.mkpk.uny.ac.id. Guidance to students participating in KKN is intended to provide direction in implementing work programs, overcoming problems in implementing work programs, and formulating strategies for implementing work programs so that they are timely so that they can optimize the achievement of the results implemented by the existing targets. In addition, mentoring can help students develop their soft skills and self-potential. After attending KKN lectures, students can create a professional attitude and implement their social responsibilities.

The guiding principle is educative and participatory. It means that mentoring must be able to provide a transfer of knowledge, understanding, and active application of moral-ethical attitudes from DPL and students. Guidance is carried out by the KKN DPL starting from the stage of field observation, debriefing, preparation of work program matrices, deployment, implementation, and preparation of reports and KKN outputs/products. While carrying out guidance to students, DPL is accompanied by the person in host occupied DPL acts as a mentor, director, advisor, extension worker, motivator, supervisor, liaison, sample giver, examiner, and appraiser.

b. Guidance Techniques by KKN Supervising Lecturers

Guiding techniques carried out by DPL are carried out online KKNPK Service Unit team

UNYStudents participating in KKN are required to carry out each stage of preparation, implementation, evaluation, reporting, and follow-up in an orderly manner DPL assistance through https://kkn.mkpk.uny.ac.id. In addition, DPL can also design and use various learning media and social media to optimize the achievement of mentoring results.

6. Report Making

The final stage in the implementation of KKN is the preparation of reports by students. The KKN implementation report describes the process for every step that has been carried out by students starting from the preparation stage, implementing work programs, and monitoring implementation evaluations. The KKN report must also explain the description of the work program, objectives, person in charge of work programs, student involvement, community involvement, evidence of documentation, work program outputs, outcomes or impacts of implementing work programs, and sustainability of work programs. The results of the evaluation of the KKN program must be reported to ULKKNPK UNY, DPL, the person in charge of the location (Lurah/Village Head, local community leaders), and funders as a form of accountability for the implementation of the KKN work program by applying the principles of transparency and accountability. In addition, the report can be used as a means of disseminating information and or the results achieved to the broader community. Therefore, it is necessary to make a report that summarizes the various KKN activities carried out and the outcomes of KKN by following a predetermined format. Reports verified and validated by DPL and the person in charge of the location (Lurah/Village Head, local community leaders) must be uploaded to https://kkn.mkpk.uny.ac.id before the exam. The KKN exam is carried out before the withdrawal of KKN students by the DPL.

The KKN report format used by KKN students needs to follow the writing systematics as follows:

a. Report

Identity The report identity contains the following.

i. Title Page

The KKN evaluation report, the KKN district/location UNY logo, and the year the report was prepared on the title page.

ii. Approval/Authorization

This page mentions the document compilers and agency officials who ratify or approve the

reports compiled.

iii. Foreword

In the foreword, various matters related to the content of the KKN evaluation report are stated. In addition, on this page, it is necessary to express gratitude for the implementation of KKN activities, thanks to various parties' apologies to multiple parties, and ends with the hope that there will be numerous benefits from the implementation of KKN.

iv. Table of Contents The

The table of contents lists all chapters and sub-chapters written in the KKN evaluation report from the title page to the appendixes. This is to show the content contained in the KKN evaluation report and make it easier for readers who need it.

v. List of Attachments

All attachments such as recapitulation of activities, a summary of funds used, and others deemed necessary are included in the list of extensions. The branches referred to are listed in a separate sheet. It makes it readers easier to find out what attachments are contained in the KKN report.

vi. Abstract

The abstract is a summary of the contents of the KKN evaluation report. The range of the abstract consists of a preliminary overview, content (program implementation and results achieved), and impacts. Abstract written in three paragraphs on one page and typed in one space.

b. Contents of the KKN Evaluation Report The

Contents of the report are the body of the KKN activity report, which describes all activities and matters related to the implementation of KKN in a location. The systematics and contents of each chapter and subchapter are as follows.

1) CHAPTER I: Introduction

The introductory chapter consists of many sub-chapters whose titles and contents need to be described are as follows:

a) Rationale

The reasons for evaluating the Community Service Program need to be carried out.

b) Objectives

What are the targets to be achieved by evaluating the KKN program

c) Benefits

What are the benefits obtained by evaluating the KKN program?

2) CHAPTER II: Program Implementation and Discussion

a) Program Implementation

This section describes all program implementation in the form of community empowerment activities. Activities planned in the KKN work program planning matrix have been implemented. KKN work programs are additional and incidental terms of time, methods, results, and recapitulation of work results in the form of funds.

b) Discussion of Program Implementation

This section describes the discussion of the implementation results as stated earlier. Discussion included a more detailed explanation of the programs carried out during the activity. The discussion referred to, for example, consists of the suitability of the program being implemented with the community's needs, community response, results, and benefits for the community, supporting and inhibiting factors for program implementation, ways to overcome obstacles, and others that need to be stated. In addition, this section also describes the budget used to support the KKN program. For example, the cost is obtained from anywhere, for anything, and others must be stated. The discussion also describes the programs that have not been successfully achieved following the plan and how high the level of achievement or failure was. Specific programs that have not been completed and require further handling and/or completion are proposed so that students who carry out KKN at that location can later meet them. The discussion also contains logical reasons if there are programs that cannot be carried out or postponed and the emergence of incidental activities outside the plan. Activities Incidental as well as efforts to overcome them.

3) CHAPTER III: Program Evaluation

The evaluation chapter contains (1) an evaluation of the program, (2) strengths and weaknesses of programs that have been implemented, and (3) utilization of evaluation results for future program planning.

4) CHAPTER IV: Closing

In the closing chapter, two things need to be stated: conclusions and suggestions.

a) Conclusion

In this section, the level of success of all program activities carried out during KKN is presented.

b) Suggestions

Suggestions point to certain parties, such as local community members, the hamlet, village head, local government, students participating in the next KKN program, UPLKKNPK, and others.

c) Appendices

All attachments such as program matrices (plans and implementation have been filled in), daily notes, recapitulation of results in the recapitulation of funds, and various other documentation deemed necessary to be included in the list of attachments. The attachments referred to are listed in a separate sheet. It makes it more accessible for readers to find out what attachments are contained in the KKN report.

D. Assessment of KKN Courses

1. Purpose of the KKN

Assessment This KKN assessment is a form of evaluating the results implementation of KKN. This evaluation aims to give the value of academic achievement to students and a description of the success of KKN by students. The final task of the DPL is to carry out evaluations and give marks to students participating in KKN. Therefore, the assessment process must have started after the briefing and ended simultaneously with submitting reports and other KKN bills.

2. Aspects of KKN Assessment

The assessment aspects used to provide the final assessment to students participating in KKN include four components, namely as follows:

a. Work planning obtained from the value of the results of the study and the work program plan of KKN;
b. Implementation of work programs obtained based on indicators of implementation of work programs that have been prepared previously;

c. Interpersonal skills based on indicators of cooperation, craftsmanship, creative discipline, responsibility, and manners during the implementation of the Community Service Program; and
d. The quality of the uploaded KKN reports and KKN bills;
e. The ability to answer each exam question and the quality of the answers given.

