



Excellence with Morality

OPERATING PROCEDURE

60th THEMATIC KKN

2019

Universitas Airlangga

HYMNE OF AIRLANGGA

In the east of Jawa Dwipa
Your throne is enthroned
Satria Airlangga
Kusuma Negara
I get from you
Heritage Culture
Airlangga is your jewel
Indonesia Raya

For you alma mater
I promise faithfully
Dharma is a holy service
Giving merit
Study for Nusa
I love Indonesia
Airlangga you live
Airlangga is still your luck

ACKNOWLEDGMENT

Thank belong to God Almighty because of His blessing, so the efforts to prepare the Guidelines for the Implementation of the Community Service Program-Learning Together with Thematic Communities (THEMATIC KKN-BBM) of Universitas Airlangga can be done well. For this reason, thanks also go to the Composer Team and all parties involved in the preparation of this guidebook.

This guideline contains the understanding, history, purpose, objective, rationale, planning, implementation, and evaluation of the THEMATIC KKN-BBM. The book that has been compiled is expected to be used as a guide in improving the integration and synchronization of various parties, namely Universitas Airlangga, communities, government institutions, private institutions, and work partners in community empowerment efforts through THEMATIC KKN-BBM activities.

The publication of this guidebook is certainly a collaboration of various parties. Hence, on this occasion, we would like to thank the following parties:

1. Director General of Higher Education - Ministry of Research, Technology and Higher Education, Jakarta;
2. Rector of Universitas Airlangga, Surabaya;
3. First Vice Rector for Academic and Student Affairs, Universitas Airlangga, Surabaya;
4. Deputy Rector III for Research, Scientific Publication, Cooperation, and Community Service of Universitas Airlangga, Surabaya;
5. Director of Education at Universitas Airlangga, Surabaya;
6. Head of the Community Service Agency (LPM) Universitas Airlangga, Surabaya;
7. Head of the Research and Educational Development Agency (LP3) of Universitas Airlangga, Surabaya; and
8. All supportive parties involved and help until the THEMATIC KKN-BBM's Guidebook can be compiled.

Hopefully, the results of the collaboration of all parties embodied in the Universitas Airlangga's THEMATIC KKN-BBM Guidebook can be used as a guide to improve the university service in students learning the process with the community and community empowerment.

Surabaya, July 2019

Composer team

GREETING FROM THE RECTOR OF UNIVERSITAS AIRLANGGA

Assalamualaikumwr.wb.

Fieldwork Practices - Learning with Thematic Communities (THEMATIC KKN-BBM) is a compulsory academic activity for students at the fifth-semester level. As part of the service to the community of Universitas Airlangga, the THEMATIC KKN-BBM is a form of education to the community by students. As the name implies, this activity contains dimensions of learning that are carried out in locations, where the community is involved (with the community). Another dimension, interaction with the community is expected to benefit the community. As an integral part of society and the nation, the implementation of the THEMATIC KKN - BBM is a form of Universitas Airlangga's commitment to implement its corporate social responsibility (CSR).

The establishment of the THEMATIC KKN-BBM model at Universitas Airlangga was the result of a long process of developing and refining the implementation of KKN which had been implemented since 1989. The improvements were intended primarily to improve faculties, focus programs (specific themes) and sharpen the direction, in order to benefit institutions, students and the community, and are measurable (quantifiable).

The partnership between students and society is also enhanced in the framework of togetherness in adopting a learning process and community empowerment process. Through learning process and empowering students to understand and comprehend the problems and intricacies of development in the village, understand the importance of working in an interdisciplinary, cross-sectoral manner, and the importance of the application of science and technology that they have for development. As a candidate for a dynamic and forward-looking bachelor and young generation, students are expected to be able to portray themselves in the community to facilitate the development process.

To get the maximum benefit (from the academic aspect) for students and benefits for the community (changes in social, cultural, economic, legal, health, environmental aspects, etc.), guidelines need to be used as a reference to understand the whole THEMATIC KKN-BBM points, for all relevant parties, such as faculty leaders in the Universitas Airlangga environment, to lecturers, and students from THEMATIC KKN-BBM participants.

The Guidebook contains a history of the development of KKN, the philosophy of KKN, the understanding, purpose, and model of its implementation and concerning various

provisions or good requirements related to administrative, financial, field implementation, and evaluation issues. The THEMATIC BBM-KKN implementation team including Field Supervisors (DPL), students must review and comply with all the provisions written in the guidelines, because the existing material has been carefully reviewed and becomes a collective agreement.

Finally, we are on behalf of the University, expressing our gratitude and appreciation to the Director of Education, Chairperson of LP4M, the Drafting Team and all relevant parties, for their efforts and cooperation so that the Guidelines for Fieldwork Practices - Learning with Thematic Communities (THEMATIC KKN-BBM) can eventually be published. Hopefully, it can be used and provide maximum benefits for all parties.

Wassalamu'alaikumwr.wb.

Surabaya, July 2019

Rector,

Prof. Dr. Moh. Nasih., SE., MT., Ak.

CHAPTER 1

GENERAL REQUIREMENTS

Article 1

The Nature of Education

Education is basically a systematic process of maturing and independence of humans so that they are ready to live life responsibly.

Article 2

Community Service Program - Learning With Community

- a. Fieldwork Practices - Learning with Community (KKN-BBM) is one of the higher education programs at Universitas Airlangga.
- b. KKN-BBM is a form of integrating education, research and community service activities.
- c. KKN-BBM is carried out by students with the guidance of the Lecturer in Village Development Advisor (DP2D) lecturers who was previously referred to as a Field Supervisors (DPL) that are interdisciplinary and intracurricular.
- d. KKN-BBM is an integral part of the Universitas Airlangga curriculum containing elements of education and elements of community service with a greater portion of education.
- e. As an integral part of the higher education system, KKN-BBM is expected to produce development successors who are more aware of the complexity of the problem.
- f. Along with that, students also simultaneously carry out learning activities with the community to cope with various problems in a pragmatic and interdisciplinary manner.
- g. KKN-BBM provides opportunities for students to become motivators in community empowerment.

Article 3

Definition KKN-BBM of and Competence

- a. KKN-BBM is a form of education by providing learning experiences to students among the community and significantly helping to solve community problems based on their respective scientific competencies.

- b. Competency is tailored to the situation, conditions, problems, and priorities of community needs with an interdisciplinary approach.
- c. The KKN-BBM activity is intended to provide a learning experience by carrying out concrete community development activities which is beneficial for students and society as well guarantee "linkages" between the academic world, both theoretically and empirically.
- d. The KKN-BBM program is based on synchronization or synergy between the community and students competencies who are participating in the KKN-BBM.

Article 4

Rationale

The rationales underlying the KKN-BBM of Universitas Airlangga are:

- a. To build togetherness aspects among academicians.
- b. As a moral responsibility of the academic community to society.
- c. As a form of community service and sustainable empowerment.
- d. To identify potential and problems and develop alternative solutions for people's lives.
- e. Providing an opportunity to apply scientific aspects and students competency based on the community conditions.
- f. As a paradigm shift, KKN became KKN-BBM.
- g. To improve student's hard skills and soft skills.
- h. Academic responsibility of Universitas Airlangga as a university in devoting to scientific activities (hard skills) and non-science (soft skills) to the community.
- i. In conducting the community service, Universitas Airlangga carries out various learning activities that directly correlate with community needs, both in relation to scientific competence and social commitment with the society.
- j. KKN-BBM of Universitas Airlangga is an educational program that supports government programs.
- k. The purpose of KKN-BBM is to create a healthy, intelligent, moral and independent society.
- l. The KKN-BBM program is a form of empathy by academicians of Universitas Airlangga towards the nation's problems and as an effort in increasing the nation's competitiveness.

CHAPTER 2

LEGAL BASIS

Article 5

Legal basis

Legal Basis of KKN-BBM:

- a. Law Number 20 of 2003 concerning the National Education System.
- b. Government Regulation Number 30 of 2006.
- c. Draft Decree of the Academic Senate on Curriculum Policy.

CHAPTER 3

The KKN-BBM paradigm

Article 6

- a. The change in KKN to become KKN-BBM is a consequence of the change in the status of Universitas Airlangga into PTN-BH which changes the learning paradigm.
- b. In the new learning paradigm, Universitas Airlangga views knowledge as a result of construction or transformation of someone who learns, so knowledge is no longer as something that is ready and ready to be transferred.
- c. Learning is actively seeking and building knowledge and is no longer a process of receiving knowledge (passive).
- d. Teaching is a strategy to help students in building knowledge, and not just conveying or transferring knowledge to students.
- e. Changes in the learning paradigm have implications for outcome changes, namely the assessment by community stakeholders and not only by the college itself.
- f. The new level of higher education is someone's competence to be able to carry out smart and responsible actions as a condition to be considered capable by the community in carrying out tasks in certain occupations.
- g. The KKN-BBM output is a development that is far more than just the output of the minimum capability of mastering knowledge, skills, and attitudes based on the curriculum objectives of the study program.

CHAPTER 4
BASIC PRINCIPLES, CHARACTERISTICS, AND BASIC STATUS
Of KKN-BBM IMPLEMENTATION

Article 7
Basic Principles

Basic principles of KKN-BBM:

- a. Prioritizing the Neglected;
- b. Community Empowerment (Strengthening);
- c. Community as Actors and Students as Facilitators;
- d. Learning Each Other and Appreciating Differences;
- e. Triangulation;
- f. Optimizing Results;
- g. Practical Orientation;
- h. Sustainability and Time Lapse;
- i. Learning by Mistakes; and
- j. Openness.

Article 8
Characteristics

KKN-BBM is implemented with characteristics:

- a. Co-creation.
- b. Co-financing.
- c. Flexibility.
- d. Sustainability.
- e. Locality.
- f. Original.
- g. Competence; and
- h. Empowerment.

