GuideBook
Community Service Program (KKN)
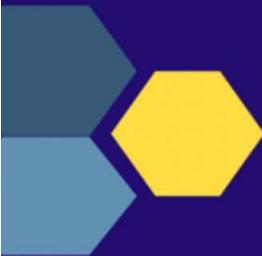
Community Service Program (KKN) Guidebook

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Chapter2

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Community Service Program (KKN) Guidebook

GUIDEBOOK
REAL WORK LECTURE (KKN)

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Foreword

We express our gratitude to the presence of Allah SWT, the One God, for the abundance of His grace and guidance, so that the Community Service (KKN) Guidelines for the 2023/2024 Academic Year published by the KKN, PK, PI, and Internship Unit of Yogyakarta State University can be completed.

KKN is a university course that is prepared in a special wayInterdisciplinary, across study programs and faculties at specific times and locations. Community Service Program (KKN) is a form of community service and learning conducted by immersing students in the community to observe the dynamics of community life. KKN can develop students' community service experiences to strengthen their academic abilities, attitudes, and skills. The presence of students in the community is essential for accelerating development and empowering them to adapt to the demands of changing times. Likewise, students need experience as movers and innovators in community life. The implementation of KKN is a response to the implementation of the Independent Learning-Independent Campus (MBKM) Program and the implementation of the Tri Dharma of Higher Education. Therefore, it is imperative for UNY to provide optimal services to students and, of course, the target community in the KKN implementation process through this guidebook.

We hope this guidebook can serve as an operational guide.This guide provides clear guidance for students in implementing Community Service Programs (KKN) in various community settings. We would like to express our gratitude to the KKN Unit, PK, PI, and UNY Internships, as well as to various parties who have contributed to the preparation of this guidebook.

Rector,

Prof. Dr. Sumaryanto, M.Kes.NIP 196503011990011001

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Chapter I
Introduction

A. Background

In order to produce graduates who are superior, creative and innovative in a sustainable manner, based on piety, independence and intelligence,Yogyakarta State University (UNY) provides opportunities for students to study outside the campus through the KKN program.Vision of KKN implementationUNY's mission is to educate students and empower the community as a form of UNY's dedication to improving community welfare. Empowerment can be viewed as a process of education, learning, andthe ownerGuidance and support to the community. Community Service Program (KKN) is a university course designed in an interdisciplinary manner, across study programs and faculties, at specific times and in specific regions. KKN is also an academic community activity that utilizes science and technology to advance public welfare and improve the nation's intellectual life.

Community Service Program (KKN) is a form of community service and learning conducted by directly engaging with the community. These communities include rural, urban, and other groups deemed suitable. KKN participants are required to reside in the community where they are located during their KKN program. Based on

Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Standards for Higher Education and Regulation of the Chancellor of UNY Number 5 of 2020, Article 6 concerning the Independent Learning-Independent Campus Curriculum for UNY Undergraduate and Applied Undergraduate Programs, the implementation of KKN requires a pattern that is in accordance with the criteria in these regulations. "Independent Learning-Independent Campus" is interpreted as a learning program that facilitates students to strengthen their competencies by providing opportunities for students to study outside of different study programs at the same university and/or in the same study program at different universities, studying in different study programs at different universities and/or universities abroad.Direction of implementation of KKN UNYis to build the foundation of student identity and strengthen academic competence accompanied bywith critical, creative, problem-solving, and higher-order thinking skills. The specified KKN credit weight is 6 credits, equivalent to a minimum of 272 hours or 60 effective days.

B. **Legal Basis for the KKN Course**
    The implementation of KKN has a legal basisas follows:
1. Law Number 20 of 2003 concerning the National Education System.
2. PP Number 60 of 1999 concerning Higher Education, particularly concerning Community Service.
3. Minister of Education and Culture Regulation Number 3 of 2020 concerning National StandardsHigher education.
4. UNY Chancellor Regulation Number 5 of 2020 concerning the CurriculumIndependent Learning-Independent Campus UNY Undergraduate and Applied Undergraduate Programs.

C. Principles of Implementing the KKN Program

The KKN that is implemented must fulfill four principles, namely being feasible, acceptable, participatory, and sustainable.

1. *Feasible*(CanImplemented)

A feasible program is one implemented within the KKN program that must be tailored to the capabilities of the students and/or target community. Feasible also means a program that can be implemented with students as intermediaries. A program that is truly unfeasible will burden both students and the community.

2. *Acceptable*(Acceptable)

Activities developed in KKN must be acceptable to the target community. The community must be willing to accept every activity undertaken by KKN students. Community acceptance is not only based on needs, but also on social acceptability and prevailing norms within the community. Students must develop programs based on community needs, and the determination of which programs to implement must be communicated to and approved by the community. The community may request the implementation of specific programs as needed, as long as the students have the capacity to implement them.

3. *Participatory*(Participatory)

KKN activities are not student activities in principleKKN activities are not merely synergistic activities that combine the potential of local resources with students. KKN activities must be implemented with the principle and/or approach of reciprocity. This means that the community actively participates.

carry out activities in their social environment and universities actively help the community in carrying out their activities.

4. *Sustainable***(Continuous)**

The KKN program implemented by students must adhere to the principle of sustainability. This means that the program is not a terminal or ad hoc program that runs while the KKN students are on campus, but rather a developmental program that will continue even after the student's KKN period has ended. The program must also be aligned with existing and future programs. Long-term programs can also be developed by having the program implemented by several batches of KKN students in the same area. Sustainability can also be achieved by developing local cadres who can later replace the KKN students once the KKN program is complete.

D. Description of KKN Course

KKN is a field course that develops soft skills.*skills*students in terms of living in society, organizing, managing resources, managing differences, building empathy and concern for the community, formulating work program designs, implementing work programs in the form of group and individual activities. Community empowerment is a process of education, learning,guidance, and assistance to the community to manage potential, analyze problems, and find new ideas in order to increase community capacity in order to improve their welfare independently.

E. Objectives of the KKN Course

KKN aims to empower communities in various social, cultural, economic, and educational (knowledge and skills) aspects. Specifically, KKN has three main objectives related to the interests of students, the community, and the community.institution. The intended objectives are as follows.

1. Able to identify community needs and potential.
2. Able to design KKN programs in the form of group and individual activities.
3. Able to implement KKN programs in the form of group and individual activities.
4. Able to produce KKN products.

F. Learning Outcomes of KKN Courses

In accordance with the curriculum*Independent Learning Independent Campus*,The learning outcomes of the KKN course are classified into three aspects, namely:

1. Attitude Aspect
   a. Students are able to contribute to improving the quality of life in society, the nation, the state, and the progress of civilization based on Pancasila.
   b. Students are able to appreciate cultural diversity,views, religions and beliefs, as well as the original opinions or findings of others.
   c. Students are able to work together and have sensitivitysocial and concern for society and the environment.
   d. Students have sincerity, commitment,sincerity to develop attitudes, values and abilities of students based on local wisdom values and noble morals and having

motivation to act for the benefit of students and society in general.

2. Knowledge Aspect
   a. Students have knowledge aboutdevelopment of personality and ethics in communicating and behaving in academic and social environments.
   b. Students have the ability to work together in multidisciplinary teams.
   c. Students have the ability to identify, formulate and solve problems in society by considering the potential use of local resources.
   d. Students have an understanding of leadership, responsibility, and professional ethics in their respective fields.

3. Skills Aspect
   a. Students are able to adapt the knowledge they gain on campus to help society solve existing problems.
   b. Students are able to create new breakthroughs for society in solving problems by responding to existing problems in society.
   c. Students are able to collaborate with fellow Yogyakarta State University students from different faculties at the KKN location.
   d. Students, together with the community, are actively involved in completing programs tailored to the needs of the community that have been planned based on existing problems in the community.

G. Benefits of KKN Courses

The implementation of Community Service Program (KKN) involves participating groups, including students, the community, local governments, and universities. The goal is to empower communities to become more empowered and qualified in various social, cultural, economic, and educational aspects (knowledge and skills). The benefits of implementing KKN are as follows.

1. For Students

The benefits of KKN for students can be explained as follows:

a. Deepen understanding of how to think and work in an interdisciplinary manner so that we can appreciate the interconnectedness of science in solving problems in society and understand the need for cooperation between sectors.

b. Deepen understanding and appreciation of the benefits of the science, technology and art that is studied for humans or society.

c. Deepen appreciation and understanding of the difficulties faced by the community and various alternative solutions in implementing development.

d. Deepen understanding and appreciation of the intricacies of all issues of development and community development.

e. To mature the way of thinking and improve students' reasoning skills in conducting scientific-pragmatic studies, formulations and problem solving.

f. Providing students with skills to carry out development and development

society based on science, technology and artinterdisciplinary and cross-sectoral.

g. Training students as motivators, dynamic, and
    problem solver.

2. **For the Community and/or Regional Government/Partners**

    The benefits of KKN for the community and/or local government/partners can be described as follows:

    a. Gaining awareness and empowerment of potential to improve the quality of life.

    b. Gain experience in exploring and developing community self-reliance potential so that they are able to actively participate in development.

    c. Obtain assistance with thought and energy, science, technology and art in planning and implementing development.

    d. The formation of cadres to continue development so that the sustainability of development is more assured.

    e. Benefit from the assistance of students' energy and thoughts in implementing development programs and projects at the KKN location.