3. Guidelines and Criteria for Assessment of KKN

The evaluation format in question is shown in the following table.

Final Score of Field Work Practice (KKN)	Components Assessed	Notation	Quantity
N/A	KKN Work Program Planning	N1	2
	Implementation of the KKN Work Program	N2	4
	Interpersonal Ability	N3	3
	Report on the Completeness of the Bill and The KKN Examination	N4	1

Information:

NA: Final Score in KKN

* : taking into account the assessment of community leaders

The formula for providing the final assessment of Community Service activities is as follows:

$$\frac{NA = 2.N1 + 4.N2 + 3.N3 + 1.N4}{10}$$

4. KKN Graduation Standards

The exam time is on the last 7 (seven) days of the KKN implementation period. For this reason, DPL must have carried out the KKN exam at the specified time. Students participating in KKN who have not been tested for six months since their withdrawal have not yet been tested by their DPL, then the exam will be carried out by the KKN Team. This stage is the end of a series of evaluation activities for KKN courses, so, at that time, the entire series of evaluations should have been completed. Thus, it is expected that the final value can be completed at the time of drawing.

Students are allowed to take the KKN exam if they have met the exam requirementsI.e., students have completed the draft KKN report, uploaded all the KKN implementation output bills, do not have program dependents at the location, and unfinished KKN targets or other dependents. Before the exam is carried out, DPL checks students' readiness and the KKN output bill. Implementation of KKN such as Village Potential Publication, Handling the Covid-19, and other activities, are uploaded on the page before students take the exam. So, when withdrawing, all the bill's completeness has been completed and uploaded according to the guidelines.

The output bills for the implementation of KKN that must be uploaded include the following:

a. KKN report verified and validated by DPL and the person in charge of the location (Lurah, Village Head, local community leaders). Reports are uploaded to the https://kkn.mkpk.uny.ac.id;
b. Featured program articles and uploaded them to the https://kkn.mkpk.uny.ac.id;
c. Recapitulation of KKN results in the form of a financial recapitulation of KKN implementation and uploading it to the https://kkn.mkpk.uny.ac.id;
d. KKN product documentation and outputs that have been uploaded to the https://kkn.mkpk.uny.ac.id;
e. MoA / IA / Cooperation Agreement documents that have been uploaded to the https://kkn.mkpk.uny.ac.id;
f. A video of one of the KKN activities was uploaded to https://youtube.com and linked to UNY's social media accounts.

E. Sanctions for KKN

Students participating in KKN who do not comply with the rules and obligations, including the items stated in the Integrity Pact of KKN Participants, may be subject to sanctions. The ULPKKNPK carries out the determination of sanctions after going through studies, discussions, and deliberation. Sanctions given by ULPKKNPK consider input from DPL, the person in charge of the location (Lurah, Village Head, local community leaders), and students involved in conducting investigations and collecting accurate evidence and facts from the scene of the case/case in a transparent and accountable manner. The criteria for the weight of the sanctions are based on the type of error committed, the impact of the case/case that occurred, and the student's moral-ethical commitment to resolving the case/case. The sanctions

that can be given are as follows:

1. Verbal warning;
2. Written warning;
3. Reduction of KKN scores;
4. Extension of the period of KKN;
5. Withdrawal from the location before the end of the KKN and the person concerned is declared disqualified from participating in the KKN. Students who are withdrawn from the area and said disqualified must repeat the KKN on another occasion and must pay the KKN fee following applicable regulations;
6. If the case of a problem committed by a student is only discovered after the student concerned is withdrawn from the KKN location. At the same time, the KKN activity has ended, and the consequences are:
    a. The implementation of the KKN exam is suspended until the case can be resolved entirely;
    b. If the KKN value has been obtained, the value can be suspended and applied or reused if the case has been entirely resolved, accompanied by valid evidence.

CHAPTER III

KKN PROGRAM DEVELOPMENT AND IMPLEMENTATION

A. Field Work Practice (KKN) Program

Community Service Program The KKN course is one of the PPM (Community Service) vehicles. When carrying out activities, KKN students must have a working guide so that their actions are planned, programmed, and directed. Therefore, KKN students must make a work plan. This work plan is made based on observations and needs analysis. The identified and selected programs are appointed as KKN activity programs and outlined in the KKN Work Program Matrix (MPK).

The Work Program Matrix is a strategic step because: (1) it determines the effectiveness and efficiency of KKN, (2) plans for KKN so that activities are directed not sporadically, (3) becomes a tool for monitoring activities, and (4) can be examined for program variations from various perspectives (main program, supporting, additional and incidental activities), (5) reflection on the competence of KKN students, (6) KKN work contracts with targets, and (7) as an evaluation tool by matching the work program with the reality on the ground.

In making the inventory of activities in MPK, the implementation of activities needs to be included in the Daily Notes. Diary is very useful to explain (1) the activities carried out and (2) as an explanation of activities in MPK. (3) as consumption for monitoring DPL (Field Supervisors), and (4) as a means to make the final report on KKN.

The results of the activities listed in the MPK are recapitulated in a form called the KKN Work Results Matrix. The Work Results Matrix (MHK) is helpful for (1) calculating the absorption of funds during the KKN and (2) reporting to the local government. must first be a careful study

All activities carried out must be based on the results of actual observations in the field and critical analytical studies so that the activities carried out can be accounted for academically and socially. As a PPM program, KKN emphasizes community empowerment through participatory approaches and learning to increase public awareness and understanding of the potential and challenges to improve their quality of life, both individually and in groups.

Implementation of the UNY Community Service Program in 2021 in the atmosphere

of the Covid-19 Pandemic Program was designed and implemented as an individual program and carried out by following the health protocol. Individual programs are planned, implemented, and accounted for individually. Implementation Programs can be done online by optimizing available information/communication technology.

The Community Service Program during the Covid-19 Pandemic can be grouped according to its type, which consists of:

1. Main Program

   The main program is a program that is appointed based on the competence of the field of study or special expertise possessed by students participating in KKN, for example, students of the Music Arts Study Program practicing music, Students of the Javanese Language Education Study Program train to become Pranata Adicara (wedding presenters), students Coaching Education Study Program train soccer, students of the Mechanical Engineering Study Program train motor service skills, students of the Fashion train sewing or fashion skills, etc.

2. Supporting Program

   Supporting Program programs are programs outside the main program that support the goals of KKN. The proportions of these two programs are not binding. It could be carried out because students have skills outside of their study program. For example, Accounting students have a music training program, and Counseling Guidance students teach art skills from coconut leaves.

3. Additional Programs.

   The KKN program is written in the form of a KKN Program Matrix and then must get endorsement/approval from the DPL and the person in charge of the KKN location. After the Program Matrix has been approved or approved, if in the future there is a request for follow-up from the community, with various considerations that the KKN students are finally able to work, the program can be included as an Additional Program.

4. Incidental Program

   Incidental Programs are several activities carried out but not planned, usually social activities or sudden unexpected events. For example, suddenly supporting the bridal reception (*sinoman*, MC, entertainment), Takziah, suddenly there is an inspection visit (sudden inspection) from officials, etc.