Article 9

Basic Status of Organization

- a. Based on the Decision of the Rector of Universitas Airlangga Number 8435/J03/PP/2008 dated December 31st, 2008 concerning Fieldwork Practices - Learning with the Community, the KKN-BBM must be followed by undergraduate study program students (S1) and cannot be replaced with other intra or extracurricular activities.
- b. Students can take part in the KKN-BBM program if they have or already have 110 credits (for non-type transfer students).

CHAPTER 5

GOALS, TARGETS & THEMES OF KKN-BBM

Article 10

The Purpose of KKN-BBM

- a. The general objectives: building togetherness among students at Universitas Airlangga at the end of study period before getting a bachelor's degree with a joint learning program in the community and with the community and learning to empower the community and help the government to solve various problems.
- b. The specific objectives of the KKN-BBM implementation are:
 1. Increase empathy and concern for students about problems experienced by the community.
 2. Applying the ability of hard skills and soft skills that have been studied by teamwork and interdisciplinary.
 3. Instill the spirit of Five Principles of Indonesia (Pancasila) and the values of nationalism, tenacity, work ethic, responsibility, independence, leadership, and entrepreneurship.
 4. Increasing the nation's competitiveness.
 5. Instill an explorative, analytical, learning community and learning society.

Article 11

The target of KKN-BBM

KKN-BBM is directed at three targets, namely students, community/government, and Universitas Airlangga.

Article 12

Theme

- a. The KKN-BBM theme refers to the Sustainable Development Goals (SDG's) Mostly related to health.
- b. The KKN-BBM sub-theme was determined based on the results of evaluation, coordination, and observations of KKN-BBM locations.
- c. The sub-theme of KKN-BBM is the result of co-creation that is approved by students and lecturers, local government, and community with approval on:
 - a. Health
 - b. Education
 - c. Population
 - d. Economy, and
 - e. Social

CHAPTER 6

MANAGEMENT

Article 13

Organizational Structure

The organizational structure of the management of KKN-BBM Universitas Airlangga consists of:

- a. Coach:
 1. Rector
 2. Deputy Rector for Academic and Student Affairs.
- b. Academic Responsible:
Director of Education.
- c. Operations Responsible:
Head of the Community Service Agency (LPM).

Article 14
Job Description

- a. Academic Responsible
 - 1. Determination of Standard Competency
 - 2. Module Development
 - 3. Evaluation
- b. Operations Responsible
 - 1. Location selection
 - 2. Cooperation
 - 3. Preparation
 - 4. Implementation
 - 5. Evaluation

Article 15
Study Load and Time Allocation

- a. The KKN-BBM study load is three-semester credit units (3 credits).
- b. Time allocation: $3 \times 4 \times 16 = 192$ hours with details of activities:
 - 1. Pre-service period = 24 hours
 - 2. Implementation Period = 168 hours

CHAPTER 7
STAGE AND TIME OF IMPLEMENTATION

Article 16

- a. Implementation Phase
 - Stage 1: Preparation in the form of pre-administration activities
 - Stage 2: Implementation of KKN-BBM Activities
- b. Execution time

KKN-BBM can be carried out in a number of time options with condition that it does not interfere with teaching and learning activities (lectures). Time options:

 - 1. Interval/holidays between semesters.
 - 2. In the semester.

Article 17
Cooperation

- a. The successfulness of Universitas Airlangga's KKN-BBM program can be achieved through cooperation.
- b. Cooperation can be done in various forms based on a memorandum of understanding (Memorandum of Understanding/MoU) between Universitas Airlangga and other parties
- c. In terms of the development and implementation of cooperation, the LPM coordinates with the related work units at Universitas Airlangga and is responsible to the Deputy Rector III.

Article 18
Funding

- a. Funds for KKN-BBM activities can be sourced from internal or external sources.
- b. Due to the funding source of an external party should be non-binding.
- c. Internal funding sources come from the Annual Budget Activities Plan (RKAT) of Universitas Airlangga LPM.
- d. Sources of external funds are allowed from the Partnership, the Directorate General of Higher Education (Directorate General of Higher Education), Foreign Affairs, Government, Alumni, Individuals, Organizations, Societies, and other non-binding sources.

Article 19
Funding Allocation

The funds obtained are then allocated to:

1. Pre-administration, Preparation and Implementation Activities.
2. Internal sources of funds are used for transportation, accommodation and living expenses at the place of implementation.
3. External funds sources are used for Work Programs implementation on site.

Article 20
Participant Requirements

Students are allowed to take part in KKN-BBM by filling out the Study Plan Card (KRS) at the beginning of the semester by fulfilling the following requirements:

1. Registered as an active student at Undergraduate (S1) or D-IV level from all faculties within the Universitas Airlangga.
2. Have taken a minimum of semester V (fifth) and are not taking practical courses or research while participating in KKN-BBM.
3. Allowed and sent by their respective faculties.
4. Program the KKN-BBM course in KRS.
5. For participants in special conditions (sick, pregnant or otherwise), they can participate in KKN-BBM with a permit from the authorities.
6. Willing to comply with the rules and conditions set.

CHAPTER 8
PREPARATION STAGE

Article 21
Preparation Activities

Activities in the preparation of the KKN-BBM include regional observations by prioritizing social approaches.

1. Observation Concept

Observation is the process of gathering information and data in each location to find problems that will be accommodated as KKN-BBM programs. Sources of information can be obtained from various parties, including community, officials, and other related parties.

2. Objectives of Observation

To get information and data as complete as possible so that the problems in the community can be mapped appropriately as well as the synchronization of problems in the community or which are made into local government programs with potential hard skills or students skills who are participating in the KKN-BBM.

3. Observation Requirements

- a. Adequate preparation of students as observers before making observations both theoretically and empirically as well as mastering the characteristics of location and society.
- b. Ensuring that the object or problem made into the program will be solved properly.
- c. Students as observers are able to build good relations with the target community.

4. Types of Observation Data

- a. Data related to community needs.
- b. Data related to problems that must be solved in the community
- c. Data on natural and community potential that can be developed

5. Use of Data

Data is used as the basis for compiling the KKN-BBM program.

Article 22

Location Determination and Plotting

- a. The location of the KKN-BBM of Universitas Airlangga includes Surabaya City, Banyuwangi Regency, Jember Regency, Probolinggo Regency, Nganjuk Regency, Kediri Regency, Gresik Regency, Lamongan Regency, Bojonegoro Regency, and Sampang Regency.
- b. Student/participants are placed in locations by KKN-BBM Managers through a plotting process based on equity considerations and scientific needs.

Article 23

Theme Setting

- a. The main theme of the KKN-BBM program of Universitas Airlangga is based on the ideals and expectations as stated in the Sustainable Development Goals (SDGs), pointed in Article 12 point a.
- b. Determination of sub-themes refers to priority issues based on synchronization of national and regional development programs and problems that are exist in society.
- c. The development of the KKN-BBM sub-theme of Universitas Airlangga as in Article 12 point b and point c are grouped into 6 (six) types, those are Health Sector, Education Sector, Economic Sector, Socio-Cultural Sector, Population, Employment, and Mental Revolution.

Article 24

Thematic Themes and Partnerships of the Thematic KKN-BBM

- a. On the KKN-BBM of Universitas Airlangga period, 1 of the 56th year 2017 set themes and work partners and locations as Article 22 point (a).
- b. Details of the theme, partners, and location of the KKN-BBM of Universitas Airlangga period 1 of the 56th year 2017 set as follows;

No.	Theme	Partnership	Location
1.	Social Economy	POSDAYA	1. Lamongan 2. Jember 3. Kediri 4. Sampang
2.	Employment/TKI	BNP2TKI	1. Banyuwangi 2. Jember 3. Kediri 4. Nganjuk 5. Sampang
3.	Mental Revolution	Kemenko PMK RI	1. Gresik 2. Lamongan
4.	Public Health	KemenkesRI UNICEF PERSAGI	1. Surabaya 2. Banyuwangi 3. Jember 4. Probolinggo 5. Nganjuk 6. Kediri 7. Gresik 8. Lamongan 9. Bojonegoro 10. Sampang

CHAPTER 9
PRE-ACTIVITY

Article 25
Pre-service activities

- a. Pre-program activities are at the core of the Preparation Stage.
- b. Pre-program activities include debriefing for students of KKN-BBM participants.
- c. Debriefing for students is carried out by Lecturer in Village Development Advisor or DP2D (dh. Lecturer in Field Supervisor /DPL).
- d. Students of the KKN-BBM program must attend all activities in pre-service activities.

Article 26
The purpose of debriefing

The purpose of debriefing is to reinforce students to have the readiness to participate in KKN-BBM both physically and non-physically so that all targets can be achieved effectively.

Article 27
Debriefing Material

The debriefing material consists of 2 (two) types, namely:

1. Content: provides provisions and insights on the philosophy of KKN-BBM, problem-solving, community empowerment, and learning in the community.
2. Material Process: provide provisions in the form of ways and mechanisms in planning, implementation, and reporting. The process material is also related to a provision in the form of observation methods, instruments/questionnaires, preparation of programs, as well as methods in preparing proposals, developing cooperation, making reports, coordinating on location, filling out portfolios, and other suitable methods.

Article 28

Time Allocation and Performance Evaluation of Pre-Program Activities

- a. The time allocation for pre-administration activities is 24 (twenty-four) hours and carried out no later than 12 working days.
- b. Assessment of student performance in pre-education activities is intended to assess students' ability to understand and apply the debriefing materials.
- c. Students Performance assessment in pre-education activities focuses on the ability to apply debriefing material in the form of proposals or planned activities.
- d. Students performance assessment is carried out by DP2D.
- e. The results of evaluating student performance in pre-program activities are final score components (cumulative) in KKN-BBM.

