

REGIONAL BASED KKN MANAGEMENT: TOWARD FREEDOM OF LEARNING DURING THE COVID-19 PANDEMIC

Ainur Rifqi

Educational Management Department, Universitas Negeri Surabaya,
Surabaya, East Java, Indonesia
Email: ainurrifqi@unesa.ac.id

DOI: <http://doi.org/10.33650/al-tanzim.v5i1.1866>

Received: Januari 2021

Accepted: March 2021

Published: March 2021

Abstract:

This research aims to reveal the management of KKN conducted by the KKN Center of State University of Surabaya during the covid-19 pandemic. This research was conducted using qualitative approach with the type of research used is a case study. Data retrieval is conducted through interviews, observations, and document studies. This research shows that KKN activities conducted are regional-based KKN activities with 1) student kkn and DPL regional placement planning tailored to the student's residential area when KKN is conducted, as well as KKN activities directed to help the community in preventing the spread of Covid-19 and solving problems that occurred during the Covid-19 Pandemic; 2) KKN activities are carried out with attention to health protocols, by implementing 5 forms of programs; and 3) evaluation of KKN activities is conducted through monitoring and evaluation with kkn center to determine the follow-up of KKN in the future. The entire management process of regional-based KKN is carried out by implementing health protocols.

Keywords: *Region-based KKN, KKN Management, Covid-19*

Abstrak:

Penelitian ini bertujuan untuk mengungkapkan pengelolaan KKN yang dilaksanakan oleh Pusat KKN Universitas Negeri Surabaya di masa pandemi covid-19. Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif, dengan teknik pengambilan data melalui wawancara, observasi, dan studi dokumen. Penelitian ini menunjukkan kegiatan KKN yang dilakukan adalah kegiatan KKN berbasis daerah dengan 1) perencanaan penempatan daerah KKN mahasiswa dan DPL disesuaikan dengan daerah tempat tinggal mahasiswa saat KKN dilakukan, serta kegiatan KKN diarahkan kepada membantu masyarakat dalam mencegah penyebaran Covid-19 dan memecahkan permasalahan yang terjadi selama masa Pandemi Covid-19; 2) kegiatan KKN dilaksanakan dengan memperhatikan protokol kesehatan, dengan melaksanakan 5 bentuk program; dan 3) evaluasi kegiatan KKN dilakukan melalui monitoring dan evaluasi bersama Pusat KKN untuk menentukan tindak lanjut KKN ke depannya.

Kata Kunci: *KKN Berbasis Daerah, Pengelolaan KKN, Pandemi Covid-19*

INTRODUCTION

The decision of the Minister of Education and Culture, which triggered an independent campus, made the lecture activities, changed direction (Siregar, Sahirah, & Harahap, 2020). In accordance with the free study handbook of independent campus, there are 8 learning activities that can be carried out, namely student exchange, internship or work practice, teaching assistance in the education unit, research, humanitarian projects, entrepreneurial activities, independent projects, and village building (Priatmoko & Dzakiyyah, 2020).

Student exchange is done through exchange between study programs in one college or between the same courses in different universities or between different courses in different universities. Internships are implemented to implement the ability of students in the internship to develop hardskill and softskill that students have (Arifin & Muslim, 2020; Boer, Klimstra, & Denissen, 2021). Teaching assistance is done by assisting teachers in learning activities. Research activities can be done through becoming a research assistant in the research program. Humanitarian projects are carried out by helping the community through humanitarian programs. Entrepreneurial activities are carried out through the initiation and management of entrepreneurial programs conducted by students. Independent projects are carried out through the creation of innovative works. While building a village is done through providing experience to students to analyze the potential of the village and formulate solutions that can be implemented in developing potential and solving problems that occur. Some forms of community service programs by students (KKN) have actually been applied in the form of KKN Services, Education, and Community Development (KKN-PPPM) that has been implemented by the State University of Padang. But the difference is the current condition of KKN implementation that was implemented during the Covid-19 pandemic demanding the implementation of stricter health protocols.

KKN is one of the courses that must be taken by students. KKN courses are one form of tri dharma college for students, namely community service (Anwas, 2011; Gustina, Ilham, & Sofino, 2019) reflected in village building activities. At The State University of Surabaya, KKN are managed by LPPM through KKN Center. KKN Center conducts management, ranging from planning, organizing, implementation, to monitoring KKN.