The program is implemented through various activities that can be grouped into 3 (three) forms of activity, namely: 1) Empowerment, 2) Service and 3) Education and Training. Each type is described as follows:

1. Empowerment Activities

The implementation of KKN should not forget its three domains, namely student personality development (personality development), community empowerment (community empowerment), and institutional development (institutional development). Therefore, the target of KKN is not only the community but also students as actors and universities as managers.

In implementing KKN activities, more emphasis is placed on community empowerment through participatory and learning approaches. Empowerment activities are intended to increase community competence, awareness, and understanding of the potential and

challenges they have in improving the quality of life, both individually and in groups.

Empowerment activities are any activities that increase the competence or performance of the community, both formally and informally, in carrying out their functions. This type of empowerment activity focuses on improving managerial abilities and structuring organizational abilities or playing roles following the main tasks and functions of each of these community leaders. Formal community leaders can be in the form of groups of village officials, supporting institutions for implementing village government, or representative institutions in the village. Informal community leaders can be religious leaders and religious activities, managers of social activities, leaders and managers of certain professional groups in the town, leaders and movers in the village health sector, posyandu, traditional leaders, community leaders, and others.

Empowerment programs can also increase the managerial capacity of confident community leaders or community groups to improve their quality of life, such as education, economy, society, religion, or health. The provision of information, provision of knowledge, skills, or training carried out in this empowerment group can also be held virtually, with an online mode to minimize or avoid physical contact and crowds.

2. Service Activities Community Service

Programs are all KKN activities aimed at providing direct assistance or services, either directly

or indirectly, to all or part of the community, especially in villages where student KKN is located. In this service program that includes assistance or services, students should stick to the principle of activities with educational content, not just giving finished goods or making something ready to use to villagers without knowing how to develop or make it. The content of this education means that the activity of providing this assistance is in the context of educating, assisting, or teaching the community to do something. In the process of preparation or manufacture, it should also be shared with the community or involve the participation of community members.

Thus, after completing the Community Service Program, the community members can

continue or develop these activities. Program activity can be carried out to support government efforts directly or indirectly related to preventing or handling the Covid-19 pandemic or other activities that are not related to Covid-19 but are felt necessary or very needed by the community.

3. Educational Activities

Educational group activities can be carried out using training techniques, workshops, etc. The purpose of educational group activities is all activities carried out to provide services or improve skills to some or all community members in the location. Included in this type is the development of service education materials for the district to deal with various problems encountered, for example, various learning tutorials (assistance in learning subjects at school, mentoring in healthy living habits, tutorials on handling disease, prevention of Covid-19 transmission, development of life-skills). Certain activities such as cooking, agricultural innovation, animal husbandry, development of appropriate tools, etc.), the use of technology in everyday life (optimizing the use of the internet and computers to make life easier, conducting transactions using applications, developing trade via the web), and so on.

In general, most offline and online training types fall into this program category. The program carried out should have a precise measure of success so that it can also be seen clearly whether the skills that the targeted participants or residents must possess have been achieved or not. Documentation of all procedures and steps of activities carried out in developing these skills must be carried out in an orderly manner so that it can be used as a reference when problems or questions arise and can also be reduplicated in the future when members of the community must pass on their skills to other members of the community.

B. Mechanism of Community Service Program Development

When students taking KKN courses are about to start their activities, creating a KKN program matrix is very important. A series of steps must be followed. The steps for developing the Community Service Program are based on observations, data collection, situation analysis at the KKN location, communication, program drafts, socialization, and finally, getting the Community Service Program. The Community Service Program is designed to have educational value in the form of activities that can help the community members who are the target of the activity. Briefly, the steps that need to be taken are described in the following diagram:

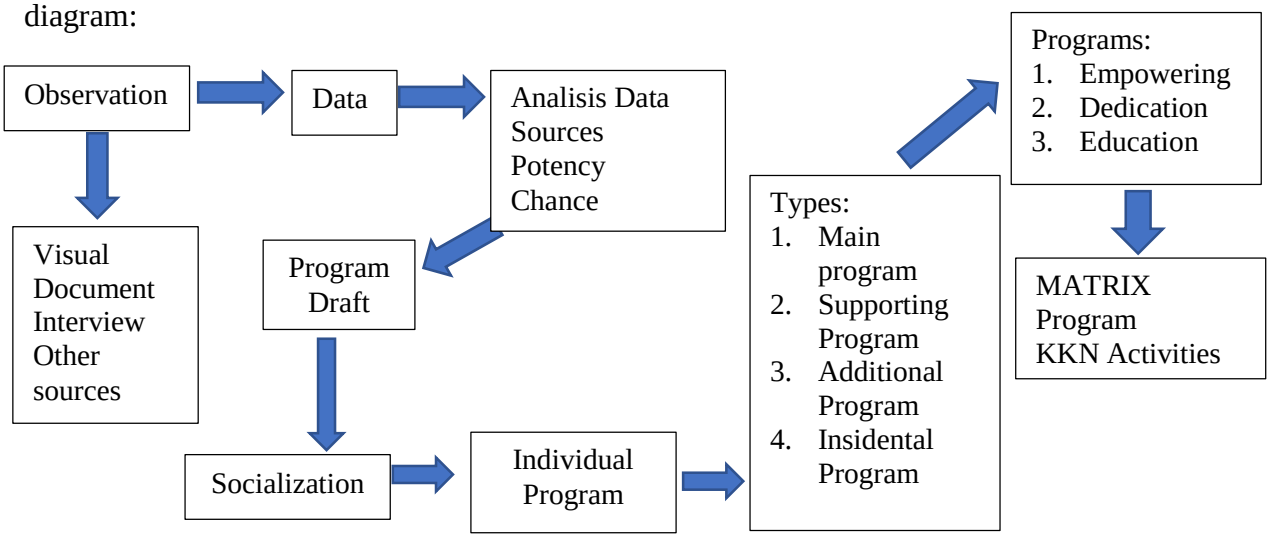


Figure 2 Diagram Process of Developing KKN Program

Each of the steps that need to be taken by students in preparing for the KKN Program above can be described as follows.

1. Location

Observation can be understood as an activity to review, supervise, and carefully observe something the object of observation. Observation is part of the survey activity, which is one of the programs of the entire series of KKN activities. Concerning the Community Service Program, the object of observation is everything that exists in the community and or industry at the KKN location, both physical and non-physical. Observations cannot only be done without any preparation but must be carried out in a planned manner, and there is certainty about what will be the object of the observation. So, before the observation activity is carried out, we must have prepared ourselves with a plan about what objects will be observed. From this, it can be understood the importance of the theoretical provisions possessed before engaging directly in a society with different levels of progress and needs.

The survey and observation activities will produce relevant data and, at the same time, reflect the situation and condition of the community and industry concerned where KKN is practiced. The data is factual.

