Implementation of Community Service-Based Indonesian Learning at UINSI Samarinda

Nur Syamsi [1]*, Heriyanti [2]
[1] UIN Sultan Aji Muhammad Idris Samarinda
[2] Universitas Mulawarman

Abstract

The 5.0 society is a challenge in the world of education. Not only technological advances but the value of humanity must also be upheld. Teachers or lecturers as educators who try to improve the nation's life should have a great responsibility. Lecturers must realize students can still be competitive in accordance with the era without ignoring humanist values. One of the efforts that can be done is to make innovations in learning. Learning innovation can be done on the media or learning methods used. In this study, researchers tried to innovate learning from the aspect of learning methods. Researchers implemented community service-based Indonesian learning, which is expected to build students' humanist characters and problem-solving ability in community life. This research was qualitative. Data collection was done by researchers as the main instrument that involves directly in the field. Therefore, this research was categorized as field research. Data collection techniques were carried out using observation, interviews, and documentation. The data collected was analyzed using condensation, display, and conclusion drawing. The results showed that community service-based Indonesian learning could be done through five stages, namely: FGD stage, planning stage, socialization stage, learning implementation stage, and reflection and evaluation stage. Each stage consists of several steps of the activity, output, and the values obtained. This learning activity can be applied in various other courses, especially science related to humanities studies.

Keywords: Indonesian learning, community service, students

* **Correspondence Address**:
Email Address: *nursyamsiuinsami@gmail.com*

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A. Introduction

Society 5.0 is a society that can create solutions in dealing with various challenges and social problems by utilizing various innovations developed in the era of Industrial Revolution 4.0 (Arti, 2020). Society 5.0 is a concept to complete the 4.0. The concept that considers the humanist side and the role of the human resources that cannot be separated from the development of the increasingly advanced industrial world. Human's relationship with technology is increasingly inseparable. Good human beings will use technology wisely, and vice versa. Therefore, it needs a proven system to prepare human resources so that the relationship can go hand in hand without harming anyone. One of them is through the education system. The development of excellent and competitive human resources can be realized through the education sector (Arjunaita, 2020).

Indonesia, as a developing country, prepares all sectors to welcome Society 5.0, including the education sector. Education in Indonesia in the face of the 5.0 era, pays attention to the existing infrastructure, the development of human resources, the synchronization of education with industrial needs, and technology use as a tool for teaching and learning activities (Nastiti & Abdu, 2020). All education levels without exception need to have awareness about this situation, particularly higher education as the highest level in the education system in Indonesia.

In fact, higher education is often criticized for applying fragmented learning from real-life problems. There is a need for a learning approach that can bridge the gap between education in higher education institutions and problem-solving practices in real life. Active and innovative learning contributes to developing creativity, critical analysis, and independence in seeking constantly changing knowledge that can meet the needs of the development (Mashudi, 2021). This is consistent with the research findings stating that there are two main challenges of Islamic education in facing the era of Society 5.0, namely a system that can solve problems and adequate human resources as educators (Putra, 2019).

The obligations of higher education, commonly called the Tridharma of Higher Education, are academics' responsibility in universities, especially lecturers. Teaching, Research, and Community Service are the primary responsibilities expected to provide an excellent contribution to the nation as stated in Law No. 12 of 2012 concerning Higher Education. STIBA "Satya Widya" Surabaya has noted that initiative of the Surabaya City Government, especially the Surabaya City Social Service department, in forming a *Campus Social Responsibility* program proven to be able to provide opportunities for students in carrying out their roles as *agents of change*. This successful CSR program focuses on drop-out children as beneficiaries. The university students work, try to trace and help drop-out children so that they could return to school, either in formal or non-formal education. Thus, the dropout rate in Surabaya can be reduced, so the human resources can achieve higher quality. Quality human resources will affect the quality of the city of Surabaya and the nation (Susan, 2016).

Community Service is one part of the tri dharma of higher education. It is called tri dharma because one another is interrelated and influences each other, the more research conducted, the quality of teaching and community service will also increase, and vice versa. Lecturers, students, educational staff, and alumni should be actively involved in implementing the tri dharma of higher education.