As one of the forms of community service, KKN serves to help the community in solving problems faced by everyday people, ranging from minor problems to complex problems that occur in the community (Khusniah, 2017). Solving problems that are solved is not a momentary solution or just for the near future, but the troubleshooting provided is pursued on an ongoing basis (Anwas, 2011). Before Covid-19, KKN activities were conducted by involving the community directly to develop their potential and capabilities (Anwas, 2011). However, during the covid-19 pandemic that requires all citizens to limit their activities outside the home (Lai, Shih, Ko, Tang, & Hsueh, 2020), KKN activities are also restricted movement.

Based on the exposure, this study seeks to review the management of KKN conducted by the KKN Center of State University of Surabaya during the covid-19 pandemic. KKN activities at The State University of Surabaya are carried out by centering on the area where the students are located, or called the Regional Based Strategy. Therefore, the research aims to uncover how the KKN activities implement the regional-based management, in which it starts from planning, organizing, and implementation to monitoring.

RESEARCH METHODS

This research was conducted through qualitative approach. It focuses on KKN activities during the covid-19 pandemic at The State University of Surabaya. Research activities were conducted from June to September 2021, where KKN activities are taking place in several areas.

Data collection was done through interviews, observations, and document studies (Yin, 2011), taking into account the prevailing health protocols. Interview activities are conducted in 2 ways, namely by phone and face-to-face interviews. The subjects of the research that became the source of information were the head of KKN Center, one of the members of KKN formulation team, two Tutors (DPL), and five students of KKN participants. Observation activities were conducted by visiting one of the KKN locations and following the process of releasing KKN students. The study of documentation obtained through KKN guidelines, photos provided by students about the implementation of KKN and media used in mentoring and assessment of the implementation of KKN. The data analysis was done through data retrieval, data condensation, and data display (Miles, Huberman, & Saldana, 2014). Data condensation is done by filtering the data obtained in accordance with the focus of the research. To validate data, the analysis was done through triangulation of methods and sources.

RESULT AND DISCUSSION

Efforts to prevent the spread of Covid-19 become a priority in the implementation of learning activities in universities, not least the implementation of KKN. In accordance with the Ministry of Education and Culture, learning activities in universities should be conducted online to prevent the spread of Covid-19 (Oktawirawan, 2020). State University of Surabaya, which is part of the Ministry of Education and Culture, holds KKN activities through Regional-Based KKN Management, where the placement of KKN is adjusted to the location of students throughout Indonesia. This KKN activity is a useful initiative to face the challenges that need to be solved and utilized by universities (Indrawati, 2020).

Regional-based KKN management is carried out through comprehensive planning, implementation, and evaluation by looking at the achievement of the objectives of the implementation of KKN as well as the implementation of the Ministry of Education and Culture on the prevention of the spread of Covid-19 (Winarsih, 2017). According to Mubarok et al., (2019), the management of KKN needs to be designed and done well, because KKN activities are part of *Tri Dharma* activities from universities involving many parties, ranging from the

community to local governments. The management of KKN, which is part of *Tri Dharma* of Higher Education in Indonesia needs to encourage creativity and innovation throughout the academic community in universities (Yohan, 2018). In addition to impacting the image of the campus, KKN activities will also have an impact on community development (Zakaria, Sophian, & Khoirullah, 2018). Improper management of KKN during the pandemic, in addition to not achieving the expected goals in empowering the community, also has an impact on the spread of Covid-19 and the increasing cluster spread of KKN students.

KKN planning activities are carried out by a team appointed by the Chairman of KKN Center. KKN planning begins by analyzing the conditions that occur in the field, especially related to the spread of Covid-19. Analysis activities need to be conducted to look at past, present, and future conditions (Ikhwan, 2016). The analysis is combined with the objectives and policies that have been taken, both policies related to the achievement of KKN goals and those taken to cope with the spread of Covid-19. The analysis activity began by diagnosing the problems that will be faced in the implementation of KKN during the Covid-19 pandemic (Amirin, 1988). The results of the initial analysis of the problems include 1) the concept of coordination between KKN center, DPL, student participants of KKN, local government, and the community; and 2) the concept of implementation of KKN that has been carried out will lead to more acceleration of the spread of Covid-19, because students and DPL are more often in and out of an area.

The difficulty of implementing KKN during Covid-19 is more to the spread of students in some areas. While we are in Surabaya. Here's what to think about. If kkn like before, for example students are told to Pasuruan, this even adds to the problem. Unesa will be accused of causing the spread of Covid, not tasty it (I/F1/Shol/09-20).