2. Needs Analysis

Careful and accurate data generated during observation in the form of data, resources, potential, and opportunities will make it easier for us to analyze it to determine the real needs needed by the community and industry and, at the same time to make a priority scale of the program to be implemented. Held. It is a need analysis work. Therefore, observations must be made as well as possible, so it is better to ask than not understand, be inaccurate, and misinterpret. We don't need to hesitate to ask the local community members, who are both sources of information and those who need it.

Each area that becomes the location of KKN certainly has a different demographic population. Human resources are indeed the primary capital in every community activity. So it is essential to find out data and information about the people at the KKN location. For example, various mapping efforts that need to be compiled to facilitate student KKN activities include:

a. Mapping of HR potential

    1) Primary data includes jobs or those related to MSMEs (Micro, Small, and Medium Enterprises).

    2) Data on education and training that have been taken. This data, in addition to containing the number of people at each school level and graduate-level data for people whose age is beyond school age, also seeks to reveal information about the experiences of residents in participating in training related to the populist economic sector, improving skills, opening businesses, and so on.

    3) Data on community economic development organizations and institutions. This data contains information about organizations within the community, complete with the objectives of the organization, news about existing business fields in the area, and populist business sectors, which are a form of local wisdom and are regional characteristics. The potential for community economic development can be emphasized here so that the proposed KKN program can later encourage and accelerate the improvement of community members' standards and quality of life.

These fields can later be one of the top programs or special programs related to the creative economy and the development of community potential in the economic area. Community empowerment programs in the economic field can also feel the role of the campus in development directly in the community, thereby clarifying the relationship between the campus world and the world of business and industry (DUDI).

b. Mapping of Natural Resources and Environmental Conditions

location, of course, also has natural resources and different environmental conditions. Whether they are still in the form potential or those that have been explored, the availability of natural resources can be the basis for students to hold programs in KKN activities. Natural resource information that needs to be collected includes:

1) The condition of the village landscape. This data contains the environmental conditions of the village and the potential of water and land to be used as tourist destinations that can improve the people's economy. This data can be assisted with photos or videos.
2) Environmental health conditions. This data contains ecological conditions that are not good and that are already good
3) Potential for further development that can be proposed or pursued through KKN programs, for example, the possibility of pioneering the development of tourist areas based on existing natural conditions or perhaps expanding the scope of business fields that potential village tourism

c. Tourism Culture Mapping and Season Calendar

Cultural Mapping, Tourism, and Cultural Season Calendars and tourism can be economic attractions for the community. With this in mind, students need to have data on information about the culture and tourist attractions in the KKN location and its mapping to prepare a seasonal calendar that welcomes cultural and annual tourism performances. One of the activities that can be proposed to be the flagship activity of KKN apart from the creative economy sector/MSMEs is the development of the cultural potential of the community, supporting the emergence, development, or modification and creation of new creations that can develop the potential that exists in the village.

d. Mapping Networks from Third Parties

Students need to obtain data and information about networks and relationships

between the community and third parties who can be involved in community activities. These parties include government or official agencies or other government agencies, private institutions, or non-governmental organizations.

This is important because by knowing the ongoing work program of the third party with the community, students can arrange activities that support the work program so that the student community service program does not stand alone but is integrated with other community programs.

From all the data and information that has been obtained, students can process and analyze it into priority KKN programs and activities that are most needed or desired by community members at the KKN location. Students can also consider the goals and objectives of the activities held as a Community Service Program. During the processing and analysis of information data, students can also consult with related parties who can contribute ideas, considerations, and other matters to implement these activities. The results of the discussion, armed with data and information that have been processed, then the students plan activities that become the that will be carried out.

C. Compilation of Draft in KKN Program

Student Community Service Program (KKN) Program is essential to conduct a needs analysis to fit the community's needs. Community needs can be understood as a gap between what should be owned/existed with what exists and is found in the community concerned. For example, to maintain public health during the pandemic, health protocols should be adhered to, environmental conditions (of which there are many variants) must be clean, and sports activities are also required. It turns out that most local community members, for example, don't care or are less aware of these things. Against such conditions, we must be sensitive to finding programs to invite, raise awareness, and always obey Prokes and keep the environment clean and cultivate the community.

This program creates many activities in education, service, and empowerment. These activities are things that are needed by the community concerned. Ass a result of the needs analysis, the work program is a community service program that is still temporary. To make it a community service program, various considerations from the community are needed. So temporarily, students can accommodate community service programs that are suitable and needed by the community. After being adjusted, it needs to be harmonized by communicating

and socializing with the district.

D. Communication and Socialization

Activities planned and prepared well need socializing among the community members. Students can communicate with community leaders before socializing with the general public. After being communicated, it needs to be associated with the community to get input, suggestions, and an agreement. It may not only be about the program, but it is possible to reach an agreement regarding the timing, technical implementation, etc. This is important because it will significantly assist the smooth implementation of the program.

The process of communication and socialization is carried out and results in an agreement in the form of a work program, so it is hoped that the whole community will know. Therefore, students need to put the work program as soon as possible in the form of a work program matrix so that the public knows that the work program matrix is conveyed to the public through cyberspace or by making it in the form of posters or other printed visual media that can be displayed in public places or strategic areas at KKN locations.

E. Examples of Community Service Programs

Following the grouping of KKN programs divided into three types above, the following will also present examples of KKN programs that can be applied. Not all examples will be implemented in all regions, and conversely, not all real problems or needs in the areas can be covered by these examples. Alignment needs to be carried out by taking into account the actual conditions of each region and taking into account local wisdom. It is essential to formulate programs that are genuinely following the needs of today's society and remain following the objectives of implementing KKN by universities.

1. Example of Empowerment Program
    a. Improving the quality of services to the public through Management Information System training for village officials
    b. Training to increase the ability to analyze market needs for village cooperative management and cadres
    c. Development of posyandu driving competence in improving the ability to design

healthy menu compositions for toddlers

d. Improvement of organizational competence for youth management.

e. Development of the ability to use the accounting system for financial administration staff and treasurers at the hamlet and RT/RW levels

f. Increased skills in analyzing village economic potential for a farmer group

g. Development of the ability to design online Koran learning for mosque-taking administrators, etc.

2. Examples of Community Service Programs

a. Making videos of basic steps to prevent the spread of Covid-19

b. Making banners on how to wash hands according to WHO Health standards

c. Processing non-organic kitchen waste into fertilizer for plantation crops

d. The practice of making three layers of health masks with rags made from garment industry waste

e. Increased knowledge of residents regarding disease management protocols through the provision of digital information that is easily accessible by mobile phones

f. Creating rainwater reservoirs to meet the needs of watering perennials throughout the year

g. Assistance and socialization regarding procedures for carrying out self-isolation safely for handling the Covid-19 outbreak

h. Pioneering in the manufacture of downhill cycling tracks for the community

i. Making appropriate technology for a simple kapok seed thresher tool

j. Creating an integrated village administration system website

k. Development of digital population administration, etc.