3. **For Universities**

    The benefits of KKN for universities can be described as follows:

    a. Obtaining feedback as an integration of students with the development process in the community so that the curriculum, lecture materials, and scientific development developed in higher education can be more adapted to the real needs of society.

    b. Get various learning resources and find various problems for research development.

c. Obtaining input to examine real conditions and accurately diagnose community needs so that the science, technology and art that will be devoted are in accordance with the real needs of the community.

d. Enhance, expand and strengthen cooperationwith other agencies and departments through student collaboration initiatives that implement KKN.

Chapter II Implementation Mechanism for KKN Courses

A. KKN Management

The management of UNY's Community Service Program is carried out by the Real Work Lecture, Educational Practice, Industrial Practice and Internship Unit (UKKNPKPIM). Based on the Rector's Regulation of Yogyakarta State University Number 15 of 2022 concerning the Organization and Work Procedures of Yogyakarta State University, the KKN, PK, PI, and Internship Unit is under and responsible to the Rector, coordinating academically with the Vice Rector for Academic and Student Affairs and coordinating administratively with the Directorate of Academic, Student and Alumni Affairs (DAKA). UKKNPKPIM has the task of carrying out studies, development and services which include: Real Work Lecture (KKN), Educational Practice (PK), and Industrial Practice/Field Work Practice (PI/PKL). The Management Chart of the KKN, PK, PI, and Internship Unit can be described as follows:
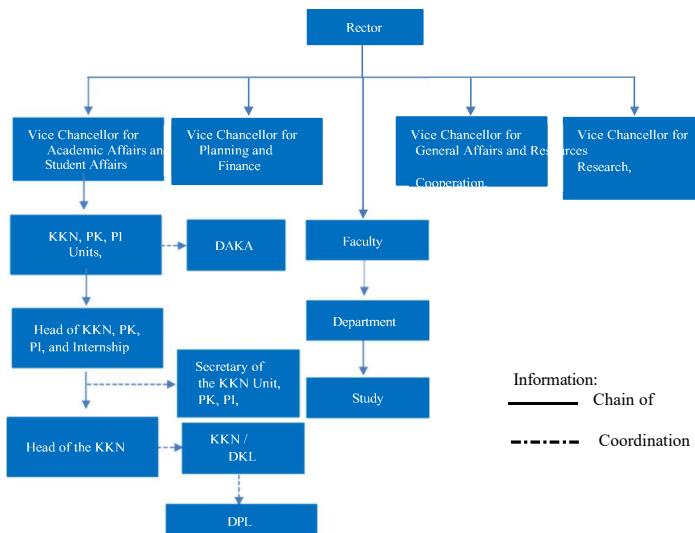
Picture 1. Structure Organization Management KKNUNY.

The job description of the UNY KKN management sub-organization can be explained as follows:

1. **Rector**
    a. Person in charge of KKN activities at UNY.
    b. Issue a decree appointing the Head and Secretary of the KKN, PK, PI, and Internship Units.

2. **Vice Rector for Academic and Student Affairs, Vice Rector for Planning and Finance, Vice Rector for General Affairs and Resources, and Vice Rector for Research, Cooperation, Information Systems and Business**
    a. Currically responsible for the KKN program and implementation.
    b. Providing direction, coordination, and ease of accessibility in the implementation of KKN in accordance with

authority in the respective work fields of each Vice Chancellor.

3. **Head of KKN, PK, PI, and Internship 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 developing DPL in their duties field.
   d. Carry outcollaboration with other institutions.
   e. Carrying out evaluation and development of the implementation of KKN activitiesto be in accordance with the development of demands, needs and problems in society and cooperation partners.
   f. Responsible to the Chancellor for the implementation of KKN activities.

4. **Head of the KKN Division**
   a. Act as the daily implementing manager of KKN.
   b. Responsible to the Head of the KKNPK Service Unit regarding the implementation of KKN activities.
   c. Develop programs, direct implementation, evaluate, and prepare follow-up actions for the results of implementing KKN activities.
   d. Prepare guidebooks and other rules for the daily implementation of KKN.
   e. Resolving cases and problems that have not been and or cannot be resolved by the Location Coordinating Lecturer (DKL) and DPL.
   f. Create a final report.
   g. Establish cooperation and coordination with local governments, the Department of Education, and other related agencies.

h. Coordinateall KKN activities andcarry out monitoring at KKN locations, especially the implementation of regulations according to the guidebook.

5. **KKN TEAM / Location Coordinating Lecturer (DKL)**

The KKN Team consists of lecturer representatives appointed by the faculty to assist the Head of the KKN Division in facilitating the implementation of KKN activities. The KKN Location Coordinator Lecturer (DKL) is appointed from among the KKN team members to coordinate the DPL in the implementation of KKN activities at the location. The DKL's main duties are as follows:

a. Assist the head of the KKN division in preparing andorganizing the implementation of KKN.

b. Coordinate with the DPL group at the location/Faculty for the smooth running of activities.

c. Establish communication with the DPL group at the location/faculty through WAG or other media.

d. Helptake care of KKN location permits.

e. Coordinating the DPL Location in the implementation of parachuting and withdrawal of KKN.

f. Assisting the Monev team in monitoring the implementation of KKN at the KKN location.

g. Help resolve unresolved cases and problems and or cannot be resolved by the DPL at the KKN location.

h. Providing input for solving implementation problems at the KKN location.

i. Helping thinking for KKN development.

6. **Field Supervisor Lecturer (DPL) KKN**

Field Supervisors (DPL) are the spearhead of student mentoring during Community Service Program (KKN) activities. The DPL's primary duty is to supervise a maximum of 40 students at the KKN location, with the following duties:

asfollowing:

a. Coordinate with the location coordinator during KKN activities, preparation, deployment, implementation and withdrawal of KKN.

b. Establish communication with the students being supervised during preliminary observation activities at the location where the KKN will be held.

c. Conducting guidance/monitoring duringKKN implementation is at least 4x offline, the rest is online.

d. Submitting and withdrawing KKN students (counted 2 x) Offline).

e. Helping to resolve student problems that occur at the KKN location.

f. Establish communication and cooperation with figures, officials and institutions that play a role in implementing KKN activities at the location.

g. Consult and coordinate with the site coordinator if you encounter complex issues that cannot be resolved by the DPL. The site coordinator will then forward the issues to the Head of the Community Service Division and the Heads of the Community Service, Student Advisory, Internship, and Internship Units to find a solution.

h. Correcting and approving administrative tools and KKN reports prepared by students.

i. Coordinating administrationIA (Implementation)*Arrangement*) between the Department (represented by the Dean) and the Village/Sub-district.

j. Testing and providing assessments of KKN outputs(five days before withdrawal).

k. Upload KKN student grades (15 days after withdrawal).

l.   Actively participate in meetings and activities held by the KKN, PK, PI, and Internship Units.

B. KKN Requirements

1. KKN Participant Requirements

The requirements for prospective UNY KKN participants are as follows:

a. Academic Requirements:
1) Registered as an active student and have completed a minimum of 100 credits for the odd semester and 120 credits for the even semester.
2) Listing KKN courses in the Study Plan Card (KRS).

b. Administrative Requirements:
1) Registeras a KKN participant.
2) Prospective KKN participants are required to attend KKN briefings according to the specified schedule.
3) Students who took the Independent Learning and Independent Campus courses or similar programs in the previous semester do not need to take the Community Service Program (KKN) course.The requirements for converting MBKM to KKN lectures are processed through the RPL program if 100 credits have been completed.
4) Not currently pregnant and not involved in any legal cases.

2. Requirements for KKN Supervisors

a. UNY lecturers appointed by the faculty must be at least group III/b and equivalent expert assistants.
b. Have and are able to follow the DPL briefing.
c. Have commitment and integrity to guide KKN (sign integrity fact).

3. **KKN Partner Requirements**
    a. The partner is willing to accept the presence of studentsKKN and work programs that will be implemented and outlined in legal cooperation documents in the form of a Memorandum of Agreement (MoA) and/or Cooperation Agreement (IA).
    b. The partners are willing to provide assistance and guidance to KKN students.

C. Stages of KKN Implementation
1. KKN Registration Flowchart
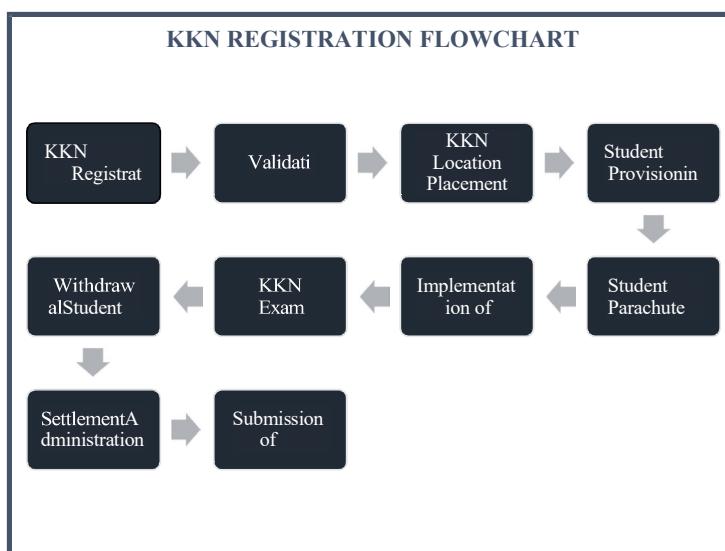
Picture 2. Channel RegistrationKKN.