Article 29

Location of Implementation of Pre-Program Activities

- a. All pre-service activities are carried out at the University level.
- b. The location of pre-program activities is determined by LP4M of Universitas Airlangga

Article 30

Equipment Needs for KKN-BBM Implementation

- a. Students of KKN-BBM participants need to prepare some equipment needs.
- b. The equipment that needs to be prepared is the Guidelines for the implementation of KKN-BBM, modules, portfolios, permission letters from authorities, stationery and offices, medicines, and others necessities.

CHAPTER 10

IMPLEMENTATION STAGE

The implementation of KKN-BBM includes preparation, release, departure, and dropping out students at the KKN-BBM locations,

Article 31

Preparation for Implementation

- a. Preparations for the implementation of KKN-BBM include:
 1. Coordination between groups.
 2. Coordination of DP2D with students.
- b. Inter-group coordination is carried out by students of the KKN-BBM participants under DP2D's direction to prepare for the implementation of the next stages activities.
- c. The coordination of DP2D with KKN-BBM participants is focused on socialization and consolidation.
- d. Students must take part in socialization and consolidation by DP2D.
- e. Students' tasks division in the KKN-BBM, the determination of location lodgings, work programs, etc. is carried out by DP2D with students during consolidation.

Article 32

Release, Departure and Transportation

- a. Before going to the location, students of the KKN-BBM participants must attend the release ceremony carried out by the LPM of Universitas Airlangga.
- b. The release ceremony is led by the Rector of Universitas Airlangga.
- c. Students departure to each location of the KKN-BBM is carried out in groups based on the location by using transportation facilities provided by the LPM of Universitas Airlangga.
- d. Students departure is arranged based on the schedule that has been prepared based on the number of students and destination locations.
- e. The departure of students to the KKN-BBM location at the district level is coordinated by the Coordinator Regency (Korkab).
- f. Students departure to the district/village location is coordinated by the supervisor coordinator (Korbing) along with DP2D.
- g. Students are required to use the transportation facilities provided and are prohibited from using private vehicles to the KKN-BBM location.
- h. Students transportation is a bus with the destination determined by the local government.
- i. Transportation of private vehicles (motorbikes) using trucks provided by the LPM of Universitas Airlangga.

- j. Private vehicles (motorbikes) are only to be used as supporting facilities during KKN-BBM activities in the locations and not for other purposes outside the KKN-BBM activities.
- k. The number of private vehicles (motorbikes) for each group/village is a maximum of 3 (three).
- l. The safety of the use of private vehicles becomes the responsibility of KKN-BBM participants.

Article 33

Implementation of Activities at the KKN-BBM Location

- a. The activities are carried out based on the work program prepared based on the theme of the KKN-BBM agreed upon through a process of coordination and synchronization with the local government and based on the community needs.
- b. Every KKN-BBM student must carry out all programs that have been prepared and planned activities.
- c. Before the activity is carried out, each group discusses activity plans at the subunit (village) level which is attended by all students and the community or work partners at the location of the activity.
- d. The results of the discussion were forwarded to the unit level forum attended by all students and accompanied by DP2D, officials, local community leaders, and work partners so that the activity plan gets supported from various parties.
- e. The plan for activities in point c is stated in the activity plan proposal (CRP).

Article 34

Realization of KKN-BBM Program Generation 56 – 60

- a. Students carry out activities based on planned activities that have been prepared and agreed upon by all parties through discussion.
- b. At the beginning of the KKN-BBM program, students socialize the program of planned activities that have been agreed by the community.
- c. The students' program socialization can take place with good relations between the community and the local government.
- d. The results of the socialization are presented at the KKN-BBM location in front of the local government.

e. Implementation of planned activities is carried out with the community under the guidance and supervision of DP2D and involves community apparatus that have been appointed and adapted to the theme.

f. Realization of the KKN-BBM Program Force 56 - 60 is determined as follows;

No	Force	Activity 1	Activity 2	Output
1.	56 th /2017	Health Data Collection per Family	Thematic Education and Program Activities	1. Health Data Report per family 2. Thematic Education and Work Program Reports 3. Documentation of activity contents uploaded in social media.
2.	57 th /2017	Program Preparation based on the data on the results force 56 th /2017	Thematic Education and Program Activities	1. Health Data Report per family 2. Thematic Education and Work Program Reports 3. Documentation of activity contents uploaded in social media.
3.	58 th /2018	Implementation of activities based on the prepared program force 57 th /2017	Thematic Education and Program Activities	1. Program Report 2. Article 3. Documentation of activity contents uploaded in social media.
4.	59 th /2018	Follow up activities force 58 th /2018	Thematic Education and Program Activities	1. Program Report 2. Article 3. Documentation of activity contents uploaded in social media.
5.	60 th /2019	Evaluation Results toward force 58 th /2018 and 59 th /2018	Thematic Education and Program Activities	1. Program Report 2. Article 3. Documentation of activity contents uploaded in social media.

Article 35
Report on KKN-BBM Activities

- a. Students must write down all the daily activities that have been carried out in the available format as a basis for making the final report on the implementation of the KKN-BBM program.
- b. The Activity Implementation Report (LPK) is intended as a means of delivering information about KKN-BBM activities and the accountability of program activities carried out.
- c. Reports on the implementation of the KKN-BBM are arranged in groups.
- d. Collection of LPK Manuscripts to DP2D no later than 1 (one) week after the KKN-BBM is declared complete.
- e. The substance of the Final Report is based on the Article 34 point (f)

CHAPTER 11
STUDENT ASSESSMENT OF KKN-BBM
PARTICIPANTS

Article 36
Basis of Assessment

- a. As a compulsory intracurricular course at Universitas Airlangga for undergraduate education, the assessment for KKN-BBM students is carried out based on the academic provision.
- b. KKN-BBM activities are carried out in a series of processes that have a stage of activities
- c. The student assessment of KKN-BBM participants is a combination of the values achieved by the students from each stage of the activity such as pre-administration, implementation, reporting, and response/impact of implementation.
- d. The students' success in participating in KKN-BBM is comprehensively evaluated to measure the achievement of student soft skills and hard skills .

Article 37

Appraisers/Evaluators

- a. The student assessment of KKN-BBM participants is carried out by the Lecturer in Village Development Advisor (DP2D) or previously referred to as the Field Supervisor (DPL).
- b. In giving an assessment, DP2D also considered the information from Coordinator of District (Korkab) and Coordinator of Supervisor (Korbing).
- c. LPM of Universitas Airlangga manages the results of the student assessment of the KKN-BBM participating conducted by DP2D so that they are ready to be published.

Article 38

Components of Assessment

Components of assessment include:

- a. Activity Plan Report (LRK)
- b. Student Performance (KM)
- c. Program Implementation (PP)
- d. Implementation Report (LP), and
- e. Responsiveness (RES).

- a) Activity Plan Report (LRK)

Contains a plan for implementing activities that have been socialized and discussed with various parties.

- b) Student Performance of KKN-BBM Participants

Includes: discipline, cooperation, appreciation, and program implementation.

1. Discipline (DS), means:

- a. The compliance with the obligation to stay at the KKN-BBM location (for those who placed outside of Surabaya city);
- b. Accuracy in the use of time; and
- c. Compliance with the applicable rules.

2. Cooperation (KS), means:

- a. The ability to collaborate with students;

- b. The ability to collaborate between students and officials, community leaders, and community members (interpersonal).
- 3. Appreciation (PH), means:
 - a. The ability to adjust to the situation and conditions of the KKN-BBM location;
 - b. The ability to approach the community with all its social norms and systems; and
 - c. The ability to be responsive to the problems that exist at the KKN-BBM location.
- 4. Program Implementation (PP), means:
 - a. The ability and success in utilizing and exploring potential, disclosing, and resolving problems;
 - b. Skills in implementing relevant development and development programs; and
 - c. The ability to evaluate the success of the program that has been carried out.
- c) Activity Implementation Report (LPK)

This report contains the implementation of planned activities that have been compiled and an analysis of the program's success which includes opportunities, constraints, and solutions.
- d) Responsiveness (RES)

Responsi is carried out to measure the success level of the implementation of student activities at the KKN-BBM location.

Article 39

Weight of Assessment Components

1. Activity Plan Report (LRK) (Pre-Landing)	: 20%
2. Student Performance (KM)	
a. Discipline (DS)	: 15%
b. Collaboration (KS)	: 15%
c. Appreciation (PH)	: 15%
d. Program Implementation (PP)	: 20%
3. Activity Implementation Report (LPK)	: 5%
4. Responsiveness (RES)	: 10%

The weighting component of the KKN-BBM assessment can also be seen further in the following matrix.

Matrix Component of KKN-BBM Assessment

Evaluator	LRK	STUDENT PERFORMANCE				LPK	RES	TOTAL
		DS	KS	PH	PP			
DPL	20%	15%	15%	15%	20%	5%	10%	100%

Article 40

Final Value

- a. The final value of the KKN-BBM is based on the total value of DP2D.
- b. The final value in the form of numbers and letters based on the Education Guidelines of Universitas Airlangga.
- c. The value that must be obtained by students of KKN-BBM participants is at least in letter D, if they get a value with letter E, the student is required to repeat.
- d. DP2D must submit the value no later than 2 (two) weeks after the KKN-BBM is declared complete.
- e. While the appointed time the DP2D has not provided a value, all the KKN-BBM participants will receive an A/B score.
- f. If the participant has not submitted a report in accordance with a predetermined time limit, all participants receive a C.

CHAPTR 12

EVALUATION OF KKN-BBM ACTIVITIES

Article 41

Impact Evaluation and Follow-Up

- a. The evaluation of the KKN-BBM Program is carried out by LP4M of University Airlangga.
- b. Evaluation is carried out formatively and summatively.
- c. Formative evaluation, that is when KKN-BBM takes place with the aim of ensuring that activities are carried out in accordance with the provisions.