The implementation of Community Service can also be applied in learning as part of the training process before students enter the field during KKN (Community Service Field Work). Thus, KKN activities can be well-prepared, and students also

have references to experience of interacting and doing activities with the community. Therefore, the KKN model needs to be directed at empowerment that focuses on the potential of the community and the needs of the community so that it can be a solution to problems or become an inspiration to develop the community's potentials (Anwas, 2011).

It does not only provide benefits, but good service from students during KKN can also get a good evaluation from the community towards students and universities in general so that the community can trust the existence of the universities in creating excellent human resources. Community service can also build values or characters, skills, leadership, and the ability to plan for the future. The most important thing is that providing services also significantly affects academic ability (Vogelgesang & Astin, 2000).

Indonesian as a means of communication is not a difficult thing for societies. However, it is different when discussing the problem of language skills in accordance with Indonesian language rules. Not only in the public area, but in the educational environment there are also writings that do not follow the rules (Atikah, 2020). Indonesian language errors can be found both in scientific writings and discourses in public spaces. The use of language in public areas is often found in various forms, such as pamphlets, billboards, and others. Therefore, one of the solutions is by applying community service based contextual learning of Indonesian.

This responsibility is not only the responsibility of lecturers as academics, but also the responsibility of students. This is not a matter of status and commitment, it is whether one has a high social spirit and has the awareness that nation-building is a shared responsibility. Building the students' value of caring needs to be continuously pursued. In this case, the lecturer's responsibility is not only to develop students' cognitive skills, but also to build the student's character.

Community service-based Indonesian learning has never been implemented at UINSI Samarinda. Implementing community service-based Indonesian learning can provide more massive changes to socio-cultural life and nationalism, starting from the internal campus and the community of Samarinda in general.

"Students today, leaders tomorrow" does not feel excessive if it is put on students as academics, educated people in specific fields of science who will become future assets of the nation. The development of community problems that are getting faster and more complex is a challenge, and various parties must provide solutions. Students as a young generation, are one of the reliable generations who are expected to be able to offer solutions and be the answer to changes that happen quickly (Susan, 2016).

As the researchers discussed with the Indonesian lecturers of UINSI, community service-based Indonesian learning at the UINSI Samarinda has never been implemented because *Community Service* is still narrowly interpreted and only focused on Field Practice and KKN activities; in contrast, in the KKNI curriculum, learning is also expected to be based on research and community service. This is consistent with the Learning Principles explained in the National Standards for Higher Education article 11 of permenristekdikti No. 44 of 2015, namely, interactive, holistic and integrative, practical and scientific, student-centered, contextual, and thematic (Wibawa, 2017). These principles are in line with community service-based learning.

Based on the researchers' observations, the implementation of community service-based Indonesian language learning is essential to be implemented immediately. Based on *the analysis of urgency*, this problem needs to be addressed

immediately because slow handling may cause students' ignorance to written information and announcements in public places that do not follow the Indonesian rules. In addition, in terms of seriousness this problem is considered critical and it needs to be followed up immediately so that higher education institutions, as a place of the intellectual community who upholds nationalism, could be able to show the use of Indonesian rules in various written information/announcements. Meanwhile, in terms of *growth*, this problem is considered very fast-spreading and has potential to increase, especially in the terms of ignorance of the campus community and the public in using good Indonesian language rules. The following are some of the impacts that occur if the problem of incorrect rules for writing information in public places is not immediately resolved, including:

1. The public's perception towards institutions may be not good.
2. Errors in writing information in the campus environment and society continue to spread.
3. Students will be apathetic / do not care about the use of Indonesian language rules in their environment.
4. Indonesian learning does not develop.
5. The campus community, staff, or the public do not feel bothered with the writings of Indonesian that do not follow the rules.

There are several previous studies discussing Indonesian Learning at the Tertiary Level. One of them is research entitled, "Development of Indonesian teaching materials at Higher Education in Lamongan Regency." (Ulfah & Jumaiyah, 2018). This research focused on the development of teaching materials and is different from the present study that focuses on community service based learning methods.

Another previous study entitled "Error Analysis of Indonesian Language Use on Student Scientific Text." The results showed language errors in the forms of the error category was 89.08%, in the form of mistakes was 10.71%, and in the form of lapses was 2%. Findings on errors related to the use of letters reached 183 items or 43.16%, word writing reached 145 items or 34.20%, punctuation reached 68 items or 16.04%, borrowing word elements writing reached 28 items or 6.6%. These findings prove that the competence of the Publishing Study Program students in mastering the Indonesian spelling highly needs to be improved. The result analysis of language errors in this study can be used as teaching materials for learning Indonesian, especially for pronoun material (Nurwicaksono & Amelia, 2018). Different from this present research, the focus of the previous study was more on mastering Indonesian language skills. Meanwhile, the researchers focus on Community Service based Indonesian learning.