2. KKN Registration

KKN participants are required to register themselves in the KKN integrated information system viahttp://kkn.mkpk.uny.ac.id.The detailed registration schedule is set out in the academic calendar and is communicated throughhttp://kkn.mkpk.uny.ac.id. During registration, students can choose the period and KKN scheme they wish to participate in.

Table 1. KKN Scheme

No	Skim	Information
1.	Regular Community Service Program	a. UNY students (min 100 credits). b. Meet the requirements according to POB. c. Fill in letter statement (candownloaded).
2.	Independent Community Service Program	a. Students form groups independently of a minimum of 8 and a maximum of 10 originating from a minimum of 2study program or based on the MBKM program. b. Students determine the location independently orbased on the MBKM program. c. Students take care of permits independently orbased on the MBKM program. d. If after registration closes and you do not meet the quota according to letter "a", you will be transferred to the regular scheme. e. Letterstudent statement (downloadable). f. The group must be from all education study programs orfrom all non-education study programs. g. All members who are in one groupIndependent KKN must register on the system, then one of the students will represent the other members who have registered to input throughsystem.

No	Skim	Information
3.	KKN Cooperation	a. Students form groups independentlyminimum 8 and maximum 10 and come from the same area of origin. b. Students bring a letter of application from the partnerto the KKN, PK, PI and Internship units. c. The KKN location area already has a cooperation agreement with UNY or is in the process of pioneering cooperation with UNY. d. Students take care of location permits independently. e. Letterstudent statement (downloadable). f. All members who are in one groupKKN collaboration must register on the system, then one of the students will represent the other members who have registered through the system.
4.	National KKN	a. Students receive 100% ticket assistance from UNY. b. Students finance their living expenses independentlyduring the KKN location. c. Number of students sentmaximum 5-8. d. UKKNPKPIMwill conduct a feasibility selection. e. Students are physically and mentally healthy, proven by a doctor's certificate. f. Students are willing to follow the national KKN regulations. g. Administrative costs at the KKN location are borne by the national KKN organizer. h. Letterstudent statement (downloadable).
5.	KKN RPL Lectures (Non MB-KM)	a. Students who are currently studying RPL. b. Students can work individually or form groups of a maximum of 10 people. c. Students determine the location independently. d. Students take care of permits independently. e. Student bear transportation in a wayindependent. f. Students are responsible for administration at the KKN locationindependently. g. If students are unable to choose a location independently, the location will be determined by UKKNPKPIM. h. Letterstudent statement (downloadable). i. All members who are in one groupIndependent KKN must register on the system, then one of the students represents to input other members who have registered through the system.

Students are required to fill out their personal data online using SSO, to be printed as proof of KKN registration. For KKN student registration, participants must include the account number of a bank in collaboration with UNY (BNI, BRI, BTN, BSI, BPD DIY, and Bank Mandiri) in the name of the student in question.

a. **Purpose of Provisioning**

The implementation of KKN briefings is an effort to prepare students to be able to carry out KKN effectively and efficiently. This KKN briefing, students are expected to be able to understand, internalize, and apply changes in attitude, mentality, knowledge, and skills according to the needs during the KKN implementation. KKN briefings are one of the activities in the KKN preparation stage before being deployed to the KKN location. KKN briefings also aim to provide knowledge, skills, and attitudes related to KKN activities, especially to improve students' soft skills, such as communication, teamwork, leadership, and problem solving.

The aim of providing KKN training to KKN student participants is to provide theoretical information and knowledge.and practice so that students are able to:

1) Understand and appreciate the concept and role of KKN.
2) Understand the rules and regulations for implementing KKN, relating to student rights and obligations.
3) Have information about the situation, conditions, potential and problems of the location that will become the work area.
4) Have a stock of knowledge about the etiquette of life in the field.

5) Have a supply of knowledge and skills stimulationpractical so that they can carry out their programs and tasks in the field well.
6) Have the knowledge to be able to behave and work in groups in an interdisciplinary and cross-sectoral mannerin order to complete tasks in the field.
7) Have the ability to use time efficiently in the field.
8) Have the knowledge, attitude and skills tocan adapt to the target community.
9) Carrying out empowerment, community service, education, training and mentoring of the community at the KKN location so that it can contribute to solving problems in the community in a sustainable manner.
10) Building networks with cooperation partners in implementing KKN and documenting them in Memorandum of Agreement (MoA) and Cooperation Agreement (IA) documents to increase community capacity.

b. **Provision Material**

The KKN provision material refers to the Chancellor's Regulation Number 4 of 2021, Standard Operational Guidelines (POB) for KKN,The KKN Guidelines for the Independent Learning and Independent Campus Curriculum, and a needs analysis of the KKN, PK, PI, and UNY Internship Units with UNY's collaborative partners. The KKN provision material guide includes the following:

1) **General Material.**General material is attended by all students participating in KKN. The general material contains matters related to the concept and nature of KKN, descriptions and strategies of KKN UNY, the goals and benefits of KKN, principles and patterns of KKN approaches, and problems.

KKN, monitoring and guidance, observation and analysis of community needs, KKN ethics in the community, program preparation, report preparation, KKN evaluation, and preparation of community service reports.

2) **Special Material.**Students will learn specific material tailored to the target area or the chosen theme (Thematic Community Service Program). Students participating in Community Service Programs (KKN) are provided with material on the potential of the target community. This material relates to the KKN theme and the target community's potential, including community potential in education, the environment, arts/culture, entrepreneurship, health, tourism, and other areas, in accordance with the potential of the KKN region.

c. **Implementation Model for Provisioning**

The model for implementing the briefing is carried out offline/online according to the schedule set by the KKN Unit,PK, PI, and UNY Internship. There are two types of briefing, namely general briefing and special briefing. General briefing is carried out by the university. Meanwhile, special briefing is carried out in a tutorial manner by DPL. Presenters for general briefing come from within UNY and outside UNY. Internal presenters are DPL, experts and/or KKN practitioners, as well as from certain parties relevant to UNY's flagship KKN program. If experts are needed, presenters can be presented from outside UNY, including from the regional government at the provincial/district/city level, village governments, regional apparatus organizations, the private sector, and other institutions/agencies that can participate. The series of briefing activities include the following:

1) Presentation of material.
2) Initial observations in the field.

3) Preparation of work programs and tutorials, and

4) Deepening of the provision material.

Prospective KKN participants will be declared to have passed the briefing by the DPL and can be sent on KKN if the person concerned…has fulfilled the following requirements for graduation.

1) Attend KKN briefings in an orderly and disciplined manner.

2) Fulfilling the minimum attendance requirement for KKN briefing of 90%.

3) Conduct initial observations at the KKN location.

4) Following and passing the in-depth study of KKN provision materials,
And

5) Have completed the administrative requirements.

3. Observation

Observation is one of the stages in the KKN preparation phase, providing students with the opportunity to conduct direct observations and observations at the KKN location. Observation is important for prospective KKN participants to obtain an overview of the situation, conditions, and information related to the dynamics of problems and an analysis of community needs at the KKN location. Students are required to coordinate and consult, both online and offline, with the person in charge or location supervisor (Lurah/Village Head, or local community leaders) and the DPL. Observation is carried out to identify problems and analyze the needs for developing the KKN work program so that they can determine the work program priorities and allocate the necessary resources, including economic and social resources, to support the achievement of results.

implementation of the KKN work program. The role of the DPL in observation activities is to provide considerations and input on the program plan resulting from the observations before it is finally decided to become a work program.

4. **Determination of Work Program**

The Community Service Program (KKN) is a KKN activity plan designed to achieve the objectives of the KKN program and solve existing problems in the community. The KKN program is divided into two categories: group and individual. The work program developed by students focuses on community empowerment, community service, education, and training. The KKN work program is determined based on observations discussed with the DPL (Regional Leadership Coordinator), the community, and local officials (village heads, and community leaders), compiled in the form of a KKN Work Program Matrix.

The work program is divided into: (1) Main program, (2) Supporting programs, and (3) Additional programs, and incidental activities. The main program is a program that is chosen based on the field of study competency or special expertise possessed by the KKN student participants. The supporting program is a work program that is carried out to support the achievement of the results of the implementation of the main program. The main program and supporting program have been planned in the KKN matrix, while the additional program is a KKN work program that appears after the planning matrix has been compiled and approved by the DPL and the person in charge of the location (Lurah,/Village Head, local community leaders). The additional program aims to

Accommodating community interests and needs by assisting with activities not yet included in the approved KKN work program matrix, but essential for providing valuable value and sustainable implementation. In addition to the main program, supporting programs, and additional programs, there are also incidental activities. Incidental activities are unplanned but essential for students to participate in as they socialize within the community.

The work program matrix has been compiled at the verification, validation and approval stage by the DPL, the person responsible.answer the KKN location (Head of Village/Head of Sub-district, Head of Hamlet/Hamlet/RW/RT), and students compiling the work program matrix. The total number of working hours that must be completed by each KKN student is a minimum of 272 working hours during the KKN implementation. For daily implementation, to ensure the well-being of students and the community, it is recommended that the number of working hours for activities be around 5-6 hours per day. The work program matrix must be completed a maximum of 7 days after deployment. Students have begun observations, program socialization to community leaders, the community, and consultations with the DPL so that a KKN program is obtained that is in accordance with community needs so that it can be immediately approved and implemented further.