- d. The formative evaluation also focuses on the implementation phase related to management, implementation of activities in the field, preparation of reports and assessments.
- e. Summative evaluation is carried out when the KKN-BBM period is declared completed to determine the necessary improvements so that in the nex of KKN-BBM period could be better.
- f. The summative evaluation also focuses on results related to the study of the achievement of goals and the effects or impacts of both students, the government, the community, and Universitas Airlangga.
- g. To declare that KKN-BBM has succeeded, it must also be seen that developments or changes in society are better suited to the desired goals.

Article 42

Others

The other things that have not been regulated in this guideline will be informed later.

Appendix

Explanation

Article 1 :

Quite clear

Article 2 :

Quite clear

Article 3 :

Quite clear

Article 4 :

Quite clear

Article 5 :

Quite clear

Article 6 :

Quite clear

Article 7

The principle of prioritizing neglected, focus on the reality that often occurs in the society, most society communities remain at the edge of a fast-moving development stream. For this reason, the main principle is to prioritize neglected communities so that they can get the opportunity to have a role and benefit from development activities in the area.

The principle of empowering (strengthening) the community, noticed that the community has the potential (physical or psychological) but they do not know how or the strategies that can be done so that the potential they have can provide benefits or improve the welfare of the community.

The principle of society as an actor and as a facilitator, positions that the community should be the direct actors in the process of community empowerment, while the students are the facilitators who help to provide the ways and strategies to solve the problems or community empowerment. The students help build community independence to solve their own problems.

The principle of mutual learning and respect for diversity, emphasizes how the students and society learn from each other in togetherness so that in this process and opportunity it is possible to do co-creation. In the togetherness of the KKN-BBM program, togetherness values are expected to be built so that it can foster an appreciation for differences and diversity.

The "funny" principle (fun and informal), noticed that in working on community service assignments is indeed funny and informal so that the activities can run full of fun and not feel like a burden. The principle of relaxed and informal can lead to an atmosphere that is not rigid so it is very conducive to do something useful.

Principles of integrity, stressing the importance of the integration aspects of Tri Dharma College, they are the aspect of education (and teaching) and the dedication to community research-based form the basis for planning, implementing, and benchmarking KKN-BBM program. There is the integration between what the students can help and what problems are in the community to be worked together. Integration certainly does not only occur between students and the community, but also other related parties.

The principle of optimizing results, in the implementation of the KKN-BBM program, is expected to be able to carry out activities optimally. Optimal is measured from the results that can be obtained based on the main target and the final result. Therefore, in the KKN-BBM program should not be half-hearted or as long as it is finished. Preferably, there is the most optimal product target or success as the parameter.

The principle of practical orientation is a principle that needs to be emphasized because this activity is more on the practical level and is no longer theoretical. For the students, the theoretical level has been carried out on campus, and in the student community, it is recommended that more be on a practical level. That is, the provision of knowledge that is owned and mastered on campus can be applied or devoted to the community when implementing the KKN-BBM program.

The principle of sustainability and the lapse of time, that is the principles put forward in KKN-BBM program. We do not want to carry out the activities in the community that are momentary and unsustainable. This model, of course, must be abandoned, because the orientation of the KKN-BBM is a problem-solving, motivated community, and the empowerment of the community based on the potential (area) owned by the community. Therefore, the sustainability of the program is a concern in the KKN-BBM program at Universitas Airlangga, PTN-BH. In other words, KKN-BBM activities do not merely directly or provide direct cash assistance to the community, but design a program of sustainable activities, which may result in not having to be felt at the same time, but in the future. However, it does not mean that KKN-BBM activities are also not related to programs that are emergency directly in touch with community needs. Thus, the implementation of the Community Service Program must be conditional and flexible.

The principle of learning from mistakes, the principle of learning from mistakes is wisdom. Mistakes must be considered as teachers, but there must be awareness that follows to correct those mistakes. Therefore, in the KKN-BBM program, there is no need to be afraid of making mistakes as long as it is based on the good intention of dedicating themselves to the community. Deliberate mistakes without followed to correct, certainly not wisdom.

The Open Principle, the implementation of the KKN-BBM program requires transparency because what is implemented in the KKN-BBM program is for the common good. If this open principle can be developed, of course, all problems that (may) exist in the community can be solved properly.

Based on the principles and characteristics of the KKN-BBM program, it is expected that KKN-BBM students will be able to identify the problems that exist in the community and at the same time find the solutions in accordance with their potential. Further hopely, the community is capable of self-reliance, self-management, and self-reliance in the development of the region. The success of the KKN-BBM program when it can make the community independent, aware and able to empower itself based on the potential that exists in the

community without constantly being led by outsiders. The community must be able to become its own leader in developing and empowering the potential of the region.

Article 8

KKN-BBM is carried out with characteristics:

1. Co-creation (shared ideas); KKN-BBM is carried out based on shared ideas as a result of synchronization between universities (students, lecturers) with the local government, work partners, and local communities;
2. Co-financing (joint funding); KKN-BBM is carried out with joint funding between students, implementers, universities, regional governments, and work partners in programs agreed;
3. Flexibility; KKN-BBM is carried out based on a program that is in accordance with the situation and conditions of the local government, work partners, and the local community;
4. Sustainability (continued, sustainable) KKN-BBM is carried out on an ongoing basis based on work programs that are in accordance with certain places and targets;
5. Locality (according to cases in the area);
6. Indigenous (regional characteristics);
7. Competencies (distribution based on student competence); and empowerment (community empowerment).

Article 9

Quite clear

Article 10

Quite clear

Article 11

KKN-BBM is directed at three targets, namely students, community/government, and Universitas Airlangga.

a. Student Participants in KKN-BBM

With the KKN-BBM program students conduct a learning process to deepen interpretation, understanding, and experience about:

1. Interdisciplinary and cross-sectoral ways of thinking and working,
2. Utilizing the results of education and research in community development,

3. Participating efforts and solving community difficulties in empowerment. Students as motivators and problem solvers.

b. Community (and Government)

Communities need the help of thought and personnel from universities to plan, implement and evaluate the development programs. The community also needs to improve the ability to think, behave and act in accordance with the development program; need to make updates in regional development; and forming development cadres for the sake of the sustainability of regional development. Society as a subject and at the same time as the object of community development.

c. Higher Education

Through this KKN program, the universities have the opportunity to develop the knowledge that students have by learning with the community. Through this program, universities can adjust the curriculum according to the demands of community development. Various cases found in the learning process with the community by lecturers can be used as examples or study material in the educational process on campus. In turn, universities can develop knowledge that is more useful in the management and resolution of development problems.

Article 12

Quite clear

Article 13

Quite clear

Article 14

Quite clear

Article 15

Quite clear

Article 16

Quite clear

Article 17

- a. Collaboration is developed to support the successful implementation of the KKN-BBM Universitas Airlangga.
- b. Cooperation is related to the application and development of students' hard skills and soft skills.
- c. Collaboration is developed internally and outside (externally).

- d. Inward collaboration is carried out between faculties within Universitas Airlangga, while outgoing cooperation is carried out with the government and non-governmental/private institutions.
- e. Collaboration is carried out based on a Memorandum of Understanding/ MoU between LPM / Universitas Airlangga and work partners.
- f. As the person in charge of cooperation, in accordance with their fields, under controlled by the Vice Chancellor III for Development, Cooperation, Information Systems, and Alumni. It is they who have the authority to cooperate in various forms.

Article 18

There are several funding sources in the KKN-BBM implementation program which can be mentioned here. Some of the funding sources are adjusted to the activities that have been determined by certain fund allocations. The funds used in the implementation of KKN-BBM activities are sourced from the Fund Plan for Annual Budget Activities of the Directorate of Education at Universitas Airlangga, students of KKN-BBM participants, local governments, community self-help organizations, private institutions/companies, and others. At present, it is also well-known what is called CSR (Corporate Social Responsibility). CSR is a concept that organizations, especially companies, have responsibility for consumers, employees, shareholders, communities, and the environment in all aspects of the company's operations. CSR is closely related to "sustainable development" because there is an argument that a company in carrying out its activities must base its decisions not only on mere financial factors such as profits or dividends but must also be based on current and long-term social and environmental consequences.

Article 19 :

Quite clear

Article 20 :

Quite clear

Article 21 :

Quite clear

Article 22 :

Quite clear

Article 23 :

Quite clear

Article 24 :

Quite clear

Article 25 :
Quite clear

Article 26 :
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Article 27 :
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Article 28 :
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Article 29 :
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Article 31 :
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Article 35 :
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Article 36 :
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Article 37 :
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Article 38 :
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Article 39 :
Quite clear

Article 40 :
Quite clear

Article 41 :
Quite clear

**PROCEDURES FOR IMPLEMENTING THEMATIC KKN-BBM
UNIVERSITAS AIRLANGGA**

Rules for Implementation of THEMATIC BBM-KKN

As a guide and guideline for the implementation of THEMATIC KKN-BBM, the rules or rules that must be met by students of THEMATIC KKN-BBM participants are:

- Fulfilling the entire mentoring process conducted by the supervisor field
- Maintain the alma mater's name and general provisions as students at Universitas Airlangga
- Avoid the activities that trigger horizontal, vertical and SARA conflicts
- Can cooperate well with the THEMATIC KKN-BBM participants, local communities and government
- Preserve and maintain the legal norms set by the government and society in the location of THEMATIC KKN-BBM
- Students of KKN-BBM participants placed outside the city of Surabaya must stay at the location of the THEMATIC KKN-BBM. Students who are placed in the city of Surabaya are not required to stay at the location except on the basis of the agreement of each location between the DPL, students, and residents or local devices.
- Students are required to take part in full THEMATIC KKN-BBM activities as long as the KKN schedule has been determined and students are given the opportunity not to participate in THEMATIC KKN-BBM activities once a week.