Based on the explanation above, the researchers conducted research entitled "Implementation of Community Service-Based Indonesian Learning at UINSI Samarinda"

B. Literature Review
1. Indonesian Learning

In the 21st century, it is very common that the literature source of millennial society is now mostly from videos. Electronic media is the leading media used as a source of knowledge for millennials (Syamsi, 2020). According to a research and analysis test, it concluded the effectiveness of learning Indonesian by using video (Subakti, 2021). However, video is not the only learning source, society 5.0

requires learning that can build care and skills of human resources to solve the problems in the societies contextually.

Learning Indonesian is no longer text-based but is directed toward applying contextual learning (Ibda, 2020). Therefore, students can more easily understand the problems of learning Indonesian, in which it seems that there are still frequent language use errors in the real world situation. The factor causing errors in using language is the lack of reading and writing literacy, so it has become a concern in the teaching and learning today. The teaching materials used in learning are not only from one source. Students can also take advantage of those in their surroundings, such as photos or pictures, and even by communicating directly with the community (Emawati, 2020).

In the implementation of language learning, students must be trained to think critically to interpret language logically. For this reason, it is essential to analyze what they find and witness firsthand such as the discourses in their surroundings. From this contextual learning, students can be more creative and innovative as 21st-century learning also expects students to apply *High Order Thinking Skills* (HOTS)(Suwandi, 2020).

Lecturers and teachers should not be trapped in mere routine tasks. Lecturers and teachers need to prove themselves capable of thinking and acting '*out of the box*' by daring to create and implement programs that no one else has ever done (Hidayati & Andani, 2020). Innovation is indispensable today that requires students to develop new ideas (Wibawa, 2017). However, this also comes from a creative teacher teaching the language needed by students in the work field (Indonesia, 2020). In fact, a language is a communication tool that can support the profession to create communication skills (Wurianto, 2019).

According to the directorate general of higher education, the Indonesian course in higher education is one of the learning competencies highly needed by students to improve understanding which is a function of Indonesian both orally and written. Writing skills by paying attention to spelling and proper punctuation, the ability of students to convey their thoughts orally and produce writing (Fuadin, 2016).

Not only in mastering Indonesian, the way to teach Indonesian also needs to be innovated. One of the learning methods from previous research is an innovative micro-learning model that emphasizes three main concepts, namely inquiry, knowledge and the dynamics of the learning group (Zulaeha & Luriawati, 2020). Another research that discusses learning innovation can be viewed from the research (Hayati, 2012) examining numbered-head group discussion; (Rabiah, 2018) on the use of research and development methods; and (Yusi Kamhar & Lestari, 2019) about using YouTube media in Indonesian learning.

From the explanation above, it can be concluded that Indonesian Learning must always develop in accordance with the demands of the era. Not only we must be able to read and write, but we must also be able to involve logic so that language can become a solutive communication tool in accordance with the context of the existing problem. Not only at the school level, but students in universities must also pay attention to their language skills in conveying their thoughts both orally and written. Therefore, good language skills are essential for students.

2. Community Service

Community service is an academic activity that utilizes science and technology to improve society's welfare and enlighten the nation's life (Undang-Undang No 12, 2012). Lecturers and students are the academic community. The academic community has the task of identifying problems and mobilizing all existing potentials for local wisdom, value order, and community norms. This is done by carrying out the tri dharma as well as possible.

Community service activities can be carried out in various ways, one of which is posdaya in community. Posdaya is a system that needs sustainable preparation, implementation, guidance, mentoring, monitoring and evaluation, and follow-up activities. Thus, the existence of *posdaya* in a society can be beneficial and effective. As students carry out tri dharma, students can directly go to the field with the community to identify problems and maximize all existing potentials for the community's welfare. Students can synergize and implement the knowledge they have studied in real life within the community, learn local wisdom, practice care, leadership, cooperation, value order, and community norms. Students and the implementation of community service through the KKN program also encourage coordination, advocacy, and collaboration with related stakeholders, including involving private companies through Corporate Social Responsibility (CSR) programs (Anwas, 2011).