5. **KKN Guidance**
    a. **Guidance Systemby the KKN Supervisor**
        The KKN guidance system is carried out intensively by the KKN guidance lecturer online.http://kkn.

mkpk.uny.ac.id and offline. Guidance for studentsKKN participants are intended to provide guidance in the implementation of work programs, address problems in the implementation of work programs, and develop strategies for implementing work programs on time so as to optimize the achievement of the results of the KKN work programs that have been prepared and implemented in accordance with existing target objectives. In addition, guidance can help students develop soft skills and self-potential so that after participating in KKN lectures, students are able to develop a professional attitude and implement their social responsibilities.

The principle of mentoring is educational and participatory. This means it must be able to provide an active transfer of knowledge, understanding, and application of ethical moral attitudes from both DPL and students. Mentoring is carried out by DPL KKN starting from the field observation stage, briefing, preparation of work program matrix, deployment, implementation, preparation of reports and outputs/products of KKN. In carrying out mentoring for students, DPL is accompanied by the person in charge of the location (Lurah/Village Head), community leaders, and the host. DPL acts as a mentor, director, advisor, counselor, motivator, supervisor, liaison, role model, examiner, and assessor.

b. **Guidance Techniques by KKN Supervisors**

The mentoring techniques carried out by DPL are carried out online through various platforms that have been provided.by the UKKNPKPIM UNY Team. Student participants in KKN are required to carry out each stage of preparation, implementation, evaluation, reporting and follow-up in an orderly manner.

DPL assistance throughhttps://kkn.mkpk.uny.ac.id. BesidesIn addition, DPL can also design and use various learning media and social media as a means to optimize the achievement of guidance results.

c. **KKN Reports and Articles**

The KKN report was made by the KKN student group to be submitted to the village (Group report attached) and the articlemade by each individual, (attached).

D. Assessment of KKN Courses

1. Objectives of KKN Assessment

The Community Service Program (KKN) assessment is a form of evaluation of the results of the KKN implementation. This evaluation aims to provide academic achievement scores to students and to demonstrate the success of their KKN program. The final task of the DPL is to conduct evaluations and assign grades to student KKN participants. Therefore, the assessment process must begin with the briefing on campus and conclude with the submission of the report.

2. KKN Assessment Aspects

Assessment aspects used to provide assessmentFinally, the KKN student participants include four components, namely as follows:

a. The work planning obtained from the results of the in-depth study and the KKN program work plan is statedin the activity matrix;

b. Implementation of work obtained based on indicators of implementation of previously prepared work programs;

c. Interpersonal skills based on indicators

cooperation, diligence, discipline, creativity, responsibility, and good manners during the implementation of the KKN program; and

d. The quality of uploaded KKN output and KKN reports

e. Ability to answer every exam question and
the quality of the answers given.

f. Students are not allowed to get involved in practical politics on site
KKN.

3. Guidelines and Criteria for KKN Assessment

The evaluation format in question is shown inthe following table.

Table 2. KKN Assessment

Final KKN Score	Component WhichRated	Notation	Weight
NA	Work Program PlanningKKN (matrix)	N1	1
	Implementation of Work ProgramKKN	N2	4
	Interpersonal Skills	N3	2
	Completeness report And externalKKN	N4	3

Information :

NA: Final KKN score taking into account the assessment from public figure

The formula for providing a final assessment of KKN activities is as follows:

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

4. StandardKKN Graduation

The exam period is five (5) days before the end of the KKN program. Assessment is conducted by the DPL, taking into account input from local officials and community leaders. This stage is the final stage of the KKN course evaluation process, so that the final grades can be drawn.

Students are permitted to take the KKN exam if they have fulfilled the exam requirements, namely that the student has completed the draft KKN report, uploaded all KKN implementation external invoices and has no outstanding program obligations at the location and/or KKN targets or other obligations. Before the exam is held, the DPL checks the student's readiness and KKN external invoices. The KKN implementation external invoices are expected to be uploaded before the student takes the exam as an exam requirement, so that when the invoices are withdrawn, all completeness has been completed and uploaded according to the guidelines. The KKN external invoices are uploaded tohttps://kkn.mkpk.uny.ac.id includes:

a. KKN (group) reports that have been verified and validated by the DPL and those responsible for the location (Lurah, Village Head, local community leaders). The report is submitted to the Village Head or Lurah.

b. The PkM article is an individual program that is considered the best.Article template attached.

c. Recapitulation of KKN results in the form of financial recapitulation of KKN implementation.

d. Documentation and output of KKN products.

e. DocumentHE.

f. YouTube video link for individual profiles of potential
    KKN locations such as: village profiles, home industries,
    MSMEs, local arts and culture, tourism potential, etc.
    (minimum 100 likes and comments)

E. Sanctions for KKN Students

Student participants in the Community Service Program who
do not comply with the rules and obligations may be subject to
sanctions. Sanctions will be determined byby UKKNPKPIM after
going through review, discussion, and deliberation. The
sanctions given by UKKNPKPIM take into account input from
the DPL, the person in charge of the location (Lurah, Village
Head, local community leaders) and students involved in
conducting investigations and collecting evidence and facts
from the crime scene/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 ethical moral commitment in
resolving the case/case. The sanctions that can be given are as
follows:

1. Verbal warning.
2. Written warning.
3. Reduction of KKN value.
4. Extension of the KKN period.
5. Withdrawal from the location before the end of the KKN
    period and the person concerned is declared to have failed
    to participate in KKN. Students who are withdrawn from
    the location and declared to have failed must repeat the
    KKN at another opportunity and are required to pay the
    KKN fee in accordance with applicable regulations.
6. If the problem case is carried out by new studentsit is
    known after the student in question is withdrawn from the
    KKN location, while the KKN activities have ended, then

the consequences are:

a. The implementation of the KKN exam was suspended until the case could be fully resolved.

b. If the KKN score has been obtained and has not been uploaded to PDDIKTI, the score is suspended and is valid for a maximum of the score upload period in PDDIKTI during the KKN implementation period. If the problem is resolved after the score upload period in PDDIKTI during the KKN implementation period, the score upload will be carried out in the following period.

Chapter III
Development of KKN Work Program

A. KKN WORK PROGRAM

The Community Service (KKN) course is a vehicle for community service (PkM) for students. The implementation of all KKN activities emphasizes community empowerment. The three domains of KKN include student personality development, community empowerment, and institutional development. Students can learn from the dynamics of KKN groups and community socialization. Communities in KKN locations possess numerous abilities and potential that can be used as learning resources. Therefore, KKN is a learning process for students, the community, and universities, aimed at developing their respective capacities.

Students must create a work guideline to ensure all KKN activities are planned, programmed, and directed. This work guideline is created by observing and analyzing community needs. The results of the community needs analysis are selected and compiled into KKN programs/activities.outlined in the KKN Work Program Matrix (MPK). The resultsactivities listed in the MPK, summarized in the form ofKKN Work Results Matrix (MHK).

B.   WORK PROGRAM DEVELOPMENT MECHANISM

The Community Service Program (KKN) is expected to have tangible benefits and impacts on the community. The program's basic principles are feasibility, acceptability, sustainability, and participatory nature. Before determining which programs to implement, observations and needs analysis are first conducted. All selected activities must be based on actual field observations and critical analytical studies to ensure academic and social accountability.
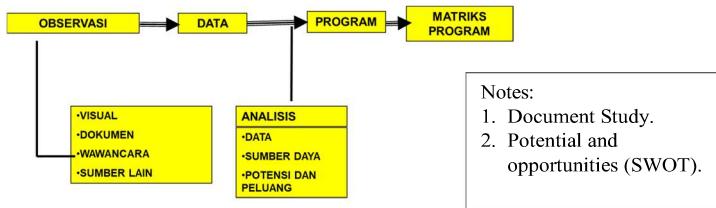
Picture 3. Channel Determine Program WorkKKN

1.   Observation

Observation is a method of obtaining information through the activity of carefully reviewing, observing, and identifying the object being observed. Before conducting an observation, several things need to be prepared, such as an interview guide and an observation guide, which must be created and developed by students.

Observation objects can be physical or non-physical. Examples of physical objects include roads, places of worship, meeting halls, rivers, lights, fields, signs, etc. Examples of non-physical objects include community empowerment (integrated health posts, religious study groups, youth organizations, TPA, etc.), learning, training, etc.

public health, poverty alleviation, sports activities, arts, administration, various literacy activities, and others.

Observation activities produce concrete and accurate data that depict the situation on site. In addition to direct experience, information can also be gathered from various sources (books, research reports, journals, and previous years' KKN reports). Thus, the program will be developed based on theoretical studies and concrete needs.

2. Needs Analysis

The needs of the community are seen from the gap between conditionsIdeally, this aligns with the facts on the ground at the KKN location. Observation results serve as the basis for analysis and discussion between students and the DPL. The needs analysis is used to prioritize work programs that align with the students' abilities. Steps to consider in determining the right program include:

a. Examining the dataobservation results.
b. Identify and determine gaps between facts
   with ideal conditions
c. Discuss it with DPL and the community to
   knowing the clear needs.
d. Create a priority scale.
e. Determining the results of program selection with the capabilities possessed (student human resources, for example, skills and abilities, funding, and time).

3. Socialization

After students have the results of the work program analysis, students socialize the work program plan.

in meetings to discuss with the community, including figures responsible for the location (Lurah, Dukuh, and heads of community institutions such as RT, RW, youth organizations, Posyandu cadres, KWT, and others). The socialization process is used to introduce the KKN group, convey work program plans, and agree on work programs.