3. Examples of Educational Programs

a. Development of learning media for PAUD/SD/SMP/SMA/SMK children

b. Assistance in learning subjects online

c. Assistance in learning to read and write Hijaiyah letters for children

d. Making practical counting learning modules using fingers

e. Making first aid videos for children who are choking

f. Tutorial on installing a water lift pump without electric power

g. Training on speaking and argumentation skills in scientific forums

h. Assistance in developing the ability to become an instrument of the Javanese language

i. Making a digital pocket book of betta fish breeding guidelines to strengthen the household economy

j. Increasing economic potential by making banana chips stems, modern branding strategies, online marketing, etc.

These programs are just examples that can inspire students to create work programs that are more in line with the needs in line with the characteristics of the community. To determine, students need to collaborate with various institutions, government, and private institutions. It is finding out programs that can be done together, such as the village, kapenewonan/sub-district, and the private sector to work together to achieve community welfare.

F. Scoring of Activities in the Work Program

Matrix of the Design and Implementation of the Community Service Program, the activities proposed by students are no longer grouped based on the form/field as above (Empowerment, Service, and Education-training) but are grouped according to the nature of the type of activity. The nature of these activities is divided into (1) Main Programs, (2) Supporting Programs, (3) Additional, and (3) Incidental Activities.

The Main Program includes all activities appointed based on the competence of the field of study or special expertise possessed by students. This Main Program is interpreted as a group of activities united by the central theme raised by each student as their flagship activity, as well as the general theme of the 2021 Community Service Program launched by the institution, for example, the theme "Active Participation of Higher Education in Handling the Covid-19 Pandemic".

All activities and sub-activities that refer to the achievement of this theme are then

classified in one cluster in the main action, the broadest form. The main Programs can be a combination of the three aspects above. Activity clusters can be in the form of an activity or several activities that cover several sub-activities that come from the details of this umbrella activity so that later the matrix will not only contain a long line of dozens of activities but be presented in similar activity clusters or that are both trying to realize one thing.

Activities that are not directly related to the competence of the student's field of study, special skills, the central theme of KKN activities, or a combination of the three will be Supporting/Additional activities. These supporting or additional activities are complementary and do not have to refer to a theme or grouping, so they do not have to be related to one another as in the Main Program group. However, if possible, separate activities of almost the exact nature can also be brought together and shaded in an umbrella activity. For example, several activities related to youth empowerment are grouped into one cluster with several sub-activities in it. Some activities related to economic strengthening are grouped into other clusters with their sub-subs and so on, making it easier to see the unity and integrity of the program proposed by the students as a whole.

An additional program is a program outside the program that has been planned and stated in the program matrix. Different programs usually appear when students have started implementing the KKN program (the matrix has been legalized) then because there is something that there is a community demand program for KKN students. For example, in the middle of the community service program, the youth organization received an invitation to participate in the COVID gymnastics competition. Students were asked to assist in making the materials and competitions.

Incidental activities are not included in the planning but must be carried out and become part of student community service activities for one reason or another. These incidental activities are generally community social activities that occur suddenly, for example, short a disaster befalls a person or a family, so the time allocation for a planned activity can then be changed to this incidental activity, for example, into a trauma healing activity for children who suffer from trauma—afflicted by a disaster, assistance to restore housing conditions or other activities that occur spontaneously and require aid to KKN students.

Apart from being grouped according to the nature of its activities, each designed movement must also be accompanied by a description of the design implementation of its activities in a logical timeframe so that the estimated time needed to carry it out, which will

later be stated in the Matrix on line R (Plan) in the form of the th day, date, and the number of hours (time) designed to carry out activities throughout KKN implementation.

Later on, for each proposed activity, the student must record the days and the number of hours he did and write it down in line P (Implementation), which is located under line R earlier. The number of hours and days of activity implementation can differ between what is stated in the Plan and what is implemented and written down. This is not a problem because the dynamics encountered in the field can be different from what was previously imagined. However, the number of hours of activities carried out in one day should be logical, not excessive, for example, up to a dozen hours. Hours achieved between the Plan and Implementation must be explained, and the minimum number of hours for the Community Service Program must still meet the minimum number as determined. A complete description of this can be found in the subsection Development of Work Programs elsewhere in this book.

G. Model of Implementation of Community Service Program during the Covid-19 Pandemic

To implement the mandate of the Minister of Education and Culture Regulation Number 3 of 2020 concerning National Standards for Higher Education (State Gazette of the Republic of Indonesia of 2020 Number 47 and Regulation of the Chancellor of UNY Number 5 of 2020 concerning the Free Curriculum for Learning- Merdeka Campus for the Applied Undergraduate and Undergraduate Program of UNY, a KKN pattern is needed that fits these needs.“Merdeka Learn-Independent Campus” is a learning program that facilitates students to strengthen competence by providing opportunities to study outside the study program at the same university and / or study in the same study program at different universities, study in different study programs at different universities, and / or study outside the university.

Implementation of learning activities outside the study program in the Independent Learning Curriculum-Independent Campus may include Pe Student Exchange, Internships/Work Practices, Teaching Assistance in Education Units, Educational Practices, Research/Research, Humanitarian Projects, Entrepreneurial Activities, Independent Studies/Projects, Village Building, and Real Work Lectures. Based on the UNY Chancellor's Regulation Number 5 of 2020 concerning the Independent Learning Curriculum-Independent Campus, the KKN, PK, PKL, and Thesis (TAS), which have been running so far, are affirmed as part of the independent learning program and independent campus, namely programs that

facilitate students to conduct learning outside of Higher Education. Meanwhile, each learning load of KKN, PK, and PKL weights six credits, while TAS weights eight credits. Meanwhile, the learning process is 170 (one hundred seventy) minutes per week per semester. If the calculation is done, it can be found as follows:

1 Credit = 170 Minutes

KKN 6 Credits, so 170 x 6 = 1,020 Minutes

1 Semester = 16 Meetings, so 16 x 1.020 = 16,320 Minutes

16,320 / 60 Minutes = 272 Hours (Minimum Hour for KKN is 6 Credits)

If there is 272 Hours / 2 Months (50 effective days), so there will be 5,44 Hours or 5- 6 Effective Hours Per Day.

Furthermore, due to the Covid-19 Pandemic, while KKN must still be carried out not to harm student study time, it is necessary to adjust the KKN model. Based on following the Covid-19 health protocol, which includes: maintaining cleanliness, maintaining health, and maintaining distance (physical distancing) or avoiding crowds to break the chain of the spread of the Corona Virus, KKN can be carried out online under the following conditions:

1. KKN participants are UNY students, both educational and non-educational, who have met the requirements and are registered as prospective KKN participants.
2. The location of the KKN is where the student is domiciled.
3. The scope of KKN activities is at the village level, and if this is not possible, it can be a sub-district.
4. The Community Service Program is individual. Still, when implementing the program, it is possible to do it in synergy with a maximum of 5 students who live close together and/or for program implementation needs.
5. If KKN is carried out in groups, then coordination and collaboration between students can be done online and or face-to-face while still implementing the protocol for preventing the transmission of Covid-19.
6. DPL will guide each KKN student/group.
7. LPPM carries out the determination of DPL.

8. The proportion of DPL: Maximum student 1: 50.
9. Guidance can be done online or face-to-face while still implementing the protocol to prevent the transmission of Covid-19.