Based on the results of the analysis and brainstorming conducted in finding solutions to existing problems, the team decided that KKN services need to be carried out based on the region or location where KKN students live. The determination of DPL is also based on the region that is close to the location of KKN. This can reduce the movement of academic community, in the sense that the academic community does not leave the residential area. This helps prevent the spread of the Covid-19 virus (Andriani, 2020).

Besides, KKN activities are directed to help the community prevent the spread of Covid-19 and solve problems that occur during the Covid-19 Pandemic. Among the impacts faced by the community during the Covid-19 pandemic in addition to the spread of Covid-19 are the impacts on economy and education. The decrease in UMKM income up to 50% (Thaha, 2020) which further impacts employee layoffs (Yamali & Putri, 2020) and increases public poverty is a very visible effect on the economic sector. In the field of education, the impact of covid-19 is seen from the change of learning into online learning. However, not all students can follow it because of the limitations of students and the ability of parents to help learning activities (Aji, 2020; Oyediran et al., 2020). All KKN activities during the Covid-19 pandemic are directed to the kind of problem.

Almost all KKN activities are conducted online, ranging from KKN training activities for students and DPL, the opening of KKN, to KKN assistance. KKN training is conducted by providing useful KKN materials to help the community handle and minimize the spread of covid-19. The training materials provided are 1) humanitarian programs for people affected by Covid-19, 2) entrepreneurship programs, 3) project programs in villages, 4) teaching programs in villages, and 5) technology and information innovation programs in the prevention and handling of Covid-19. These five materials are dealt with the program that can be implemented by students in the implementation of KKN.

Table 1 : Program of KKN Regional Based

No	KKN Thematic Programs	Expected Results
1	Humanitarian Program for people affected by Covid-19	<ol style="list-style-type: none"> 1. Addition of blood stocks in PMI 2. Covid-19 volunteers and resilient villages that help technical implementation of village program
2	Community/UMKM entrepreneurship empowerment program affected by Covid-19	<ol style="list-style-type: none"> 1. Community learning community/UMKMs for business development, e.g. local wisdom products and regional superior products 2. Helping people's product marketing through digital platforms (ecommerce) or through social media (tiktok and others)/marketplace (blibli, shopee and others), e.g. gojek/grab 3. Innovation program to improve services/sales and advertising of UMKMs/community products
3	Village Development and Empowerment	<ol style="list-style-type: none"> 1. Food aid and social security for people affected by Covid-19 2. The presence of Covid-19 volunteers to help implement the program according to the village's medium-term plan during the Covid-19 pandemic
4	Teaching Programs That Support School Children's Learning during the Covid-19 Pandemic	<ol style="list-style-type: none"> 1. Effective model/strategy/learning media for children during the Covid-19 Pandemic 2. Learning materials skills for children 3. Village literacy volunteers, such as volunteers in orphanages, boarding schools, or their respective neighborhoods

5	Technology and Information Innovation Program in The Prevention and Handling of Covid-19	<ol style="list-style-type: none"> 1. Training in the production of hand-sanitizer/herbal supplements/personal protective equipment (PPE) 2. Making information media or educational media for the public about the prevention and handling of Covid19 (e.g. making videos how to wash hands, Covid19 information posters)
---	--	--

Table 1 column 1 on humanitarian programs shows that humanitarian programs are directed to providing assistance to the community in preventing Covid-19 through the provision of blood stocks and assisting covid-19 posts in carrying out tasks. In column 2 of the entrepreneurship program, it teaches students to educate the community in developing and managing businesses, strategies to market people's business products by utilizing digital marketing, as well as service and product innovations that can be used as opportunities during the Covid-19 pandemic.

In column 3 of the project program in the village, students seek to assist the village in preparing food and social security needs for the community as well as volunteering in realizing the village program in accordance with the village's medium-term plan. In column 4 of the teaching activities in the village, students are directed to help the community in optimizing online learning by accompanying school-age learners, developing literacy programs, and making breakthroughs in learning based on the growth of student creativity. Meanwhile, in column 5 of the technology and information innovation program in the prevention and handling of Covid-19, students are directed to minimize the spread of Covid-19 with online education through the creation of PPE and prevention and handling of Covid-19.