4. Determination of Programs and Activities

KKN work programs can be grouped into group programs and individual programs. The following is an illustration of the program types.
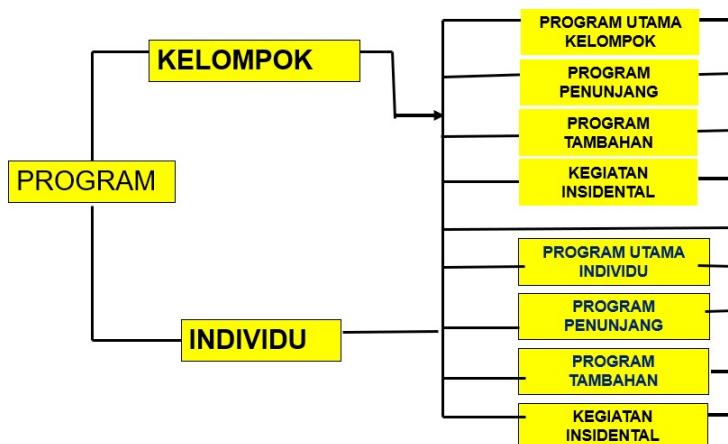
Figure 4. Work Program Grouping

a. Group Program

A group program is a program that is planned, implemented, and accounted for as a group. A group program consists of several group activities, attended by at least more than half of the group's members. The number of hours spent is around 70-75% of the total number of hours.

Overall. The Group Program consists of:

1) Main Program of the group

This Main Program is defined as a group of activitieswhich are united by a main theme chosen by students as their flagship activity, as well as the general theme of the 2023 KKN activities. In principle, all programs and activities refer to the achievement of the theme, then categorized into one cluster as the main activity. The main activity cluster can be one or several activities that cover several activities derived from the details of the main program.

2) Supporting Programs

Supporting programs are programs that are not directly related to a student's field of study, specific expertise, the main theme of the Community Service Program (KKN), or a combination of the three. These supporting programs are complementary and do not necessarily refer to a specific theme or grouping, so their activities do not have to be interconnected like those in the main program.

3) Additional Programs

A program that emerges during the Community Service Program (KKN) implementation, after the matrix has been approved and implemented. This program is usually a sudden community request, as it wasn't proposed at the start of the KKN work program. For example, while KKN implementation is already underway, the hamlet is suddenly asked to participate in a gymnastics competition. The community then requests KKN students to train and assist them in the training process leading up to the competition. If the students agree, the program is included in the additional program.

4) Group incidental activities

Group incidental activities are activities that are notAlthough planned, these activities are crucial for students to participate in socializing in the community, and are carried out by more than 50% of group members. Examples include condolence activities, visiting the sick, tahlilan (religious recitation), and so on. Students are expected to socialize well within the community, enabling these incidental activities to be carried out.In the matrix, incidental activities are only written onimplementation in accordance with the activities carried out. ProgramThe groups will then be outlined in the Group Matrix.

b. **Individual Program.**

Individual programs are programs that are planned, implemented, and accounted for individually.The individual program matrix is created by each individualstudents. The characteristic is that the number of individual program implementers is less than or equal to half the number of group members. The number of hours of individual program design/implementation ranges from 25-30% of the total number of hours.Individual programs are poured into individual matrices.The individual program consists of:

1) Group programs/activities attended

The group program that is followed is the main group program and the supporting group program that the student has chosen to participate in. Students do not have to choose all group programs; consider the proportional number of hours between the group program and the individual program.

2) Individual Main Program

The main individual program is a program that is chosen based on competency in the field of study or special expertise.

owned by students participating in KKN, for example, students of the Music Arts Study Program train music, students of the Javanese Language Education Study Program train to become Pranata Adicara (wedding emcee etc.), students of the Coaching Education Study Program train football, students of the Mechanical Engineering Study Program train motorbike service skills, students of the Fashion Design Study Program train sewing or couturier skills, etc.

3) ProgramIndividual Support

Individual Support Programs are programs outside the main program or outside the theme that support the objectives of KKN. The proportion of these two programs is not binding. The main program can be based on the student's background/abilities or can be drawn from an existing KKN theme.

4) Additional Programs

All KKN programs are written in the form of a KKN Program Matrix and must then receive approval/consent from the DPL and the person responsible for the KKN location.Once the Program Matrix is ratified or approved, ifLater, when the Community Service Program was underway, there was a request from the community for a follow-up work program. After considering various factors, the Community Service students were finally able to complete it, and the program was included as an additional program.

5) Individual Incidental Activities

Individual incidental activities are activities undertaken but not planned, involving a maximum of 50% of the group. These activities are typically social in nature or sudden, unforeseen events. For example, assisting at a wedding reception (hosting, MC, entertainment), condolences, etc.

Table 3. Activity IncidentalIndividual

ProgramGroup (followed by at least more than 50% of group members)	ProgramIndividual (followed by less than or equal to)with 50% of the group members)
Main Group Program: according to the KKN theme	Group Program thatfollowed
Group Support Program: outside the student's theme and competency	Individual Main Program: in accordance withstudent study program
Group Supplement Program: programwhich appears after the matrix is validated	Individual Support Program: off-themeand student study programs
Group Incidental Activities: unplanned activities (ta'ziyah, nyinom,and others)	Individual Supplement Program
	Activity IncidentalIndividual

5. Pouring in Matrix

The work program that has been selected is then written in the work program matrix. Examples of programs and activities can be seen at

Table 4. Pouring inMatrix

No	ProgramKKN	Activity
1	Improving a healthy and prosperous lifestyle culture	1. Fitness Gymnastics for the Elderly 2. Balanced Meal Training 3. etc.
2	Family Financial Management	1. Early childhood financial literacy training 2. Training Intelligent shoppingon line 3. etc.

An example of filling in the matrix can be seen in Appendix 6 forindividual and appendix 7 for groups

In determining programs, alignment needs to be carried out by paying attention to the actual conditions of each region and taking into account local wisdom.

in accordance with the objectives of KKN and community needs.

a. Examples of Empowerment Programs

  1) Improving the quality of public services through Management Information System training for village officials.
  2) Training to improve analytical skills market needs for village cooperative administrators and cadres.
  3) Developing the competency of Posyandu drivers in improving their ability to design menu compositionshealthy for toddlers.
  4) Improving organizational competency for youth organization administrators.
  5) Developing the ability to use accounting systems for financial administration staff and treasurers at the hamlet/sub-district and RT/RW levels.
  6) Improving skills in analyzing village economic potential for farmer group leaders.
  7) Developing the ability to design online Koran reading learning for mosque administrators.
  8) and so forth.

b. Examples of Community Service Programs

  1) Making a video of the basic steps for clean living.
  2) Making a banner on how to wash your hands properly health standardsWHO.
  3) Processing non-organic kitchen waste into plantation fertilizer.
  4) Increasing public knowledge about disease management protocols through the provision of digital information that is easily accessible via mobile phones.

5) Making a rainwater reservoir to meet the watering needs of perennial plants throughout the year.

6) Pioneering the creation of a downhill cycling track for community sports facilities.

7) Making appropriate technology for simple threshing toolskapok seeds.

8) Creation of an integrated village administration system website.

9) Development of digital population administration.

10) and so forth.

c. Examples of Education and Training Programs

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

2) Study assistancesubjects online.

3) Teaching reading and writing Hijaiyah letters for children.

4) Making a practical learning module for counting using your fingers.

5) Making a first aid video for a child who is choking.

6) Tutorial on installing a water pump without electricity.

7) Speaking and argumentation skills training in scientific forums.

8) Assistance in developing skills to become a Javanese language system.

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

10) Increasing economic potential through making chipsfrom banana stems, modern branding strategies, and online marketing.

11) and so forth.

After all program and activity plans are outlined in the matrix, they are then approved by the site manager (Hamlet Head, Village Head/Lurah) and the DPL. To ensure the safety of students and the community, the maximum number of hours allocated for planning and implementation is 5-6 hours per day. The work program matrix must be completed within 7 days of deployment.

Notes:
Regarding matrix time allocation, avoid excessive time during the first and last week, as this is used for socialization and matrix design. Print the group matrix in large format and post it at the post to facilitate monitoring. Create post instructions and a banner with a blue background (an example of a post banner template is included in the attachment).

6. Compiling NotesDaily

The daily log is a description of the KKN work activities carried out based on the program and activities outlined in the matrix. The daily log provides explanations for any changes in implementation times, programs, and activities that do not align with the matrix plan. Students are also required to upload daily logs to the system's logbook in PDF format once a week. Instructions for completing the daily logs can be found in Appendix 5.

C. SUMMARY OF KKN WORK RESULTS

The recapitulation of work results is a calculation of the absorption of funds during the implementation of KKN. All absorption, whether in the form of finance,

Goods and services must be quantified in rupiah. Example: Students held a training activity on preparing healthy fish-based food at a PKK meeting. The community provided snacks and drinks worth Rp150,000. The students prepared fish ingredients worth Rp30,000. For the activity, they collaborated with a sponsor who provided assistance in the form of gourami worth Rp200,000.

D. CLOSING

The MPK is a presentation of the design and implementation of work programs in a table containing the program name, activities, implementation time, and so on. The MPK is very strategic because:

(1) determining the effectiveness and efficiency of KKN, (2) making KKN planning more focused, (3) becoming an instrument for monitoring activities, (4) examining the creativity of programs reviewed from various types of programs (main programs, supporting programs, additional programs and incidental activities), (5) reflecting on the competency of KKN students, (6) becoming a KKN work contract with the community, and (7) evaluating the suitability of the work program with activities in the community.