The following is a pattern of implementing KKN that is especially suitable during the COVID-19 pandemic.

1. Integrated KKN-PK

Considering the efficiency of location and time during the Covid-19 pandemic, KKN and PK (Educational Practices) can be carried out in an integrated and simultaneous (concurrent) manner for education students. PK, which means the activities of students of the Bachelor of Education program to learn and practice teaching skills in the form of guided teaching activities and schooling practices in formal, non-formal, and informal education units are carried out in schools or educational institutions that are following the needs of student competency development. KKN is carried out in society in general. Meanwhile, as already mentioned, the school community is a part that can be used as a target for KKN.

Student activities in educational institutions/schools that are not following the learning outcomes of PK in each study program can be appreciated as KKN activities. For example, if a student of the Biology Education Study Program prepares and or assists in science learning in elementary and or junior high schools, then this activity is not a PK activity because science teaching in elementary school is one of the authority/learning achievements for PGSD Study Program students in FIP, as well as science learning in junior high school, is the learning achievement of science study students at FMIPA. Likewise, PGSD students who assist in science learning in junior high schools are not PK learning outcomes for students of PGSD study programs.

2. Integrated KKN-PKL/PI

During the Covid-19 pandemic, KKN and PKL (Field Work Practices) can be implemented in an integrated manner. PKL or Internships/Work Practices programs provide hands-on experience and learning to students in the workplace (experiential learning) through companies, non-profit foundations, multilateral organizations, government institutions, and startups. In this context, students of majors or study programs who allow and can follow the KKN pattern during the Covid-19 pandemic can conduct PKL and KKN simultaneously or

simultaneously. This means that if in the domicile of the students participating in the village or sub-district-based KKN, it is possible to conduct street vendors, then both can be carried out in an integrated and simultaneous manner.

This integration is possible. For example, suppose students carry out street vendors in government institutions, then simultaneously. In that case, that institution can be used as a target for the Community Service Program if the program contains an element of empowerment. However, the hours of activities that have been recognized in PKL activities are no longer counted as hours of activities in KKN and vice versa.

To distinguish KKN activities from PKL, it can refer to the learning outcomes in each course. All PKL activities can be appreciated as KKN activities, but not all KKN activities can be enjoyed as PKL activities. Activities that can be appreciated as street vendors are student activities at specific institutions. Although carried out in certain institutions, other activities, if not related to the development of the study program expertise, can be appreciated as KKN. For example, suppose a student from the Management study program conducts a Covid-19 prevention counseling activity at a BUMDes. In that case, the activity is appreciated as a KKN activity, not a street vendor, because it is not related to developing the study program's expertise.

3. KKN PPM Lecturers/

KKN-PPM Institutions this model is a PPM grant whose proposal is made by the lecturer through the LPPM. The proposed KKN theme can follow the expertise presenting lecturer or be adapted to the target community's needs.KKN participants PPM selected based on the needs of the theme to be developed. The number of students participating in KKN-PPM in each group can be adjusted to their needs. Each KKN-PPM proposal that is approved will receive a stimulant of activity funds, with obligations and rights following the guidelines issued.

In the conditions of the Covid-19 pandemic, these types of KKN student recruitment programs and procedures can technically be carried out as follows:

a. The program is prepared by a lecturer who will act as a KKN DPL. DPL KKN in question are lecturers who are declared to have received grants because their proposals or proposals have been accepted and funded.
b. The institution carries out socialization, coordination, and licensing on the recommendation and or proposal of the DPL.

c. Programs are offered to students by DPL through institutions, with the number and origin of the student study programs by the program's needs.
d. Interested students apply via the link provided by the institution.
e. If the number of applicants exceeds the requirement, a selection will be made.
f. The institution's selection is carried out in collaboration with the DPL that proposes the program. This KKN-PPM program can also be intended for students who, for some reason, cannot get KKN where they live. For example, students from outside Yogyakarta/outside Java who remain in their boarding houses and do not return to their hometowns, students who live in cities that do not allow KKN activities, etc.

CHAPTER IV
MONITORING AND EVALUATION OF KKN

A. Objectives of Monitoring and Evaluation in Field Work Practice (KKN)

Monitoring and evaluation of Community Service Activities during the Covid-19 pandemic generally aims to monitor and evaluate the level of program success achieved by students from planning to implementation of Community Service Programs. In particular, the monitoring and evaluation of KKN during the Covid-19 pandemic aims to:

1. Ensure that students have designed a program matrix by their field of expertise and community needs.
2. Evaluate the programs that have been implemented during the KKN.
3. Examine the problems faced by students during KKN.
4. Look for joint solutions to overcome the problems faced so that the stated KKN objectives can be achieved.
5. Motivate students in the implementation of Community Service Program so that they can gain learning experiences in the reality and dynamics of society.
6. Evaluate the performance of Field Supervisors (DPL) in guiding KKN students.
7. Develop appropriate policies and improve technical implementation of KKN for the next period.

B. Mechanism of the Monev Implementation in KKN

Monitoring and evaluation in KKN during the Covid-19 pandemic includes three stages: input, process, and output, carried out online through the KKN UNY system (http://kkn.mkpk.uny.ac.id/) and social media.

1. The Input Stage

   In the 2021 UNY KKN, Input during the Covid-19 Pandemic is in the form of a program matrix containing the KKN Program Plan. Monitoring and evaluation activities focused on observing and assessing aspects of the suitability and fairness of the KKN program proposed by students, including;

   a. The matrix includes main, supporting, and additional programs (if any).
   b. The suitability of the matrix/program plan with the KKN theme.
   c. Conformity of activities with KKN programs/sub programs.

d. The reasonableness of the duration of the implementation of KKN activities.

2. Process Stage

In the 2021 UNY KKN process, namely the preparation of a daily log book online. Monitoring and evaluation activities are focused on observing and assessing the suitability of the KKN program proposed by students, including:

a. Conformity of activities with the matrix/program plan.
b. The usefulness of the schedule and duration between the strategy and the program's implementation.
c. Quantitative and qualitative results.
d. Fund absorption.

3. Output Phase

The UNY Community Service Program in 2021 includes activity reports, articles, KKN products, and MoU/MoA/IA. Monitoring and evaluation activities are focused on observing and assessing the completeness of the KKN program outcomes carried out by students, including:

a. The KKN report is accompanied by documentation via social media.
b. KKN flagship program articles adapted to journals related to community service.
c. KKN products that have IPR potential.
d. Administrative completeness of the MoU/MoA/IA.
e. All KKN products and documents are uploaded to the UNY KKN system (http://kkn.mkpk.uny.ac.id/).
f. The output product of the KKN program is a video on Youtube.

C. Monev Officer

During the Covid-19 pandemic, KKN monitoring and evaluation activities were carried out online through Zoom or Google Meet by several parties, namely:

1. Field Supervisor (DPL)

Field Supervisor (DPL) tasked with monitoring and evaluation of the work program matrix, implementation of work programs, activity reports, articles, KKN products, and MoU/MoA/IA. DPL carries out monitoring and evaluation activities from the planning process to the implementation of the Community Service Program, as follows:

a. Evaluating the program matrix prepared by students,

b. Assessing the suitability of the implementation of the program or activity with the matrix equipped,
c. Ensure the daily online logbook is filled.
d. Discuss the problems faced by students,
e. Evaluating KKN products that have the potential for IPR,
f. Motivate students during the implementation of KKN, and
g. Directing students in making output products uploaded on Youtube, compiling reports, and writing articles.