Figure 1 : Student Volunteers at Covid-19 Village Post

Figur 1 shows that the KKN activities that are carried out face-to-face in accordance with the area should maintain health protocols, use masks, wash hands, and maintain distance. In Figure 1, it can be seen that the implementation of KKN by helping the Covid-19 Task Force Post is carried out by paying attention to health protocols by keeping a distance. DPL is asked to always remind KKN participants to follow health protocols, either when meeting citizens, or KKN friends. This appeal is done so as not to appear new clusters from the implementation of KKN, which causes the spread of covid-19 to be uncontrolled properly. In addition, the purpose of giving warnings is that students need to become models in the prevention of Covid-19. Basically this is most effective way for the prevention (Amalia & Ningsih, 2014).

KKN mentoring activities by DPL can be carried out in two ways, namely online mentoring and face-to-face mentoring. Online mentoring can be done in a variety of ways, either through virtual gaze or through chat using various applications. According to Ahmad (2020), effective mentoring is to know directly how the implementation of an activity, including online mentoring, and directing and guiding students in the implementation of KKN and solving problems. KKN Center also provides online media that can be used in mentoring KKN through the *kkn.unesa.ac.id* link address. Mentoring conducted face-to-face must follow health protocols in accordance with the direction of the KKN Center. If students are found violating the rule, the tutor will be given a reprimand by the KKN Center to improve the implementation of KKN.

The KKN evaluation is divided into two, namely the implementation of monitoring carried out by the team appointed by the KKN Center and the evaluation of KKN conducted by the KKN Center. KKN monitoring is done once, that is when KKN nearly ends. The team appointed in monitoring visit KKN locations and interview students and local leaders as to the implementation of KKN. Monitoring activities are carried out using instruments prepared by the KKN Center. They describe the indicators of the achievement of KKN in each region (Triwiyanto, 2015). It is expected that through this monitoring, the extent of the successful implementation of KKN during the Covid-19 pandemic can be identified (Fadhli, 2020).

Gelombang	Kelompok	Desa	Ref. Lokasi1	Ref. Lokasi2	Aksi
Gelombang II	Kab. Lamongan	Kab. Lamongan			+ Progres Galery Nilai Monev + Dokumen KKN + Isi Lokasi
Gelombang II	Kab. Mompawah	Kab. Mompawah			+ Progres Galery Nilai Monev + Dokumen KKN + Isi Lokasi
Gelombang II	Kab. Ngawi	Kab. Ngawi			+ Progres Galery Nilai Monev + Dokumen KKN + Isi Lokasi
Gelombang II	Kab. Malang	Kab. Malang	Lowokwaru, Malang	Kabupaten Malang	+ Progres Galery Nilai Monev + Dokumen KKN + Isi Lokasi
Gelombang III	Kab. Trenggalek3	Reguler	Desa Wonorejo, Kec. Gandusari	Desa Wonorejo, Kec. Gandusari	+ Progres Galery Nilai Monev + Dokumen KKN + Isi Lokasi
Gelombang III	Kota Kediri2	Reguler	Kota Kediri_Mojoroto_Bandar Lor	Kota Probolinggo_Probolinggo	+ Progres Galery Nilai Monev + Dokumen KKN + Isi Lokasi
Gelombang III	Kota Probolinggo	Reguler	Kota Kediri_Mojoroto_Bandar Lor	Kota Probolinggo_Probolinggo	+ Progres Galery Nilai Monev + Dokumen KKN + Isi Lokasi

Figure 2 : Online KKN Assessment Media

The evaluation of KKN is also carried out by the Team of KKN from UNESA Center and the field assistant lecturers. In Figure 2, it is shown that the assessment of KKN by lecturers is done through a careful look at the progress of KKN listed in the criteria, proposal documents and reports compiled by students, as well as articles of the community service. Besides, KKN Field Assistant Lecturers view the financial expenditures as a consideration in giving assessment to students.

The evaluation conducted by the UNESA KKN Central Team pays attention to the monitoring results obtained from the team appointed by the KKN Central. The evaluation examines how the implementation of KKN in the field is and how the community responds to it. In addition to looking at the implementation and response of the community, according to Sudargo et al. (2016), the evaluation of KKN analyzes the supply, parachuting and withdrawal, mentoring, and services provided by the KKN committee. In other words, the evaluation of KKN can be said to be comprehensive, because it covers all aspects of the KKN processes. As the final stage of KKN implementation, Unesa KKN Center formulates the follow-up activities that will be done later on. This is the main objective of the evaluation in the implementation of KKN (Subarkah, 2019). Through the well-planned follow-up program, future KKN implementation will attain better results than today's one.