Sanctions for violations

The students who do not meet the requirements or violate the rules for implementing the THEMATIC KKN-BBM will be sanctioned. The sanctions are given starting from the lightest in the form of reprimand to the heaviest sanctions such as unsuccessful and even being issued, based on the applicable regulations at Universitas Airlangga.

ARABLE FIELDS: HEALTH

NO	ARABLE FIELDS	TITLES OF ACTIVITY	FORMS ACTIVITY	OBJECTIVE/OUTPUT	TARGET GROUP
1.	Improving Health Care Access	<ul style="list-style-type: none"> • The Increasing of society knowledge about health services: types, how to access 	<ul style="list-style-type: none"> • Counseling • Screening 	<ul style="list-style-type: none"> • Improved knowledge and increase public willingness 	<ul style="list-style-type: none"> • Whole society
		<ul style="list-style-type: none"> • Establishment of health financing group independent 	<ul style="list-style-type: none"> • Socialization of Health Financing • Raising of potential community related to purchasing power health • Establishing an independent insurance group 	<ul style="list-style-type: none"> • Awareness of health insurance • An independent community in maintaining health 	<ul style="list-style-type: none"> • Head of the family • Community group
2.	Improving a clean and lifestyle healthy	<ul style="list-style-type: none"> • Improving family health: nutrition, healthy lifestyle, healthy environment 	<ul style="list-style-type: none"> • Counseling the selection and processing of balanced healthy and nutritious foods available in the region • Feeding infants and children • Extension of exclusive breastfeeding 	<ul style="list-style-type: none"> • Knowledge enhancement community towards change behavior through the adoption of healthy behaviors forLeader 	<ul style="list-style-type: none"> • Children • pre-school • School • Youth • Karang Taruna • PUS • Elderly • Community

			<ul style="list-style-type: none"> • Health counseling and child care 		
			<ul style="list-style-type: none"> • Counseling for healthy lifestyles (PHBS): no smoking, exercise, dental health, the use of drugs in a good way, safe delivery assistance • Healthy environment: healthy home, sanitation, rush management • Youth health counseling: HIV / AIDS and free sex • Reproductive health & family planning 		
3.	Community empowerment of health problems in their environment	<ul style="list-style-type: none"> • Introduction of daily health problems: emergencies, vulnerable communities (disabled, elderly, poor), hazard • Training in handling daily health problems 	<ul style="list-style-type: none"> • Counseling • Practicals handling of health problems • TOGA utilization 	<ul style="list-style-type: none"> • Increasing empowerment community n handling health practical problems towards a healthy paradigm 	<ul style="list-style-type: none"> • Family • Community • Health Cadre • Shaman infant • Health Stakeholder

ARABLE FIELDS: BUSINESS DESIGN

NO	ARABLE FIELDS	TITLE ACTIVITIES	FORM OF ACTIVITIES	OBJECTIVE/OUTPUT	GROUP TARGET
1	Development of new entrepreneurship	Developing a household business and local-based small-scale and industrial	<ul style="list-style-type: none"> • Preparation of proposals business • Identification of business potential • Submission of business capital • Utilization of local potential • Basic training in production management, capital marketing and financial 	<ul style="list-style-type: none"> • New entrepreneurs at the household level 	<ul style="list-style-type: none"> • The head of the family • Youth • Mothers • Community groups who have free time
2	Improving the quality of business management	Improving the quality of business management of UMKM and cooperatives	<ul style="list-style-type: none"> • Advanced training in production management, marketing, capital and financial • Counseling licensing business • Assistance • Mastering of market information 	<ul style="list-style-type: none"> • Mastering of management quality business • Market expansion 	<ul style="list-style-type: none"> • unit/unit group of microenterprises, small and medium • Cooperatives

		Profile and performance of animal farming	<ul style="list-style-type: none"> • research • counseling • practice • assistance 	<ul style="list-style-type: none"> • increasing of production capacity • increasing in operating profit • improvement of product quality • market expansion 	<ul style="list-style-type: none"> • individual/group breeder of chickens, goats, cows, and the other livestock species.
		Profile and performance of fisheries industry	<ul style="list-style-type: none"> • research • counseling • practice • assistance 	<ul style="list-style-type: none"> • increasing of production capacity • increasing in operating profit • improvement of product quality • market expansion 	<ul style="list-style-type: none"> • individual /groups of fish farmers and fishermen
3	Design of superior Regional	The development of UMKM superior product	<ul style="list-style-type: none"> • counseling of products license • training of packaging technical • mastering of various information of similar product types • counseling of HAKI submission 	<ul style="list-style-type: none"> • enhancement of products quality of locally-branded • has patent rights • mastering of various information of similar product types 	<ul style="list-style-type: none"> • UMKM group with home industry business bases
		The development of fishery processed products	<ul style="list-style-type: none"> • training of processing fishery processed products • demonstration or practices • assistance 	<ul style="list-style-type: none"> • enrichment of fisheries business products • skills improvement 	<ul style="list-style-type: none"> • fish farmers and fishermen • Women's business groups
4	Development of new business alternatives	Development of Traditional market	<ul style="list-style-type: none"> • Arrangement of modern traditional market design • Arrangement of business proposals • capital development 	<ul style="list-style-type: none"> • business convenience • convenience/consumer market visitors • increasing of business capacity • reduce potential conflicts 	<ul style="list-style-type: none"> • regional equipment • small business groups

		<p>Business plan for the urban farm (hydroponics)</p>	<ul style="list-style-type: none"> • preparation of marketing plans, financial production, human resources (SDM), and operational • assistance unit calculation, • preparation of internal audit, 	<ul style="list-style-type: none"> • convenience • the efficiency of management of vacant land/environment around • increasing income 	<ul style="list-style-type: none"> • RT / RW / PKK • Karang Taruna • Elderly
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ARABLE FIELDS: EDUCATION

No	Program	Objectives	Form of Activity	Method	Target	Media	Partner	Indicator
1	Awareness raising education	Increasing Awareness Education	Awareness Learning	Dialogue, Speech film screening, learning motivation	Parents	Audio Visual	Local government, community leaders	
2	Strengthening education from an early age	Instilling education character from an early age (pre-school)	Establish and empower PAUD	The collaboration with the foundation/ RT / RW	Students' parents, learners, teachers	Building, learning tool	Local Government, public figure	
3	Education assistance for out-of-school children	Increases children's awareness of the importance of school and life skills in facing the world of work	Returns school dropouts according to their level, entering to PKBM for those who do not match levels	Collaboration With education national and village	Out education Drop children according to education, and those that do not match levels	-	institutions, formal education, PKBM community	
4	Eradication of illiteracy on community	improving	Founding learning home for society	Tutorial	Elderly illiterate	Reading and writing tools	Local Government, community	

		reading and writing skills in society						
5	Improving community literacy	Increasing awareness of reading and writing motivation	Establishing of reading houses / libraries in the villages /schools	Tutorials, counseling	community	Books, learning houses, banners, banners	local government, companies with their CSR	
6	Improving English language skills in tourist areas	Improving quality and Promoting potentials village as tourist attractions	English language courses	Tutorials and assistance	community	learning Tools	Local Government	
7	Improvement of IMTAQ	Improving faith and devotion quality	Recitation, reading and writing Al Quran	Tutorials, speech	community	Learning tools		
8	Bidik Misi Socialization	Preparing bidikmisi prospective participants		Promotion,dialo gue	high school students	Leaflets, lecture materials, videos, creation		

ARABLE FIELD: ENVIRONMENT

NO	ARABLE FIELD	TITLE OF ACTIVITY	FORM OF ACTIVITIES	PURPOSE	TARGET GROUP
1.	Improvement of slum area	Improvement of slum area	<ul style="list-style-type: none"> ▪ Making healthy area designs ▪ Providing advice and examples of healthy homes ▪ Structuring the living environment ▪ Solid waste management ▪ Arrangement of living environment sanitation. 	<ul style="list-style-type: none"> ▪ Creating a healthy residential area and environment 	<ul style="list-style-type: none"> ▪ Poor housing area ▪ Residential areas of coastal communities. ▪ Stren residential area ▪ Policymaker
		Arranging the area and environment of healthy street vendors	<ul style="list-style-type: none"> ▪ Making healthy street vendor' areas and environment design. ▪ Arrangement of street vendors' environment ▪ Waste management ▪ Structuring the street sanitation environment 	<ul style="list-style-type: none"> ▪ Creating a healthy street vendors' areas and environments 	<ul style="list-style-type: none"> ▪ Regional apparatus ▪ Street vendor's groups ▪ Communities around the location

2.	Developing a healthy living environment culture.	Developing a healthy living environment culture.	<ul style="list-style-type: none"> ▪ Counseling about environmental sustainability ▪ Arranging design examples of healthy houses ▪ Counseling techniques for keeping and maintaining home environmental sanitation ▪ Counseling about health problems due to animal maintenance factors ▪ Counseling on health concerns due to pollution and industrial waste ▪ PHBS (the collaboration of Students and Health Units) 	<ul style="list-style-type: none"> ▪ Environmental sustainability ▪ Increasing the number of sample houses ▪ Low morbidity rate due to environmental factors ▪ Increasing coverage rate (RT with PHBS) 	<ul style="list-style-type: none"> ▪ All Societies ▪ LSM ▪ Regional Apparatus
3.	Empowerment living environment	The utilization of living environmental productive and healthy.	<ul style="list-style-type: none"> ▪ Arranging a healthy and attractive living environment design ▪ Counseling the utilization of the living environment 	<ul style="list-style-type: none"> ▪ Creating a healthy and attractive living environment ▪ Providing a plus value ▪ Increasing income ▪ Low morbidity 	<ul style="list-style-type: none"> ▪ All societies ▪ Group of Community ▪ LSM ▪ Government Apparatus