2. KKN and ULKKNPK

Teams The KKN and ULKKNPK teams are tasked with monitoring and evaluating the implementation of work programs and DPL performance during the implementation of KKN. Things that the KKN and ULKKNPK Teams can do during the monev are assessing the success of the implementation of the KKN program, motivating students in implementing KKN, discussing the performance of DPL with students participating in KKN, and discussing problems faced by students and their solutions, discussing related issues. KKN policy to improve the implementation of KKN for the next period.

3. Coaching

Team, The coaching team is tasked with monitoring and evaluating the successful implementation of the KKN work program. The Advisory Team can do things during the monev are discussing the successful implementation of the KKN work program, the problems students face, motivating students, the management of KKN, and the inputs related to KKN management and KKN policies. To improve the implementation of KKN in the next period. The monitoring carried out by the Guidance Team is timed to adjust to the conditions of the Covid-19 pandemic. If possible, it can be done directly.

D. Monitoring and Evaluation Instruments (Attached):

1. Monitoring Instruments for KKN Field Supervisors (DPL)
2. Monitoring Instruments for Student KKN
3. Assessment Instruments for Student KKN

CHAPTER V
CLOSING

The management of KKN at UNY changed the Covid-19 pandemic. Changes in the management model and implementation of KKN at UNY during the Covid-19 pandemic were carried out with the online model managed by ULKKNPK UNY via https://kkn.mkpk.uny.ac.id. The online model is used intensively with DPL assistance from the registration, preparation, briefing, implementation, monitoring, and evaluation stages. KKN during the Covid-19 pandemic can be carried out in schools and communities in the area of origin of each student, both individually and in small groups based on the distance from where they live. Implementation is carried out simultaneously to be integrated with the completion of the student's Thesis Final Project (TAS). It aims to combine academic services to students from the educational and non-educational pathways effectively and efficiently during the Covid-19 pandemic. In addition, the KKN implemented must meet four principles: feasible, acceptable, participatory, and sustainable.

During the Covid-19 pandemic, the form of Field Work Practice (KKN) activities was focused on empowerment, service, education, and training. Moreover, in optimizing the achievement of the results of the implementation of KKN, the preparation of the KKN work program is adjusted to the analysis of the needs and problems of the target group community, the person in charge of the location (Local Government/Camat/Lurah/Village Head/Head of Hamlet/RT/RW), ULKKNPK UNY and stakeholders related. In giving more value to the usefulness of the implementation of KKN, KKN products are realized in the form of video documentation of the performance of KKN, MoA/IA/Cooperation Agreement documents with potential cooperation partners, and publication of featured program articles, and KKN reports. The orientation of the success of the KKN work program can be seen in the achievement of community capacity development and target groups, community independence in solving problems, and being ability to provide sustainable benefits for the community. Therefore, to measure the achievement of the outputs and outcomes of the implementation of KKN, DPL, together with the KKN Management Team, conduct periodic monitoring and evaluation.

However, it cannot be denied that efforts to improve the efficiency, effectiveness, and quality of the implementation of KKN are still in progress for further improvement, especially the implementation of KKN during the Covid-19 pandemic. This is due to governance in KKN following the implementation of the Merdeka Learning Program for the Independent Campus.

The approach requires technical and cultural adjustments. Adjustments can be made through upgrading, workshops, seminars, and discussions on the implementation of KKN. Meanwhile, culturally it can be done through thoughts, actions, and habits to form understanding and awareness that supports the performance of the Community Service Program optimally. Therefore, to provide operational and technical guidance and an explanation of changes in the Standard Operational Guidelines (POB) for the implementation of KKN, a KKN Implementation Guidebook is needed during the Covid-19 Pandemic Period.

This book aims to provide guidelines for the implementation of KKN by students so that they can accelerate the achievement of KKN goals effectively and efficiently. All adaptations to changes and improvements to the KKN program must still refer to the basic principles and functions of the fundamental KKN, namely the development of attitudes, soft skills, ethics, and morals for students to solve problems in the community as well as efforts to build networks between universities, partners and the community. With the presence of this KKN Guidebook, it is hoped that it can become a technical reference for the implementation of KKN for students, DPL, the person in charge of the location, partners, and the community.

Daftar Pustaka

Buku Panduan Merdeka Belajar Kampus Merdeka, Direktorat Jenderal Pendidikan Tinggi

Kemdikbud RI, Edisi ke satu, 2020.

Keputusan Rektor UNY no 1.18/UN34/VI/2020 mengenai POB PK dan/atau KKN pada masa

Pandem*i Covid*-29.

Kumpulan Makalah Pembekalan KKN UNY, LPPM UNY, 2019.

Panduan Kuliah Kerja Nyata UNY, LPPM UNY, 2019.

Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional

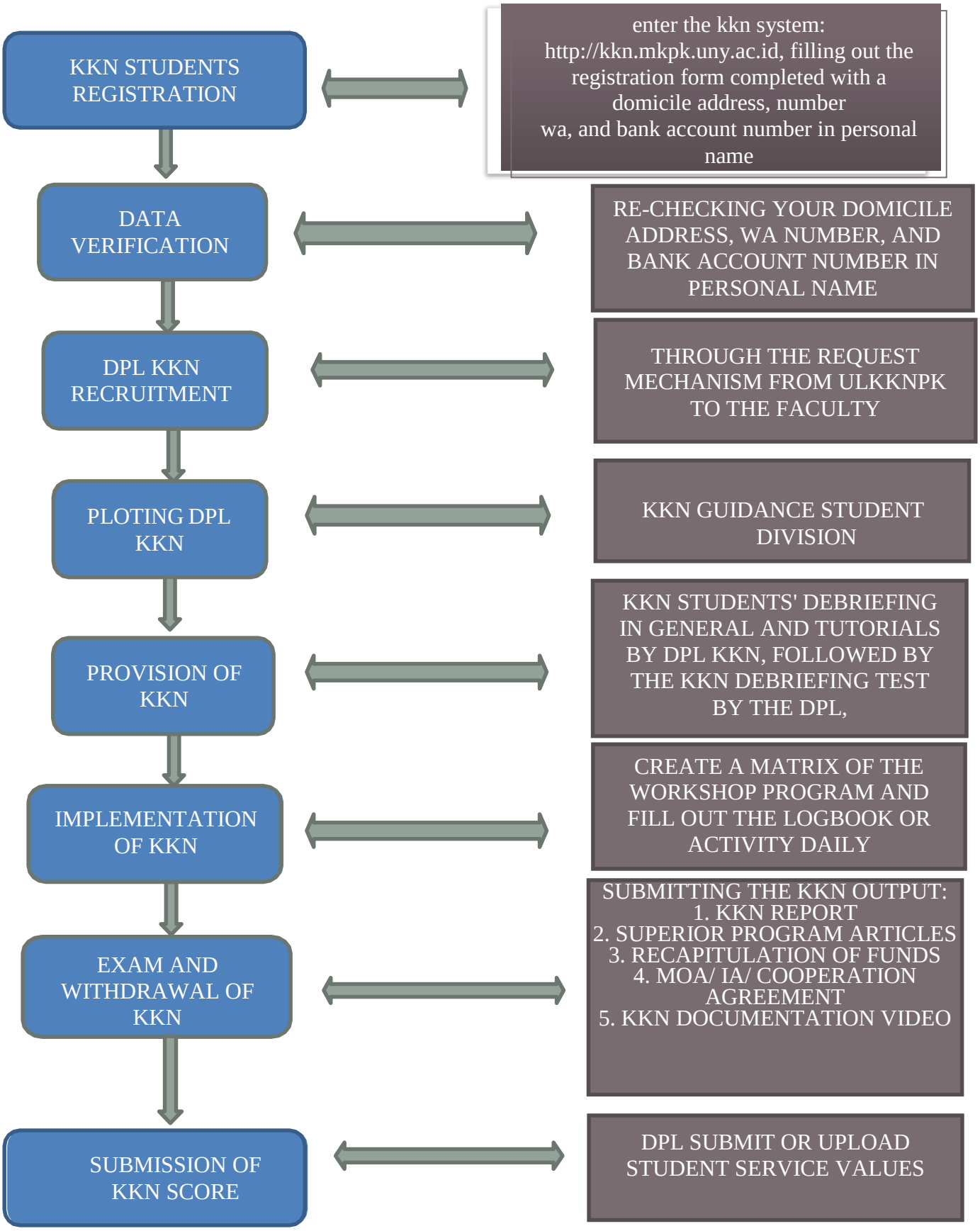
Pendidikan Tinggi (Berita Negara Republik Indonesia Tahun 2020 Nomor 47).