Mosque-based posdaya becomes a concern for students who carry out community service. Mosque-based community service has a considerable role in the community, not only as a place of worship but also as a center for the revival of civilization for Muslims. Mosques have potential in various dimensions of life, including empowering the community and improving the people's economy, such as organizing *baitul mal*, zakat, infaq, and sadaqah. Mosque-based community service will respectfully and consciously become a pillar that can build public trust in the existence of universities in implementing the tri dharma of higher education. Mosques as centers of community empowerment are expected to become a point of civilization that significantly influences the nation's progress (Mubarok, 2018).

The community service carried out by the university so far has gone well. Various community service bases such as Lecturers' Competitive Community Service, foster Madrasah, and Mosque-based Posdaya have not been stable due to several obstacles such as time adjustments, the number and quality of human resources that carry out community service, funds in carrying out service, and networks that are still limited. One of the efforts to make students' community service programs more effective is to develop program designs such as regular KPM, independent KPM, collaborative KPM with several regional governments, KPM and PPL in Southeast Asian countries. Meanwhile, lecturers on the internal and external community service system must be evaluated and modified in accordance with the demands of the existing problems (Ngadimah, 2018).

Previous research has shown that community service programs from campus carried out by students were able to increase interest and enthusiasm of children in Cikurutug village to become a solid and meticulous society for the present and the future. The programs were in the form of persuasive approaches, socialization, guidance and learning about religious, general materials, as well as learning about literacy and educating about environmental concerns by planting trees (Novianto & Nuraeni, 2021).

Anyone can do community service. As long as it is an activity that benefits a group of people in need, it can already be called community service. However, community service here is an activity within the scope of higher education which is part of the tri dharma. Community service is an obligation, both for lecturers and students. Community service is the activity of lecturers or students to interact directly to the community with real work to gain experience and develop knowledge for the community.

3. University students

University students are students at the tertiary level, Undang-Undang No. 12, 2012 (Doub, 2012). Students have three crucial roles in society: Agents *of Change*, *Social Control,* and *Iron Stock*.

a. *Agent of Change* means that students as agents of change must fight for changes towards improving the social aspects in people's lives. Students have a role in determining the shift in society to be more civilized.

b. *Social Control* means that students as social controllers must have critical thinking and become mediators between the government and society; here, students act as the first controller of government policies and activities. Students become conveyors of community aspirations if government policies are unfavorable or even bring harms to the community.

c. *Iron Stock* means that students are expected to become excellent human beings who have the competence and noble character as the nation's next generation. Students are expected with all their potential to play a role as a national asset that is reliable as leaders in the future.

Students in carrying out their roles through community service can synergize and implement the knowledge they have studied to be the answer to problems that exist in the community. Meanwhile, the benefits of community service for students are to train students to practice caring, leadership, and cooperation, and learn about the development of society (Anwas, 2011). Students at higher education are adults, so they are considered to be aware of developing self-potential to become an intellectual, scientist, practitioner, and or professional.

Previous research has shown that students' thinking skills continue to develop in accordance with the era, so the curriculum of Indonesian courses at a university needs adjustment. Improving student thinking competence requires a curriculum development model for Indonesian learning thinking skills at vocational universities. A distinctive feature of vocational education lies in practice. This means that learning is needed to connect with real-life experiences. All learning approaches that link to real-life experiences are elements of contextual-based learning (Shofiyah, 2021). The similarity with this article is in developing students' language skills by carrying out contextual activities.

C. Method

This research was qualitative. Data collection was carried out by positioning researchers the main instruments that involve directly in the field so that it was categorized as a type of field research or *field trip research.* The research was carried out at the Sultan Aji Muhammad Idris State Islamic University of Samarinda, located at Jl. H.A.M. Rifaddin, Harapan Baru, Loa Janan Ilir District, Samarinda City, East Kalimantan Province. The period for the investigation was in the odd semester; this research was carried out for six months.

Other important information about the method of conducting this research can be seen in the following details.

1. Research Subjects

    The subjects in this study were first-semester students of UINSI Samarinda, totaling 231 students. The study was conducted in eight randomly selected classes.