4.	Empowerment the public faculties and social facilities environment	Increasing the awareneses of public facilities and social facilities utilization.	<ul style="list-style-type: none"> ▪ Counseling about maintaining the sustainability of public facilities and social facilities ▪ Legal counseling about the use of public facilities and social facilities 	<ul style="list-style-type: none"> ▪ Increasing satisfaction and comfort of the community ▪ The low potential conflict between communities and 	<ul style="list-style-type: none"> ▪ All societies
		<p>Damage recovery study riverbanks</p> <p>Coastal Areas Management</p>	<ul style="list-style-type: none"> ▪ Reforestation along the riverbanks ▪ Reforestation in coastal areas ▪ Counseling and training on sustainable riverbank management ▪ Utilization of coastal potential 	<ul style="list-style-type: none"> ▪ Identifying riverbanks community perception 	<ul style="list-style-type: none"> ▪ Riverbanks community and local government apparatus ▪ Coastal communities
	Proposed in business design	Eco-friendly tourism development	<ul style="list-style-type: none"> ▪ Structuring tourism areas ▪ Arranging grand regional tourism designs 	<ul style="list-style-type: none"> ▪ Arranged the environmental tourism development concept 	<ul style="list-style-type: none"> ▪ Regional Apparatus ▪ Tourism Business Actors
5.	Maintenance of the health of the living environment or residential areas.	Maintenance the health of the living environment or residential areas due to external factors	<ul style="list-style-type: none"> ▪ Counseling about health problems due to animal maintenance factors ▪ Counseling about health problems due to pollution and industrial waste 	<ul style="list-style-type: none"> ▪ Absence or decline in morbidity rate due to living environment factors such as; diarrhea, typhoid, leptospirosis, bird flu, toxoplasma, etc. 	<ul style="list-style-type: none"> ▪ All societies ▪ LSM ▪ Regional Apparatus

SURVEY FORMAT

SURVEY GUIDELINES

1. This survey form is a tool for formulating an arable field
2. The list of questions in the survey form consists of five types, namely:
 - a. General
 - b. Field of Health
 - c. Field of business design
 - d. Field of empowerment of the poor
 - e. Field of environment
3. Before conducting the survey in the field, firstly:
 - a. Equip yourself with a survey permit/implementation permit of the THEMATIC KKN-BBM
 - b. Read and understand in advance the list of questions in the survey form, ask your supervisor if it is not unclear.
 - c. All members of the THEMATIC KKN-BBM participants should be involved in all stages of survey activities by sharing assignments and analyzing the results survey.
4. Before plunging into the THEMATIC KKN-BBM urban village, you should first go to the district office (in the government or district secretary) where the THEMATIC KKN-BBM district is located (enough representatives) for consultation, coordination, and informal permission.
5. Don't forget while carrying out the survey you must use the alma mater jacket as your identity
6. The information you want to explore in this survey can be:
 - a. Secondary data, such as; provided in the village topography or potential books of village
 - b. Primary data, such as; the results of your interview with informants or respondents such as; officials at the district level, head of the village, and other village apparatus, heads of Public Health Center, community leaders, and public.

GENERAL AND SECONDARY DATA

Village: District :

DEMOGRAPHY

1. Total of population : (L)..... (P) Total:.....
2. Number of households (KK) :
3. Average each household (KK) :

SOCIAL

1. Number of Elementary/equivalent : (State) (Private)
2. Number of Junior High Schools/equivalent : (State) (Private)
3. Number of high school/equivalent : (State)..... (Private).....
4. Worship place : Explain more
5. Number of Health Public Center :

ECONOMIC

1. Main Livelihood
 - PNS/TNI/Polri:.....
 - Profession:.....
 - Private:
 - Farmers/farm workers:
 - Services:.....
 - Entrepreneurship:
 - Etc:.....
2. Number of unemployment:.....
3. Income each capita: Rp each capita
4. Household Industry: None Nothing, mention the variety of types

GEOGRAPHICAL

1. Distance from district city:.....
2. Types of the area : housing (...%)
 village (...%)
 rice field (....%)
 trading (....%)
 street vendors (PKL) (...%)

note: put (X) ON

Questionnaire:

HEALTH FIELD

(health workers/health cadres/general public)

1. Relating to empowering health purchasing power, according to Mr./Mrs./Ms/ladies/gentlemen:
 - a. What is the average level of awareness of the meaning of healthy life among citizens community (settlement):
(a) less (b) enough (c) already high
 - b. If it is sick, where in general residents (villages) seek treatment:
(a) to a shaman (b) self-medication (c) to the public-health center/general practitioner
 - c. What are Integrated Health Post activities in this area
(a) less active/routine (b) quite active/routine (c) very active
 - d. In the past 5 years, there have often been infectious diseases in this region, such as dengue fever, typhoid fever, and other infectious diseases.
(a) never (b) rarely (c) often
2. Relating to a healthy and independent lifestyle, according to your observation Mr./Mrs./Ms./ladies/gentlemen:
 - a. What is the level of sufferers of diseases such as diabetes /gout/diseases due to high cholesterol among people in this region
(a) very much (b) quite a lot (c) a little
 - b. Have people in this area been sick because of medication or poisoning due to drugs:
(a) often (b) rarely (c) never
 - c. If one of the family members suddenly gets sick, how do people in this region

generally handle it?

(a) self-medication (b) going to the public health center (c) going to the doctor directly

d. (Questions for health workers/public-health center) Have you met patients who have already got acute come to the public-health center

(a) often (b) rarely (c) almost never

3. Relating to alternatives efforts to develop in the field of health, according to your observation Mr./Mrs./Ms./ladies/gentlemen:

a. Have the society in this region already known generally about the TOGA function (Family Medicine):

(a) not know (b) enough know (c) highly know

b. Do residents in this area often utilize the existence of TOGA around their neighborhood

(a) almost never (b) sometimes (c) often

c. For residents who have used the TOGA, how is their level of knowledge on TOGA processing and packaging techniques

(a) less (b) enough know (c) relatively high

d. In general, residents in this area already have a TOGA catalog

(a) no one has (b) some have (c) almost all have

Note:

a. The more informants, the better

b. The score for each answer (a) score 1 (b) score 2 and (c) score 3, the low number of scores for each question shows the high level of need for the problem.

BUSINESS DESIGN FIELD

(Apparatus of the industrial and trade service in the district/home industry entrepreneurs/communities around the IRT area)

1. Relating to the development of new entrepreneurs, according to Mr./Mrs./Ms/ladies/gentlemen:
 - a. Does the capital problem become the biggest obstacle in developing new entrepreneurs?
(a) yes (b) no
 - b. Is it difficult to get capital assistance?
(a) yes (b) no
 - c. Is it important for new entrepreneurs to prepare business proposals?
(a) yes (b) no
 - d. Is it difficult to prepare a business proposal?
(a) yes (b) no
 - e. Do you know the requirements for managing a business permit?
(a) yes (b) no

2. Relating to improving some efforts the quality of business management (questions for craftsmen, or other home industry entrepreneurs), according to Mr./Mrs./Ms/ladies/gentlemen:
 - a. Is it relatively difficult to get capital assistance / new capital injections to grow your business?
(a) yes (b) no,
if yes, what are the causes?
.....
.....
.....
 - b. Is it enough for your business production quality when compared to the capacity of the production equipment?
(a) less (b) sufficient
 - c. How does the marketing ability of your business produce compare to its production capacity?
(a) very less (b) sufficient
 - d. How good is the way you use to manage your business finances?
(a) less (b) enough

- e. Is it important to have good bookkeeping techniques related to your business capacity?
(a) important (b) not important
3. Relating to superior product design, (questions for craftsmen, home industry entrepreneurs) according to Mr./Mrs./Ms/ ladies/gentlemen:
- a. Does good product packaging affect the price of your business product?
(a) yes (b) no
- b. Does the packaging of your business product adequate?
(a) less (b) sufficient
- c. Is it important for business products having a characteristic?
(a) yes important (b) no
- d. Do you know the results of your business products that have distinctive features compared to similar products of your competitors?
(a) do not know (b) yes
- e. How do you always pay attention to the development of product quality in your business?
(a) no (b) yes
- f. Do consumers/users get legal protection for a product?
(a) yes (b) no
- g. Is it important that your production gets permission from the relevant institution?
(a) yes (b) no
- h. What are the difficulties in managing business product licenses?
(a) yes (b) no
- i. Is it important that each product is protected by patent rights (HAKI)?
(a) yes (b) no
- j. If yes, do you know how to manage the patent?
(a) no (b) yes
4. Relating to developing new business alternatives, (for Industrial entrepreneurs household), according to Mr./Mrs./Ms/ ladies/gentlemen:
- a. In developing a business, should you need to conduct research on market interest?
(a) yes (b) no
- b. Do you know how to form a new type of business?
(a) no (b) Yes
- c. When starting a business, is it enough to rely just on feeling?

(a) yes (b) no

d. If yes, what the causes, explain

.....
.....
.....
.....

Note:

- a. The more informants, the better
- b. The results of the answers should be processed and analyzed to determine the priority of the problems that need to be raised.

FIELD OF COMMUNITY EMPOWERMENT (Especially the Poor Citizen)

(involving village apparatus/educator figures (teachers)/community figures)

1. Relating to improving the quality of life, according to Mr./Mrs./Ms/ ladies/gentlemen:

- a. Education quality condition, especially poor citizen;
(a) very poor/alarming (b) very less (c) relatively less
- b. Health quality condition of the poor citizen:
(a) less/poor (b) very less (c) relatively fewer
- c. Legal awareness of citizens generally
(a) very alarming (b) relatively sufficient (c) already high enough
- d. If it is less, what do legal issues stand out?

.....
.....
.....