CONCLUSION

Regional-based KKN management includes planning, implementation, and evaluation activities where the implementation of KKN is centered in the residential area of each student. At the planning stage, through analysis and brainstorming, KKN activities are conducted in accordance with the location where KKN students live and the determination of DPL is also determined based on the nearest region. KKN activities are directed to help the community prevent the spread of Covid-19 and solve problems that occur during the

Covid-19 Pandemic. At the implementation stage, KKN activities are carried out with attention to health protocols, implementing five forms of programs, namely 1) humanitarian programs for people affected by Covid-19, 2) entrepreneurship programs, 3) project programs in villages, 4) teaching programs in villages, and 5) technology and information innovation programs in the prevention and handling of Covid-19. Mentoring activities by DPL are conducted online and face-to-face by paying attention to health protocols. At the evaluation stage, KKN activities are conducted through monitoring and evaluation by KKN Center to determine the follow-up activities in the future.

REFERENCES

- Ahmad. (2020). Peningkatan Kompetensi Pedagogik Guru dalam Pembelajaran Jarak Jauh Melalui Pendampingan Sistem Daring, Luring, atau Kombinasi pada Masa New Normal Covid 19. *Jurnal Paedagogy: Jurnal Penelitian dan Pengembangan Pendidikan*, 7(4), 258–264.
- Aji, R. H. S. (2020). Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan dan Proses Pembelajaran. *SALAM: Jurnal Sosial dan Budaya Syar-I*, 7(5), 395–402. <https://doi.org/10.15408/sjsbs.v7i5.15314>
- Amalia, S., & Ningsih, J. W. (2014). Pendidikan Karakter Mahasiswa: Memberikan Suri Tauladan terhadap Dosen. Surakarya: Universitas Muhammadiyah Surakarta.
- Amirin, T. M. (1988). Arti Penting Verifikasi dan Diagnosis Masalah dalam Perencanaan Pendidikan. *Cakrawala Pendidikan*, 7(1), 16–27.
- Andriani, H. (2020). Effectiveness of Large-Scale Social Restrictions (PSBB) toward the New Normal Era during COVID-19 Outbreak: a Mini Policy Review. *Journal of Indonesian Health Policy and Administration*, 5(2), 1–10.
- Anwas, O. M. (2011). Kuliah Kerja Nyata Tematik Pos Pemberdayaan Keluarga Sebagai Model Pengabdian Masyarakat di Perguruan Tinggi. *Jurnal Pendidikan Dan Kebudayaan*, 17(5), 565–575.
- Arifin, S., & Muslim, M. (2020). Tantangan Implementasi Kebijakan “Merdeka Belajar, Kampus Merdeka” pada Perguruan Tinggi Islam Swasta di Indonesia. *Jurnal Pendidikan Islam: Al-Ilmi*, 3(1), 1–11.
- Boer, L. Den, Klimstra, T. A., & Denissen, J. J. A. (2021). Associations Between the Identity Domains of Future Plans and Education, and the Role of A Major Curricular Internship on Identity Formation Processes. *Journal of Adolescence*, 88, 107–119.
- Fadhli, M. (2020). Sistem Penjaminan Mutu Internal dan Eksternal Pada Lembaga Pendidikan Tinggi. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 4(2), 171–183.
- Gustina, D., Ilham, & Sofino. (2019). Pemberdayaan Masyarakat melalui Kegiatan Kuliah Kerja Nyata (KKN) Mahasiswa Universitas Bengkulu Periode 86 Tahun 2018 di Desa Tebat Monok Kabupaten Kepahiang. *Journal of Lifelong Learning*, 2(1), 35–39.