2. Instruments

    The instrument of this study was the researchers themselves, who were directly involved in the field to make observations based on the treatment planned to collect data in the research location. In addition to researchers, other instruments used were also observation sheets, interview sheets, and cameras as documentation tools.

3. Data Analysis Procedure

    The data obtained in the study was analyzed with Miles and Huberman techniques, which were carried out interactively and took place continuously along with data collection until the research was completed. After that, the results of the analysis were presented descriptively qualitatively (Miles, M. B., Huberman, A. M., & Saldana, 2019).

D.   Findings and Discussion

Community Service-based Indonesian Learning for Students at UINSI Samarinda can be implemented with five core stages. This can be briefly seen in the following table.

Table 1. Research Findings

NUMBER	IMPLEMENTATION STEPS
1	Focus Group Discussion
2	Planning and Preparation of Learning Tools
3	Socialization to Students
4	Implementation of Learning
5	Reflection and Evaluation

The following part will explain descriptively regarding the findings of the study. The researchers will explain the activities carried out by lecturers or students, outputs, and *values* at each stage in implementing community service-based Indonesian learning at UINSI Samarinda.

1. Focus Group Discussion (FGD)

Researchers, Faculty managements, and lecturers discuss what needs to be considered in implementing community service based Indonesian learning at UINSI Samarinda.   This activity is in line with previous research that shows the success of the FGD method in making learning plans for educators (Nuruningsih & Palupi, 2021). This activity aims to broaden the horizons of lecturers and prepare alternatives if the plan does not work. This activity can be attended by 5 to 10 people.

These are some of the activities that must be carried out during the FGD.

a. Making invitations to superiors and peer lecturers who also teach Indonesian language course

b. Setting up the place and equipment such as LCDs and other office necessities before the FGD begins

c. Opening FGD activities

d. Explaining the background and learning plan of the community service-based Indonesian that will be carried out

e. Asking for direction from FGD participants, either the superior, lecturer, or others who are related to the learning implementation plan to be carried out

f. Asking peer lecturers for directions

g. Writing the result

h. Giving feedback and explanations

The outputs of this activity are the invitation of the FGD, the record of the results of the FGD, and the documentation of the action. The value that emerges is the value of nationalism which is reflected in the attitude of deliberating and respecting the others' opinions to reach a mutual agreement. In addition, there is also the value of accountability which is reflected in a transparent attitude, conveying the activity plan as it is without anything being hidden and exaggerated. Besides, FGD can also improve critical thinking skills (Hadi & Junaidi, 2020).

2. Planning and Preparation of Learning Tools

At this stage, the lecturer makes a more detailed plan based on the results of the FGD. Lecturers also prepare various learning tools that will support the implementation of community service based learning. A good tool set up will make learning run effectively and achieve the expected goals (Padmadewi, 2015). Here are some of the activities carried out by lecturers at this stage.

a. Identifying and preparing what is needed in learning

b. Making a cover letter that will be used by students if necessary to show the community about the ongoing community based Indonesian learning

c. Creating the appropriate lesson plan and scenarios

d. Preparing the material in the form of a PowerPoint

e. Preparing teaching media in the form of video of examples of community service carried out by students in other countries.

The outputs of this activity are learning administrative instruments, teaching media, and a cover letter for students so that the community believes and agrees to cooperation. At this stage, the value is responsibility; the lecturer fulfills the commitment to providing an administration that supports learning. The preparation of administration is expected to make sure community service based Indonesian learning is able to offer services to students and have a broad impact on society. Thus, people can appreciate Indonesian and build a positive attitude towards the language (Dewantara et al., 2019).

3. Socialization to Students

Lecturers attend each predetermined class to explain the management of community service based Indonesian learning that will be carried out.

a. Lecturers check the attendance and readiness of all students

b. Lecturers convey community and campus problems related to writing errors of information posted openly in public places

c. The lecturers mention that the problem is also the responsibility of lecturers or students as academics

d. Students and lecturers discuss what is necessary and can be done to overcome the problems of information writing errors in society

e. Students and lecturers discuss agreement to involve directly and try to educate the public or even intervene to correct the writing errors of information
f. Students are divided into several groups to discuss community service based Indonesian learning to be carried out
g. Students are tasked with starting to be sensitive and searching for incorrect word writing in their surroundings.