An inventory of the implementation of activities is written in a daily log. Daily logs are useful for (1) explaining activities that have been carried out, (2) assisting in monitoring the DPL, (3) compiling the final KKN report. All KKN activities are compiled in the form of a recapitulation of work results.

Chapter IV
Monitoring and Evaluation of KKN

A. Objectives of Monitoring and Evaluation of KKN

Monitoring and evaluation of KKN generally aims to monitor and evaluate the process and success achieved by students both during the planning and implementation of KKN. Specifically, monitoring and evaluation of KKN aims to:

1. Ensure that students have designed a program matrix that is appropriate to their field of expertise and community needs.
2. Evaluate the programs that have been implemented inKKN period.
3. Examining the problems faced by students during KKN.
4. Looking for joint solutions to overcome problems thatfaced so that the established KKN objectives can be achieved.
5. Providing motivation to students in implementationKKN so that they can gain learning experience in the reality and dynamics of society.
6. Evaluating the performance of Field Supervisor Lecturers (DPL) in mentoring KKN students.

7. Formulate appropriate policies and improve the technical implementation of KKN for the next period.

B. **Implementation Mechanism for Monitoring and Evaluation (Stages) of KKN**

    Monitoring and evaluation in KKN includes the input, process, and output stages which are carried out directly by the UNY KKN Team.

1. Input stage

    UNY KKN input is the KKN program matrix or plan.The points that need to be monitored and evaluated are:

    a. The matrix includes main, supporting, and additional programs.
    b. Program matrix/plan conformitywith the theme of KKN.
    c. Compliance of activities with KKN programs/sub-programs.
    d. Reasonable duration of KKN activities.

2. Process stages

    The UNY KKN process is the compilation of daily log books.Both online and offline. Points for monitoring and evaluation include:

    a. Complianceactivities with program matrix/plan.
    b. Matching schedule and duration between plans andimplementation.

3. Output stage

    *Output*UNY's Community Service Program (KKN) consists of activity reports, articles, and KKN products. Points for monitoring and evaluation include:

    a. The KKN report is accompanied by documentation via social media.
    b. Articles on KKN's flagship programs that are tailored to journals related to community servicepublic.

c. KKN products that have potentialIPR.

d. All KKN products and documents are uploaded to the UNY KKN system.

e. The output product of the KKN program is in the form of a video on YouTube.

C. Monitoring and Evaluation Officer

The implementation of KKN monitoring and evaluation is carried out offline and online via Zoom or Google Meet media byseveral parties, namely:

1. Field Supervisor (DPL)

The Field Supervisor (DPL) is responsible for monitoring and evaluating the work program matrix, work program implementation, activity reports, articles, and KKN products. The DPL can perform monitoring and evaluation during monitoring and evaluation, namely evaluating the matrix prepared by students, evaluating the suitability of program or activity implementation with the prepared matrix, discussing problems faced by students, evaluating KKN products that have the potential for IPR, providing motivation to students during the KKN implementation period, and guiding students in preparing reports and writing articles.

2. KKN Team and KKN Unit, PK, PI, and Internship

The KKN Team and UKKNPKPIM are tasked with monitoring and evaluating the implementation of the work program and the performance of the DPL during the implementation of KKN. Things that the KKN Team and UKKNPKPIM can do during the monitoring and evaluation are evaluating the success of the KKN program implementation, providing motivation to students in implementing KKN, discussing the performance of the DPL with the KKN student participants, and discussing problems

faced by students and their solutions, discussing related to

KKN policy to improve the implementation of KKN in the next period.

3. Advisory Team

The Supervisory Team is tasked with monitoring andevaluation of the success of the implementation of the KKN work program. Things that the Supervisory Team can do during monitoring and evaluation include discussing the success of the KKN work program implementation, discussing problems faced by students, providing motivation to students, discussing KKN management, and discussing input related to KKN management and KKN policies to improve KKN implementation in the next period.

D. Monitoring and Evaluation Instruments

Attached

Chapter V
Conclusion

Community Service Program (KKN) courses at UNY are a form of community service and learning conducted by students from non-teaching and teaching study programs in the community. To support the implementation of KKN courses, a KKN implementation guidebook is required to ensure the successful implementation of all planned and programmed activities. Efforts to improve the efficiency and quality of KKN implementation are ongoing, adhering to the basic principles and functions of KKN for students, universities, partners, and the community.

The implementation approach to KKN requires technical and cultural adjustments. Technical adjustments can be made through training, workshops, seminars, and discussions on KKN implementation. Cultural adjustments are made through thinking, actions, and habits, fostering understanding and awareness that support optimal KKN implementation. Continuous improvement in the quality of KKN and its management is essential. Therefore, monitoring and evaluation of KKN implementation is essential to promptly resolve any issues and correct any deficiencies to improve future KKN implementation.

This KKN guidebook can be used as a reference for other parties. related parties such as: DPL, students, partners, and the community.

Furthermore, matters that have not been regulated in this KKN guidebook, but arise and are required in the implementation of KKN, can be regulated and decided specifically by the KKN Unit team, PK, PI, andInternship based on the principle of deliberation.

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ATTACHMENT

Appendix 1. Monitoring FormKKN Field Supervisor Lecturer

	KKN UNIT, EDUCATIONAL PRACTICE, INDUSTRIAL PRACTICE, AND INTERNSHIP YOGYAKARTA STATE UNIVERSITY
	KKN FIELD SUPERVISOR MONITORING FORM

				Date

INSTRUCTIONS: Put a check mark (√) in the score column according to the assessment.your opinion on the performance of the UNY KKN DPL with the following provisions: score 1 = less, 2 = sufficient, 3 = Good, and 4 = Very Good

LOCATION: ……………………………………………. ASL …………………………….

NO	INDICATOR	SCORE			
		1	2	3	4
DISCIPLINE					
1.	Frequency of coordination attendance through offline/ online				
2.	Frequency of checking the KKN work program log book				
COOPERATION andSOCIALIZATION					
3.	Ability to collaborate with students				
4.	Able to build cooperation with parties outside UNY				
GUIDANCE COMPETENCIES					
5.	Able to guide students in preparing work programs				
6.	Able to guide students in compiling work program matrices and their implementation				

7.	Able to provide motivationstudent				
8.	Abilitygive program ideas				
9.	Abilitysolve the problem				
10	Building student creativity				
AMOUNT					
TOTAL					

DPL PERFORMANCE ASSESSMENT CRITERIA

Very good	
Good	
Not good	
Very bad	

CONCLUSION AND RECOMMENDATIONS:

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....

Monitoring officer

....

Appendix 2. KKN Program Implementation Monitoring Form

	KKN UNIT, EDUCATIONAL PRACTICE, INDUSTRIAL PRACTICE, AND INTERNSHIP YOGYAKARTA STATE UNIVERSITY			
	KKN PROGRAM IMPLEMENTATION MONITORING FORM			
				Date

Group : ………….. Location : ……………………………………………………
Semester : Odd/Even Year.................................*)

No.	INDICATOR	SCORE				
		1	2	3	4	5
PROGRAM PLANNING MATRIX						
1	Planninghas been completed					
2	Planningprogram according to the rules					
3	Number of hours in the planning matrixenough program					
4	Number of hours in the planning matrixrational					
5	Number of hours in the planning matrixproportionality between individual and group hours					
PROGRAM MATERIAL CONTENT						
6	Rational					
7	*Feasible*/ can be done					
8	Based on observation results					
9	According to community needs					
10	According to student abilities					
11	Contains elements of empowerment					

	DIARY					
12	It has been filled sufficiently, at least 2 days ago					
13	Fill in the appropriate formwith program matrix					
14	How to fillCorrect					
15	Rational					
16	Tog ia tan insiden tal/tam documented material					
	SOCIALIZATION					
17	Socialization with the community, community leaders, and village officials					
18	Socialization between group members					
19	Community response to work programsduring socialization					
	PROGRAM IMPLEMENTATION					
20	It has run to the planned limit					
21	Activityaccording to the program matrix					
22	Contains elements of empowerment					
23	There is physical/non-physical evidence of activities					
24	All activities are documented indiary					
25	Activities documented in the matriximplementation					
	Amount					

*) Put a check mark (√) in the score column that you choose. Score 1 is the mostlow, and 5 is the highest score.

*) Cross the unnecessary ones

Group : .... Location : ....
Semester: Odd/Even Year *)
The score obtained is a number of...
This means that according to the results of observations during monitoring and the number of scores obtained, the KKN carried out by the group. ....own:

a. ....
....
....

b. ....
....
....

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

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

e. ....
....
....

......................., ……….. …....
Monitoring and Evaluation,

(...)

*) Cross the unnecessary ones

Appendix 3. KKN Monitoring Instrument by the Leader

	KKN UNIT, EDUCATIONAL PRACTICE, INDUSTRIAL PRACTICE, AND INTERNSHIP YOGYAKARTA STATE UNIVERSITY
	KKN MONITORING INSTRUMENT BY THE LEADER

INSTRUCTION : We ask for your assistance, Mr. and Mrs. Monitoring and Evaluation Officer, to provide information on each statement below by ticking the box.(√) in the column provided, with the following conditions: score 1 = less, 2 = sufficient, 3 = Good, and 4 = Very Good

Location   :…………………………………….
Number of KKN Students   :…………………………………….
Day/Date of Monitoring and Evaluation: ....…………

NO	INDICATOR	SCORE			
		1	2	3	4
1	Ease of accessto the location				
2	Condition of the KKN post (lighting, air circulation,Convenience, Internet/WiFi available)				
3	Planning (matrix, DPL assistance, and amountO'clock)				
4	Implementation (Presence of DPL, mentoring) community leaders, community response)				
5	DPL Guidance Process (As a problem solver, communicator, and facilitator)				
	AMOUNT				

Other (writing)

………

………

………

………

………………………………………………………………………………………………………....