- Ikhwan, A. (2016). Manajemen Perencanaan Pendidikan Islam (Kajian Tematik Al-Qur'an dan Al-Hadist). *Edukasi: Jurnal Pendidikan Islam*, 4(1), 128–155.
- Indrawati, B. (2020). Tantangan dan Peluang Pendidikan Tinggi dalam Masa dan Pasca Pandemi Covid-19. *Jurnal Kajian Ilmiah*, 1(1), 39–48. <https://doi.org/10.31599/jki.v1i1.261>
- Khusniah, D. (2017). *Studi Perkembangan Kompetensi Sosial dan Kompetensi Kepribadian Melalui Program Kuliah Kerja Nyata (KKN) pada Mahasiswa Calon Guru PAI UIN Walisongo Semarang Tahun Akademik 2016//2017*. Semarang: Institut Agama Islam Negeri Salatiga.
- Lai, C. C., Shih, T. P., Ko, W. C., Tang, H. J., & Hsueh, P. R. (2020). Severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) and coronavirus disease-2019 (COVID-19): The epidemic and the challenges. *International Journal of Antimicrobial Agents*, 55(3), 105924. <https://doi.org/10.1016/j.ijantimicag.2020.105924>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. Los Angeles: Sage.
- Mubarok, H., Rianto, & Satori, A. (2019). Perencanaan sistem informasi monitoring dan evaluasi kuliah kerja nyata menggunakan zachman framework. *Jurnal Siliwangi*, 5(1), 8–13.
- Oktawirawan, D. H. (2020). Faktor Pemicu Kecemasan Siswa dalam Melakukan Pembelajaran Daring di Masa Pandemi Covid-19. *Jurnal Ilmiah Universitas Batanghari Jambi*, 20(2), 541–544. <https://doi.org/10.33087/jjubj.v20i2.932>
- Oyediran, W. O., Omoare, A. M., Owoyemi, M. A., Adejobi, A. O., & Fasasi, R. B. (2020). Prospects and Limitations of E-Learning Application in Private Tertiary Institutions Amidst COVID-19 Lockdown in Nigeria. *Heliyon*, 6(11), 10-21.
- Priatmoko, S., & Dzakiyyah, N. I. (2020). Relevansi Kampus Merdeka terhadap Kompetensi Guru Era 4.0 dalam Perspektif Experiential Learning Theory. *At-Thullab : Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 4(1), 1–15. <https://doi.org/10.30736/atl.v4i1.120>
- Romero-Silva, R., & Leeuw, S. de. (2021). Learning from The Past to Shape the Future: A Comprehensive Text Mining Analysis of OR/MS Reviews. *Omega*, 100, 1–26.
- Siregar, N., Sahirah, R., & Harahap, A. A. (2020). Konsep Kampus Merdeka Belajar di Era Revolusi Industri 4.0. *Fitrah: Journal of Islamic Education*, 1(1), 141–157.
- Subarkah, I. (2019). Evaluasi Program UMKM Deda Go Digital pada KKN IAINU Kebumen Angkatan XXIII Tahun Akademik 2018/2019. *An-Nidzam*, 6(1), 53–66.
- Sudargo, Rasiman, & Prasetyowati, D. (2016). Evaluasi Program Kuliah Kerja Nyata (KKN) Universitas PGRI Semarang Tahun 2016. *Prosiding Seminar Nasional Hasil Penelitian 2016 Lembaga Penelitian Dan Pengabdian Kepada Masyarakat Universitas PGRI Semarang*, 304–314.
- Thaha, A. F. (2020). Dampak Covid-19 Terhadap UMKM di Indonesia. *Jurnal Brand*, 2(1), 147–153.

- Triwiyanto, T. (2015). Pelaksanaan Monitoring, Evaluasi, dan Pelaporan Untuk Penilaian Kinerja Manajerial Kepala Sekolah. *Cakrawala Pendidikan*, 34(1), 67-77.
- Winarsih, S. (2017). Kebijakan dan Implementasi Manajemen Pendidikan Tinggi dalam Meningkatkan Mutu Pendidikan. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 15(1), 51-66.
- Yamali, F. R., & Putri, R. N. (2020). Dampak Pandemi Covid-19 terhadap Ekonomi Indonesia. *Medcom,Id*, 4(2), 384-388. <https://doi.org/10.33087/ekonomis.v4i2.179>
- Yin, R. K. (2011). *Qualitative Research From Start to Finish*. New York: The Guilford Press.
- Yohan. (2018). Revitalisasi Pengelolaan dan Penyelenggaraan Tri Dharma Perguruan Tinggi: Diantara Persimpangan Kepentingan Antar Bangsa. *Sustainable*, 1(1), 135-159.
- Zakaria, Z., Sophian, R. I., & Khoirullah, N. (2018). Modifikasi Konsep Participatory Rural Appraisal Untuk Pembekalan Kuliah Kerja Nyata Mahasiswa di Jawa Barat, Indonesia. *Dharmakarya: Jurnal Aplikasi Ipteks Untuk Masyarakat*, 7(1), 38-45.