2. In connection with efforts to increase the purchasing power of the poor, according to Mr./Mrs./Ms/ ladies/gentlemen:

- a. Lack of awareness in seeing self-potential;
(a) yes (b) no
- b. Courage in starting your own business;
(a) yes (b) no
- c. Absence of free time;
(a) no (b) yes
- d. Limitations on independent business capital information;
(a) yes (b) no

3. Regarding the improvement in the number of productive families, according to Mr./Mrs./Ms/ ladies/gentlemen what is important to do;

- a. Growing an entrepreneurial spirit;
(a) yes (b) no
- b. Introducing a variety of skills techniques
(a) yes (b) no
- c. Skills training through training centers
(a) yes (b) no

4. Related to efforts to foster an active, productive and participatory culture, according to Mr./Mrs./Ms/ ladies/gentlemen what is important to do;

- a. Increasing youth activities

- (a) yes (b) no
- b. Use of free time
 - (a) yes (b) no
- c. Improve reading culture
 - (a) yes (b) no
- d. Involving the community in arranging the KKN program process;
 - (a) yes (b) no

Note:

- a. The more informants the better
- b. Using the results of your analysis to prioritize work fields

ENVIRONMENTAL FIELD

(enough by doing observation)

Relating to environmental problems such as slum improvement problems, such as housing, street vendors, and living environment sanitation. According to the records of fieldwork practices (KKN) participants, namely:

1. Conditions of street vendors; slum, chaotic or otherwise
.....
.....
2. Conditions of poor housing areas;
.....
.....
3. The average condition of the society living in slums
.....
.....
4. The average condition of the village neighborhood area
.....
.....
5. The utilization of the environment or house yard
.....
.....
6. The use of public facilities or social facilities
.....
.....
7. Confirmation to the district or village party regarding street vendors problem about whether there are permission, guidance, and other street vendor issues
.....
.....

Note:

Your observations are used to determine work field orientation

PROPOSAL FORMAT

Proposal Format

- A4 size paper
- Blue Cover of UNAIR, Soft Cover (Book Volume)
- Legalization sheet page
- Content of Proposal

BLUE COVER OF UNAIR

**Research, Technology and High Education Ministry
Universitas Airlangga**

PROPOSAL PROGRAM



By :

Student's Name :

Reg. No. :

Village :

District :

Regency/City :

"Community Service and Development Institution"

Universitas Airlangga

Surabaya

Year.....

PROPOSAL LEGALIZATION SHEET PAGE

**FIELDWORK PRACTICES - LEARNING WITH SOCIETY
(THEMATIC KKN-BBM) AT
UNIVERSITAS AIRLANGGA**

**IN VILLAGE DISTRICT
REGENCY/CITY**

Students's Name	Reg. No.
1.....
2.....
3. etc.	

Cost Plan :Rp

Source of Funds :.....

Field Supervisor	Surabaya,.....
.....	Coord. Village,
.....
NIP.	Reg. No.

Sincerely,
Head of LPPM UNAIR

.....
NIP.

CONTENT OF PROPOSAL

COVER

LEGALIZATION SHEET PAGE

LIST OF CONTENTS

CHAPTER I INTRODUCTION

- Background
 1. Observation Result
 2. Scientific Background
- Research Question

CHAPTER II WORKING FIELD PLAY

- Activities each work field

CHAPTER III BUDGET PLAN

- Activity Budget
- Source of Budget

CLOSING

FORMAT OF COMPOSING FINAL REPORT

Format of composing report

- Yellow Cover of UNAIR, Soft Cover (Book Volume)
- Cover page
- Legalizationsheet page
- Contents of the report
- Appendices (including sponsor lists)

Reports are made in 4 copies with distribution as follows:

- The Head of Village : 1 copy
- Head of District : 1 copy
- DPL : 1 copy
- LP4M : 1 copy + soft copy on a CD containing report files and figures.

YELLOW COVER OF UNAIR

Research, Technology and High Education Ministry

Universitas Airlangga

FINAL REPORT



By :

Student's Name: Reg. No.:

Village :

District :

Regency/City :

"Community Service and Development Institution"

Universitas Airlangga

Surabaya

Year.....

REPORT LEGALIZATION SHEET PAGE

REPORT LEGALIZATION PAGE

FIELDWORK PRACTICES - LEARNING WITH SOCIETY

(THEMATIC KKN-BBM)

AT

UNIVERSITAS AIRLANGGA

IN VILLAGE DISTRICT

REGENCY/CITY

Students's Name

NIM

1.....

.....

2.....

.....

3. dst

Lecturer in Village Development
Advisor

Surabaya,.....

Head of Group,

.....

NIP.

.....

Reg. No.

Sincerely,

The Head of Village.....

.....

NIP.

REPORTCONTENT

COVER

LEGALIZATION SHEET PAGE

LIST OF CONTENTS

CHAPTER I INTRODUCTION

- BACKGROUND
- RESEARCH QUESTION

CHAPTER II PLAN OF EACH FIELD ACTIVITY

CHAPTER III REALIZATION OF ACTIVITY

CHAPTER IV DISCUSSION

CHAPTER V CONCLUSION AND RECOMMENDATION

RECOMMENDATIONS

1. For City Government/Regency Government
2. For Universitas Airlangga - 'LPPM'
3. For Students

APPENDICES

- ACTIVITIES SUMMARY in table form per field
- REGISTER STUDENTS
- LIST OF SPONSORS
- FIGURES

FORMAT OF DISTRICT REPORT

(Composed by KORCAM, assisted by KOR KEL below)

Format of composing report

- Yellow Cover of UNAIR, Soft Cover (Book Volume)
- Cover page
- Legalization sheet page
- Contents of the report
- Attachments

Reports are made in 3 copies with distribution as follows:

- Head of District : 1 copy
- District/City : 1 copy
- LP4M : 1 copy + soft copy on a CD containing report files and figures.

YELLOW COVER OF UNAIR

**Research, Technology and High Education Ministry
Universitas Airlangga**

FINAL REPORT



Names of Korcam and Korkel :

Reg. No. :

District :

Regency/City :

**“Community Service and Development Institution”
Universitas Airlangga
Surabaya
Year.....**

REPORT LEGALIZATION SHEET PAGE

**REPORT LEGALIZATION SHEET PAGE
FIELDWORK PRACTICES - LEARNING WITH SOCIETY
(THEMATIC KKN-BBM)
AT
UNIVERSITAS AIRLANGGA
IN VILLAGE DISTRICT
REGENCY/CITY**

Korcam's Name

Reg. No

.....

.....

Coordinator of Supervisor

Surabaya,

Coord. of District

Dist.

.....

.....

NIP.

Reg. No.

Sincerely,

District

.....

NIP.

CONTENT REPORT

COVER

LEGALIZATION SHEET PAGE

LIST OF CONTENTS

CHAPTER I INTRODUCTION

- BACKGROUND
- RESEARCH QUESTION

CHAPTER II EACH FIELD ACTIVITY PLAN

CHAPTER III REALIZATION OF ACTIVITIES

The realization of the activities was taken from the village presentation material for the district level seminar

CHAPTER IV DISCUSSION

CHAPTER V CONCLUSION AND RECOMMENDATION

RECOMMENDATIONS

1. For City Government / Regency Government
2. For Universitas Airlangga - LPPM
3. For Students

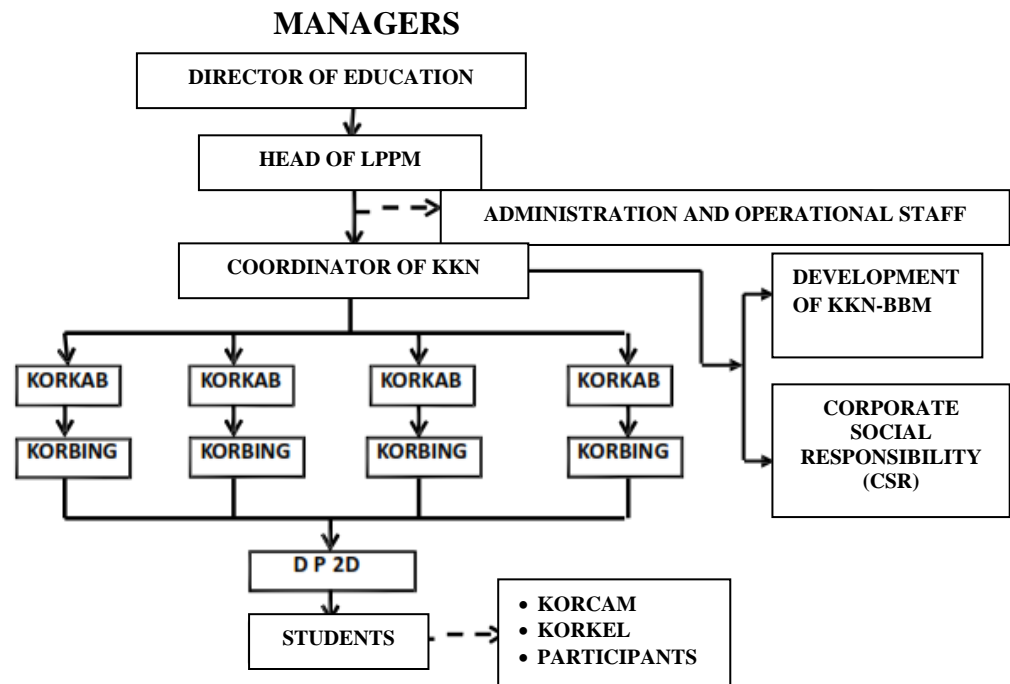
APPENDICES

- FIGURES

**MANAGEMENT ORGANIZATIONAL STRUCTURE AND
IMPLEMENTATION OF THEMATIC KKN-BBM
UNIVERSITAS AIRLANGGA**

The general person in charge of the implementation of the THEMATIC KKN-BBM is the Director of Education on behalf of the Rector of Universitas Airlangga. The person in charge of the implementation of the THEMATIC KKN-BBM in the field is the Head of the Community Service and Community Development Institute of Universitas Airlangga. The technical executors in the field were the Coordinator and Chief Executive of the THEMATIC KKN-BBM Universitas Airlangga assisted by a supervisor team (Coordinator of City/District, Coordinator of Supervisor (Korbing) and Lecturer in Village Development Advisor (DP2D) and a team of experts.