The outputs of socialization activities are attendance of socialization activities, documentation, and the results of discussions with students. The values that arise are liking discussion, respecting opinions by managing and respecting communication, and cooperating in finding problem solving in the activities to be carried out. In addition to being polite, having mutual respect, and respecting opinions between students and lecturers in discussions, students' caring attitudes towards social conditions, in this case that society has not been consistent in using Indonesian language rules, especially in writing information for the public.

4. Learning Implementation

Learning in the classroom needs to be carried out before entering the community, so that students already have competence in Indonesian language particularly related to good writing and correct spelling. Thus, students can carry out the community service tasks given. The following are the steps for community service based Indonesian learning activities.

a. Lecturers open lectures
b. Lecturers check attendance and condition of students
c. Students who have found word writing errors in the information in public places share with friends and lecturers
d. Students explain where the error lies and how to write the correct spelling of the word
e. Lecturers give feedback and appreciation to students who have found the word to be corrected
f. The lecturers again explain the various word writing errors observed or seen at a glance in the surroundings
g. The lecturers play an example of a community service video carried out by students
h. Lecturers provide motivation and remind students to bring a letter of introduction from the lecturer to be shown to the community if requested
i. Lecturers assign students to carry out community service. Activities can be carried out outside of lecture hours
j. Students ask the authorities for permission to show the writing errors in the public information and explain how it should be
k. Students and related parties or the owner of the written information correct the writing errors.

The following is an example of an activity carried out by Muhammad Rizki Hidayat, a student of Constitutional Law Study Program, in the first semester. The activity was carried out near the place for *wudhu* of the Islamic Center Mosque Samarinda. In that place there was a writing "DI LARANG BUANG SAMPAH SEMBARANGAN" (Do not litter) then the student changed into "DILARANG BUANG SAMPAH SEMBARANGAN". The word "DI LARANG" which initially used a space between "DI" and "LARANG" was changed into "DILARANG" without using any spaces. The word /di/ does not act as a preposition but as an affix. Therefore, the writing must be without spaces. In addition, the student also added images as

a visual communication tool that can make it easier for people to understand information.

The output of this learning activity is an activity report in the form of a video that students have carried out. The value that can be instilled from this activity is the value of responsibility. Students are responsible for carrying out the assigned tasks. Students also practice communication with the community and try to convey belief without offending the community. Another is the value of nationalism, namely the love of Indonesian, both by students and the community (Dewantara et al., 2019).

5. Reflection and Evaluation Stage

Reflection and evaluation are carried out to find out the advantages and disadvantages of learning that has been carried out and find out whether the learning objectives have been achieved adequately or not (Aryanika, 2015). Therefore, lecturers and students can improve subsequent learning activities. The following are the steps of the reflection and evaluation activities carried out.

a. Students write reflections on community service-based Indonesian learning on the paper provided
b. Several student representatives convey what was exciting and worthy of appreciation from the community service-based Indonesian learning activities and what needs to be improved
c. Lecturers give assessments on videos that have been made by students based on the evaluation rubrics that have been created.

Table 2. Assessment Rubrics

No	Aspect	Score				
		75-80	81-85	86-90	91-95	96-100
1	CONTENT/ IDEA	The idea is less clear and unsystematic	The idea is less clear and less systematic	The idea is clear but less systematic	Clear and systematic idea	The idea is clear and very systematic
2	CREATIVITY	Unedited	Less Creative	Quite Creative	Creative	Highly Creative

3	DURATION	-+ 4-5 minutes or more	-+ 3-4 minutes	-+ 2-3 minutes	-+ 1-2 minute	1 minute
4	TIMELINES	3 days or more late	2 days late	1 day late	A few hours late	On time

d. The lecturers express their gratitude and give appreciation to students who have carried out their duties well in the hope that the activity can be helpful for the surrounding community.

The outputs of this stage are the result of reflections, both written and oral, and an assessment of the video of community service activities that students have made. The values obtained are the values of discipline, responsibility, transparency, and honesty.

E. Conclusion

Community service-based Indonesian learning is essential to be carried out to train students who can communicate well, bring changes, and solve problems in various situations, especially in terms of the accuracy of Indonesian language use in the surrounding community. The implementation of community service-based Indonesian learning can be appropriately implemented. Students already have prior knowledge about Indonesian language, self-existence awareness, and critical thinking skills, so it is easy to understand and carry out the stages of community service-based learning.

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