……………………………,……………………………

Monitoring and Evaluation,

(………………………………………)

Appendix 4. KKN Assessment

	KKN UNIT, EDUCATIONAL PRACTICE, INDUSTRIAL PRACTICE, AND INTERNSHIP OF YOGYAKARTA STATE UNIVERSITY
	KKN ASSESSMENT INSTRUMENT

FORMEVALUATION

NO	NAME	Student ID Number	NUMBER VALUE (N)						MARK AVERAGE	LETTER VALUE
			PLANNER-NAAN KKN WORK PROGRAM (N1)	EXECUTOR-NAAN KKN WORK PROGRAM (N2)	INTERPERSONAL ABILITYSONAL (N3)	COMPLETENESS OF KKN REPORTS AND OUTPUT (N4)				
			PROGRAM MATRIX (10%)	*Log Book* **DAILY(40%)**	**AFFECTIVE,COGNITIVE, PSYCHOMOTORIC (20%)**	**REPORTPkM AND DOCUMENTS (10%)**	**ARTICLES (10%)**	**KKN VIDEO (10%)**		
1										
2										
3										
4										
5										

Appendix 5.KKN Daily Notes

NOTESKKN DAILY

LOCATION NUMBER	:		NAME	:
LOCATION NAME	:		Student ID Number	:
LOCATION ADDRESS	:		DEPARTMENT/STUDY PROGRAM	:
DPL	:		FACULTY	:

No	Day/Date	Time	Descriptionactivity	Results		Funds	Proof of Activity	DPL Signature
				Qualitative	Quantitative			
1.	Monday/July 10 2023	09.00- 11.00	Trainingmen- food processor Healthymade from fish	Walkwith fluent,participant spirit and can practice typecook *nuggets*fish, *steak* fish,And galantinefish.	Program attended32 participantparticipant, representativecadre integrated health post from 8 hamlet. (16 person), coralcadets 10 people, and 6 people invited guests public.N a r a source from the ministry- marine			
2.	Etc..							

Appendix 6. Individual Work Program

	INDIVIDUAL

	KKN UNIT, EDUCATIONAL PRACTICE, INDUSTRIAL PRACTICE, AND INTERNSHIP OF YOGYAKARTA STATE UNIVERSITY
	KKN WORK PROGRAM MATRIX
	2023

Compiler Name : Student Name
Location Name/Code :Hamlet……/……..
Location Address :Village………

No	NameActivity	R/P	July																August																		Amount O'clock	
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Kel	Ind
			July 15	July 16	July 17	July 18	July 19	July 20	July 21	July 22	July 23	July 24	July 25	July 26	July 27	…	July 31	August 1st	August 2	August 3	August 4th	August 5th	August 6th	August 7th	August 8th	August 9th	August 10	August 11	August 12	August 13	…	August 31		
I	Group Program	R/P																																
	A. Main/Acceleration Program Reducing Stunting																																
1	Nutrition intake training and child nutrition	R						2				2					3								3							10	
		P																														0	
2	Cooking training healthy fish-based	R							2				2					2					1								7	
		P																														0	
3	Etc..																															0	
																																0	
	B. Supporting Programs																															0	
1	Packaging training and contemporary food marketing	R																3				3									6	
2	Etc…	P																														0	

No	Activity Name		July 15	July 16	July 17	July 18	July 19	July 20	July 21	July 22	July 23	July 24	July 25	July 26	July 27	...	July 31	August 1st	August 2	August 3	August 4th	August 5th	August 6th	August 7th	August 8th	August 9th	August 10	August 11	August 12	August 13	...	August 31	Kel	Ind
		R																																0
	B. Additional Programs																																	
1		R																																0
		P																																0
2		R																																0
		P																																0
3		R																																0
		P																																0
	C.Incidental Activities																																	
1		P																																0
2		P																																0
3		P																																0
II	**Individual Program**																																	
	A. Main Program																																	
1	Get Fit Together through physical activitygame-based traditional	R						2							2							2							2					8
		P																																0
2	Manufacturing traininggame tools sport	R							2						2																			4
		P																																0
3	Nutrition intake training and sports nutrition	R										2							2							2								6
		P																																0
4	Etc…																																	0
																																	0
	B. Supporting Programs																																	0
1	Children's headband creations												2						2								1							5
																																	0
2	Trainingmanagement finance							2							2																			4
		P																																
3	Etc…																																	
	C. Additional Programs																																	

No	Activity Name		July 15	July 16	July 17	July 18	July 19	July 20	July 21	July 22	July 23	July 24	July 25	July 26	July 27	...	July 31	August 1st	August 2	August 3	August 4th	August 5th	August 6th	August 7th	August 8th	August 9th	August 10	August 11	August 12	August 13	...	August 31	Kel	Ind
1		R																																
		P																																
2		R																																
		P																																
III	**Incidental Activities**																																	
1		P																																
2		P																																
3	Etc.																																	
	NUMBER OF HOURS	R	0	0	0				6	2	0	2	0	2	4	4	2	0	5	0	2	4	3	0	0	2	4	4	2	0	0	0	23	27
		P															0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Information :
R = Design P = Implementation

…………………., ………….
Acknowledge / Agree,

Village Head / Sub-district Head   Headhamlet   SupervisorField   ChairmanGroup

(………………………)   (…………………………..)   (Drs. Eko Widodo, M.Pd.)   (Jasmine Rose)
                                                                        NIP.   Student ID.

Appendix 7. Group Work Program Matrix

	GROUP

	KKN UNIT, EDUCATIONAL PRACTICE, INDUSTRIAL PRACTICE, AND INTERNSHIP OF YOGYAKARTA STATE UNIVERSITY
(logo)	KKN WORK PROGRAM MATRIX
	Year2023

NameCompiler: Student Name
NameLocation: Hamlet……/……..
Location Address   :Village………

No	Activity Name		July								...										August										Number of Hours Group	
			Week 1							...		Week 4										Week i				...		Week n					Group	
	Date		1	2	3	4	5	6	7		22	23	24	25	26	27	28	29	30	31	1	2	3	4		19	20	21	22	23	24	25	R	P
GROUP PROGRAM																																		
A.	MAIN PROGRAM/Acceleration Reducing Stunting																																	
1	Program socialization	R				2							2																				4	
		P																																
2	Processing foodHealthy made from tubers	R					3		3																								6	
		P																																
3	Healthy cooking training made from fish	R																																
		P																																
4	Physical activity based traditional games	R																																
		P																																
5	Delicious herbal drink and fresh	R																																
		P																																
6	4. Ice cream making training herbs	R																																
		P																																
7	Making Catfish Floss	R																																
		P																																

No	Activity Name		July							...											August				...								Number of Hours	
			Week 1								Week 4							Week i			Week n													Group	
	Date		1	2	3	4	5	6	7	22	23	24	25	26	27	28	29	30	31	1	2	3	4	19	20	21	22	23	24	25	R	P
8	Nutritious gardens for improvement welfare	R																														
		P																														
9	7. Nutrition intake training and sports nutrition	R																														
		P																														
10	etc.	R																														
		P																														
B	SUPPORT PROGRAM																															
1	landfill	R																														
		P																														
2	Tadarus	R																														
		P																														
3	Green walk	R																														
		P																														
4	Digitalization of Administration hamlet	R																														
		P																														
5	Early Childhood Education	R																														
		P																														
6	Device Coordination Meeting Hamlet	R																														
		P																														
7	Home Financial Management Ladder	R																														
		P																														
8	Posyandu for the Elderly & Toddlers	R																														
		P																														
9	Data Collection of Dukuh Residents	R																														
		P																														
10	Modern Dance Arts Training	R																														
		P																														
11	CounselingTraffic Regulations Cross	R																														
		P																														
12	Training in packaging and marketing of contemporary food	R																														
		P																														
13	Health Counseling	R																														
		P																														
14	etc.	R																														
		P																														
C	ADDITIONAL PROGRAM																															

No	Activity Name		July							...										August					...								Number of Hours Group	
			Week 1							...	Week 4										Week i				...		Week n							Group	
	Date		1	2	3	4	5	6	7		22	23	24	25	26	27	28	29	30	31	1	2	3	4		19	20	21	22	23	24	25	R	P
	1	R																																
		P																																
	2	R																																
		P																																
	3	R																																
		P																																
D	INCIDENTAL PROGRAM																																	
	1	P																																
	2	P																																
	3	P																																
	Total Time of Group Work Program	R	2	3					3				2																				10	
		P																																

Information:
R: Design, written in red numbers P:
Implementation, written in black numbers

Acknowledge / Agree,

Village Head / Sub-district Head Head of Hamlet   Field Supervisor   ChairmanGroup

(………………….…)   (……………….…………..)   (Drs. Eko Widodo, M.Pd.)   (Jasmine Rose)
                                                          NIP.   Student ID.

Appendix 8. KKN Video Making Template

KKN Video Making Template
Link (Youtube) Minimum 100 likes and comments

CLIP-1

1) OPENING

+ LOCAL GOVERNMENT LOGO

KKN, PK, PI AND INTERNSHIP UNIVERSITY OF YOGYAKARTA STATE UNIVERSITY

CLIP-2

STUDENT WORKS OF KKN

Name   :
Student ID Number   :
Study Program/Faculty:
DPL Name   :

CLIP-3

Video Title   :
Location
      Village   :
      Subdistrict   :
      Regency   :
      Province   :

CLIP-4

2) VIDEO CONTENT (3-5 minutes)

It must not contain elements of ethnicity, religion, race, or intergroup relations (SARA), immorality, discrimination, or violation of customs/traditions. Consultation with the DPL before uploading is mandatory.