Peraturan Rektor UNY Nomor 5 Tahun 2020 Tentang Kurikulum Merdeka Belajar-Kampus

Merdeka Program Sarjana dan Sarjana Terapan UNY

Attachment

FLOWCHART OF IMPLEMENTATION OF CORPORATE KNOWLEDGE DURING THE COVID PANDEMI IN 2021



Video Making Template

KKN-PK SERVICE UNIT YOGYAKARTA STATE UNIVERSITY 2021

STUDENTS' WORK KKN

Name :

No. Student :

Study Program/Faculty :

Name of Field Supervisor :

Video Title :

Location illage :

Subdistrict :

Regency :

Province :

Link Video (YouTube):

	KKN SERVICE UNIT AND EDUCATION PRACTICE YOGYAKARTA STATE UNIVERSITY		
	MONITORING DPL KKN INSTRUMENT		
	Revision: 00	Date ……..	Page 1 / 2

INSTRUCTIONS: Put a check mark (√) in the score column according to your assessment of the performance of the DPL KKN UNY with the following conditions:
Score 1 = Less Good; 2 = Enough; 3 = Good; and 4 = Very Good

LOCATION: ..... Lecturer Supervisor . .....

NO	INDICATORS	SCORES			
		1	2	3	4
DICIPLINE					
1.	Frequency of attendance coordination via Offline/online				
2.	Frequency of checking the log book of the implementation of the KKN work program				
3.	Timeliness in submitting guidance reports				
COOPERATION AND SOCIALIZATION					
1.	The ability to cooperate with ULKKNPK				
2.	The ability to build cooperation with parties outside UNY				
GUIDANCE COMPETENCIES					
1.	Able to guide students in preparing work programs				
2.	Able to guide students in compiling work program matrices and their implementation				
3.	Able to motivate students				
4.	Able to give KKN work program ideas				
5.	Ability to solve problems				
6.	The ability to build creativity in students				
TOTAL					
MAX TOTAL					

DPL Perform. Assessment Criteria

Very Good	
Good	
Enough	
Less Good	

CONCLUSIONS AND RECOMMENDATIONS:
.....
.....
.....

Monitoring Staff

Group : ..... Location : .....
Semester : Odd / Even / Additional, Year.....*)

	INDICATORS	1	2	3	4	5
PROGRAM PLANNING MATRIX						
1	Planning has been compiled					
2	Program planning according to the rules					
3	The number of hours in the program planning matrix is sufficient					
4	Number of hours in a rational planning matrix					
5	Number of hours in a proportional planning matrix every day					
CONTENT OF THE PROGRAM MATERIAL						
1	Rational					
2	Feaseble/ can be done					
3	Based on observations					
4	According to the needs of the community					
5	According to the ability of students					
6	Contains elements of empowerment					
LOG BOOK ONLINE ON THE KKN SYSTEM						
1	Has been filled enough, at least s.d. 2 days ago					
2	Contents according to the program matrix					
3	Ways to fill correctly					
4	Rational					
5	Documented Incidental/Additional Activities					
SOCIALIZATION						
1	Socialization with the Community Successfully					
2	Socialization with good village officials					
3	Socialization with good community leaders					
4	Positive residents' remarks					
5	Greetings of the Village Apparatus/ Head of Positive Institution					
PROGRAM IMPLEMENTATION						
1	Has been running to the planned limit					
2	Activities according to the program matrix					
3	Contains elements of empowerment					
4	There is physical/non -physical evidence of activities					
5	All activities are documented in online log books					
6	Documented activities in the program implementation matrix					
7	Implementation targets according to plan					
	TOTAL					

***) Put a check mark (√) in the score column you choose. The lowest score 1, and the number 5 is the highest score.**
***) Cross the unnecessary ones**

	KKN SERVICE UNIT AND EDUCATION PRACTICE YOGYAKARTA STATE UNIVERSITY			
	STUDENT KKN MONITORING INSTRUMENT			
		Revision: 00	Date ……	Page 1 / 1

Group : ..... Location : .....
Semester : Odd / Even / Additional, Year .....*)

Score obtained by a number of .... This means that in accordance with the results of observations during monitoring and the number of scores obtained, KKN carried out by the name of the student .... have:

a. ……..……
…….....……
…… .....

b. …….....
.....
.....
.....

c. .....
.....
.....
.....

d. .....
.....
.....

e. .....……
……..……
……..……
…….....

……., …….. …....
Monitoring Staff

(…….)

***) Cross the unnecessary ones**

	KKN SERVICE UNIT AND EDUCATION PRACTICE YOGYAKARTA STATE UNIVERSITY		
	STUDENT KKN MONITORING INSTRUMENT		
	Revision: 00	Date ……	Page 1 / 1

EVALUATION

NO	NAME	STUDENT NUMBER	SCORE (N)						AVERAGE SCORE	LETTER SCORE
			MATRIP ROGRAM (20%)	DAILY LOG BOOK (20%)	PPM REPORTS (20%)	ARTICLE (20%)	KKN PRODUCT (10%)	UNGGAHAN PRODUK KKN (10%)		
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										

SERVICE UNIT

KKN, PK, MAGANG