CLIP-5

3) CLOSING:
- Video Production Team and Their Roles
- Thank-you note………
    1. Rector
    2. UKKNPKPIM
    3. DPL
    4. Village head/village head, hamlet head/hamlet head
    5. Etc. involved

Appendix 9. KKN Report (Group)

1) Title page
   The title page contains the title of the PPM (KKN) report, district/locationPPM (KKN), UNY logo, drafting team, UKKNPKPIM, university and year the report was compiled.

2) Endorsement page
   This page contains the document compiler and agency officials who validated or approved the prepared report.

3) Foreword
   The foreword contains various things related to the contents of the report.Community Service Program (KKN). Furthermore, this page should express gratitude for the successful implementation of the Community Service Program (KKN), express gratitude to all parties who have assisted in its implementation, offer apologies to all parties, and conclude with the hope that the implementation of the Community Service Program (KKN) will bring various benefits.

4) Abstract
   The abstract should contain the objectives of Community Service Program (KKN), implementation methods, and results. Keywords should consist of 3 to 5 words related to the core of the report. The abstract should be written in one paragraph on one page and typed single-spaced.

5) List of contents
   The table of contents contains all chapter titles and sub-chapter titles written inin the PPM (KKN) report, starting from the title page to the appendices. This is to show the contents of the PPM (KKN) report and make it easier for the reader.

6) Appendix List
   The list of appendices contains a summary of activities, a summary of funds used, and other items deemed necessary to be included in the list. These appendices are listed on a separate sheet. This makes it easier for readers to identify which appendices are included in the PPM (KKN) report.

Appendix 10. Article Systematics

TITLE
(no more than 14 words in Indonesian, Times New Roman font type)
Roman, size 14 pt, Bold)

Field Supervisor 1, Student Name 2
Yogyakarta State University

Email: author's email address (use email @uny.ac.id)

ABSTRACT
The abstract of the manuscript is typed single-spaced in Indonesian on A4 paper with a top margin of 3 cm, right, left, and bottom margins of 2.5 cm. The abstract is typed using Times New Roman font size 12 pt, consisting of one paragraph, containing the problem, an outline of the article's contents, and conclusions. The abstract should be between 125-150 words long. The abstract consists of the objectives, methods, and a summary of the results.

Keywords:consists of 3-5 words, can be single words or a combination of words.

INTRODUCTION
The introduction includes a description of the problem, scope, literature review related to the problem being studied and ends with the purpose of the research/article writing. Writing reference citations follows the following format: author (year: page) or (author, year: page), for example: Udin (2007: 55-56) or (Udin, 2007: 55-56). Name of the author citedis the name written at the beginning of the bibliography. The author must ensure that all the references cited in the article body have been cited in the bibliography, and vice versa, it must also ensure that all sources in the bibliography are actually cited in the article body. The body of the text uses Times New Roman font with a size of 11 pt, 1.15 spacing, regular and in a two-column format, each column 7.5 cm, with a distance between columns of 1 cm. The first sentence of each paragraph is written indented 1 cm.

METHOD

The method includes a detailed description of the methods, instruments, and research analysis techniques used in solving the problem.
problem. Illustrations can be in the form of pictures, graphs, diagrams, maps, and photographs. Illustrations are numbered sequentially and the title is in the bottom center. To facilitate numbering and image titling and

tables can use the facilities*Caption*. Figures 1 and 2 are examples of including graphs and images.
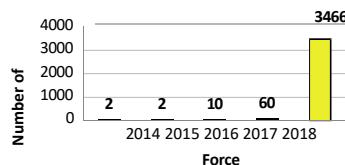
Figure 1. Image Title

Figure 2. Image Title (source citation, if image/graphic)citing a source)

RESULTS AND DISCUSSION

Results and Discussion are objective descriptionsabout research results related to the research objectives and their discussion. The discussion also needs to be supported by previous literature and research.

CONCLUSION

Conclusion is a summary ofResults and discussion. Conclusions are presented in paragraph form.

BIBLIOGRAPHY

Author's name. Year of publication. Full title of book (italicized), Editor (if any). City of publication: Name of publisher. (If taken from a book)

NAuthor's name. Year of publication. Title of article/writing. Name of publication (italicized). Volume. Number, and Page.If taken from (If Taken from Journal)

NAuthor's name. Title of article/writing. Site, and date of access (italicized). If taken from the Internet (as far as possible only from relevant sites and guaranteed in terms of content)

Appendix 11. KKN Report Template

PPM REPORT

PPM TITLE

By
Name 1	(NIM)
Name 2	(NIM)
Name 3	(NIM)
Name 4	(NIM)

KKN, PK, PI, AND INTERNSHIP
UNIVERSITY OF YOGYAKARTA
STATE UNIVERSITY 2023

ENDORSEMENT PAGE

Community Service Activity Report with the title:
(Activity Title)(Featured)
It was implemented on the date......................sd ....
at the location of the hamlet/sub-
district/village...................district.................. Regency....................
with funding sources from ………………………. amounting to Rp.
……………………..

Know:

Head of RT / RW / Head of Hamlet / Village / Sub-district	Community Service Lecturer

<u>DPL Name</u>
NIP……….

Vice Rector for Academic Affairs and Student Affairs	Head of KKN Unit, PK, PI, and Apprenticeship

Prof. Dr. Siswantoyo, S.Pd., M.Kes., AIFO NIP 197203101999031002	Dr. Yudanto, M.Pd. NIP 198107022005011001

PPM TITLE

ABSTRACT

Consists of 3

paragraphs:

Paragraph I, contains

the OBJECTIVES

Paragraph II, contains the

METHOD Paragraph III, contains

FOREWORD

CONTENTS

Yogyakarta, December 2023 Servant

LIST OF CONTENTS

CHAPTER I
INTRODUCTION

A. Situation Analysis
B. Identificationand Problem Formulation
1. Identification of problems
2. Formulation of the problem
C. ObjectiveActivity
D. Benefits of Activities

CHAPTER II
ACTIVITY METHOD

A. Problem Solving Framework
B. Target Group
C. Activity Method
D. Evaluation Design

CHAPTER III
IMPLEMENTATION OF ACTIVITIES

A. Results of Activity Implementation
B. Discussion
C. Activity Evaluation
D. Supporting Factors for Activities
E. Factors Inhibiting Activities

CHAPTER IV
CONCLUSIONS AND SUGGESTIONS

A. Conclusion
B. Suggestion

Bibliography

Appendix 12. IA Document Template

IMPLEMENTATION OF

COOPERATION BETWEEN
STUDY PROGRAM …………………….
STATE UNIVERSITY OF
YOGYAKARTA WITH
SUBDISTRICT ………………………….
ABOUT THE
IMPLEMENTATION OF REAL WORK
LECTURES

LOGO
PARTNE

Number : …………………………..
Number :...

On this day, Thursday, the eighteenth, of August, in the year two thousand and twenty-two, the undersigned:

1. **…………………..** Dean of Faculty.......................... state University Yogyakarta, therefore legally represents and acts for and on behalf of the Study ProgramYogyakarta State University, whichlocated at Jalan Colombo, No. 1, Karangmalang, Caturtunggal,Depok, Sleman, hereinafter referred to as the FIRST PARTY.

2. **………………….**: Sub-district Head   , which is located in the District … , hereinafter referred to as the SECOND PARTY.

FIRST PARTYand the SECOND PARTY hereinafter referred to as the PARTIES. Hereby agree to jointly create a Cooperation Implementation regarding the implementation of the independent learning curriculum implemented by the PARTIES as regulated in the following article.

Article 1
PURPOSE AND
OBJECTIVES

(1) The purpose of implementing this cooperation is as a foundation inthe framework of cooperation prepared by the PARTIES in accordance with the scope of implementation of this cooperation.

(2) The purpose of implementing this cooperation is to support each other.activities of the PARTIES in the framework of cooperation related to the implementation of the independent learning curriculum.

Article 2
SCOPE OF ACTIVITIES

(1) The scope of this collaborative activity includes cooperation in implementing the Yogyakarta State University Community Service Lecture.

(2) The list of lecturers and students who participated in the activity is attached.

Article 3
FINANCING

Financing for the implementation of this cooperation will be borne by the PARTIES in accordance with mutual agreement.

Article 4
TERM

The implementation period for the cooperation is...............yearAnd effective from the signing of this Cooperation Implementation document.

Article 5
CLOSING

(1) Changes to the Cooperation Implementation document can be made with the approval of the PARTIES.

(2) The implementation of this Cooperation can be considered invalid if one of the PARTIES or PARTIES does not fulfill the provisions in the Implementation of the Cooperation.

(3) Matters that are not or have not been regulated in the Implementation of this Cooperation document will be regulated later by the PARTIES on the basis of deliberation or consensus which will then be set out in an Addendum and will be an inseparable part of the Implementation of this Cooperation.

(4) The Cooperation Implementation Document is prepared and signed by THE PARTIES in 2 (two) copies which have the same legal force.

FIRST PARTY,   THE SECOND PARTY,

………………………….   ………………………

UNIT
KKN, PK, PI
DAN MAGANG