ORGANIZATIONAL STRUCTURE OF THEMATIC KKN-BBM PROGRAM



Description:

- KORKAB : Coordinator of Regency
- KORBING : Coordinator of District Level Supervisor
- DP2D : Lecturer in Village Development Advisor
- KORCAM : Coordinator of District Level Student
- KORKEL : Coordinator of Village Level Student

The coordination of the KKN-BBM implementation consists of the coordinator of City/Regency THEMATIC KKN-BBM, which is coordinated activities in each city/regency, the Coordinator of Supervisor (Korbing) coordinates the activities at the district level and the Lecturer in Village Development Advisor who coordinates village level activities.

TASK**1. Director of Education**

- a. Developing University policies and strategies regarding the implementation of the THEMATIC KKN-BBM program.
- b. Developing criteria and methods for evaluating the performance of the THEMATIC KKN-BBM program.
- c. Providing reports on the performance of the THEMATIC KKN-BBM program to the Rector and Deputy Rector I
- d. Formulating regulations for implementing the THEMATIC KKN-BBM program.
- e. Monitoring and improving the quality of the implementation of the THEMATIC KKN-BBM program.

2. Head of 'LPPM

- a. Leading the implementing unit of the THEMATIC KKN-BBM Program.
- b. Implementing the THEMATIC KKN-BBM Program based on the University's policies and strategies.
- c. Carrying out performance appraisal of the THEMATIC KKN-BBM program based on the criteria and method of assessment established by the Higher Education.
- d. Providing reports and accountability on the performance of the THEMATIC KKN-BBM program to the Director of Education.

3. Coordinator of the THEMATIC KKN-BBM

- a. Acting as coordinator in the implementation of the THEMATIC KKN-BBM Program.
- b. Planning, directing, coordinating, supervise, evaluating, developing and regularly report on the implementation of the THEMATIC KKN-BBM Program.
- c. Responsible for the Head of 'LPPM about the activities of the THEMATIC KKN-BBM Program.
- d. Coordinating all students in order to jump and withdraw

4. Coordinator City/Regency (KORKOT/KORKAB)

- a. Acting as coordinator in the implementation of THEMATIC KKN-BBM program activities in the City/Regency area.
- b. Planning, directing, coordinating, supervise, evaluating, developing and regularly report on the implementation of the THEMATIC KKN-BBM Program in the City/Regency area.
- c. Coordinating students at the City/Regency level in order to transfer and withdraw students at the City/Regency level.
- d. Responsible to the Coordinator of THEMATIC KKN-BBM about the implementation of THEMATIC KKN-BBM program activities.
- e. Making a final report on the implementation of THEMATIC KKN-BBM at the Regency/City level.

5. Coordinator of Supervisor (KORBING)

- a. Acting as coordinator in the implementation of THEMATIC KKN-BBM program activities in the District area.
- b. Planning, directing, coordinating, supervise, evaluating, developing and regularly report on the implementation of the THEMATIC KKN-BBM Program in the District area.
- c. Coordinating district level students in order to transfer and withdraw students from the district level.
- d. Responsible to the Coordinator of Regency about the KKN-BBM program activities.
- e. Making a final report on the implementation of the TEMATIC KKN-BBM at the district level.

6. Lecturer in Village Development Advisor (DP2D)

- a. Acting as a member of the THEMATIC KKN-BBM Program Management Team at the village level which is his responsibility.
- b. Conducting orientation and preliminary observations to the THEMATIC KKN-BBM location and helping launch the process of student social approaches with the community and institute or agencies at the location of the THEMATIC KKN-BBM.
- c. Growing discipline and motivation and assisting students in implementing the THEMATIC KKN-BBM program and helping to solve the problems they face so that the THEMATIC KKN-BBM Program can be implemented.
- d. Encouraging and fostering positive interactions between students of the THEMATIC KKN-BBM and among the THEMATIC KKN-BBM students with the government apparatus and related agencies.
- e. Guiding students in preparing activity proposals and final reports.
- f. Guiding students in the implementation of THEMATIC KKN-BBM.
- g. Assessing student activities and the satisfaction of beneficiaries in the context of evaluation.
- h. Preparing a written report regarding the guidance activities of the THEMATIC KKN-BBM students that have been carried out and providing suggestions for the sustainability of special activities.
- i. Responsible to the Coordinator of Supervisor about the KKN-BBM program activities.
- j. Coordinating the departure and withdrawal of students to and from the location of THEMATIC KKN-BBM activities.

7. Coordinator of District (KORCAM)

- a. THEMATIC KKN-BBM participants who are appointed and acted to coordinate district level students in order to place and withdraw students from the district level, and coordinating the activities of district students.
- b. Providing reports to the DPL, village and district officials if there are important events and need to be addressed immediately.
- c. Collecting and recapitulating all results of activities to be reported at the presentation of the results of the THEMATIC KKN-BBM at the end of the jump.
- d. Responsible to the Coordinator of Supervisor about the KKN-BBM program activities.
- e. Helping coordinate students' district level in order to transfer and withdraw students.

8. Coordinator of Village (KORKEL/KORDES)

- a. THEMATIC KKN-BBM participants are appointed as coordinators of student activities at the village level (including work plans, village level discussions, implementation, reports).
- b. Providing reports to Korcam, village government officials, and DP2D if there are important events and need to be addressed immediately.
- c. As soon as a possible report to DP2D if an extraordinary event occurs.
- d. Collecting and recapitulating all the results of activities and compile the final report on the results of the THEMATIC KKN-BBM implementation activities.
- e. Responsible for the Field Supervisor about the THEMATIC KKN-BBM program activities.
- f. Helping coordinate students in order to transfer and withdraw students.

9. THEMATIC KKN-BBM Participants

All Students of the THEMATIC BBM KKN are obliged to carry out their duties as students of the THEMATIC KKN-BBM participants and adhere to: the empowerment paradigm, the basic principles and implementation and discipline of the THEMATIC KKN-BBM.

Appendix 8

Example of Activity Summary Each Village (table of each arable field)

Nature of activity: Physical (arable field)

No.	Field of Activities	Formulation of the problem	Activities	Initial Target Situation	Target	Target Final Situation	Influential Factors		Fund *)	
							Supporter	Obstacles	Source of funds	Total (Rp)
1	Health	How to improve the nutritional status of children	1. Giving PMT 2. Giving vitamins	50 people	50 people	40 toddlers	Public Health Office	Busyness of mothers Fund	Health Office PT Nestle	> 250,000 > 100,000
2	Health (Posyandu)	How to deal with IDD cases	Giving Iod capsules with vitamins	29 mothers	29 mothers	40 mothers	Public Health Office Sponsorship	There is no	Health Office PT Kimia Farma	> 100,000 > 500,000
3	Facilities and infrastructure	How to improve street lighting	1.The road neonization 2.Making lamp posts	There are no lights (dark road)	10 lights TL (20 watts)	10 lights TL (20 watts)	1.Society (participating) 2.Sponsor	There is no	Society Dinas PU	> 250,000 (lamp post) > 250,000
4	Economy and Production									
5	Other fields									
	Total									

Description: *) the source of funds and the amount are clearly described

Example of Activity Summary Per Kelurahan (table per field) The nature of the activity: Non - Physical

Arable fields:

No.	Field of Activities	Formulation of the problem	Activities	Initial Target Situation	Target	Target Final Situation	Influential Factors		Fund *)	
							Supporter	Obstacles	Source of funds	Total (Rp)
1	Education	How to improve the readiness of junior high school students to face EBTA in the field of science	Tutoring Additional textbooks	4 times face to face per week (@ 1 lesson time)	6 times face to face per week	6 times face to face	Support of teachers and parents	Limited funds	PT Kalbe Farma LPPM	150,000 75,000
2	Environmental Health	How to increase public awareness of the disease	1. Counseling against disease 2. Counseling	40 PKK mothers	40 PKK mothers	40 PKK mothers	1. Funds 2. Society	There are no obstacles	LPPM BAPPEDA Kab. Blitar Health Office	65,000 100,000 Abate
3	Nutrition improvement	How to improve the nutritional quality of children	1. Counseling 2. Provision of PMT	40 PKK mothers 40 toddlers	Idem	idem	1. Device 2. Health Office	There is no	LPPM Sponsor	500,000 MT 200 package
4	Youth and Sports									
5	Increasing the Role of Women									
6	Pos-Power									

Description: *) the source of funds and amounts are clearly described.

EXAMPLE OF FILLING**THE PARTICIPANT INDIVIDUAL ACTIVITY NOTES OF THEMATIC KKN-BBM
UNIVERSITAS AIRLANGGA AT**

Name : Putri Salsabilah Village : Kapasan
 Reg. No. : 080012079 District : Simokerto
 Faculty : Science and Technology

No.	TYPE/Form OF ACTIVITIES	ACTIVITIES DONE	POSITION IN ACTIVITIES (team person in charge/members)
1	Tutoring for elementary and middle school students	- teach in class - guide in the post	- the main person in charge
2	Counseling and practice of healthy tooth movements for elementary school	- preparing extension materials - prepare participants	- team member
3	Greening the slum area	- submission of proposals to the office - jump in the field	- team member
4	And various other activities	-	
5	Etc,	-	

APPROVAL SHEET SIGNATURE

The approval column as the person in charge		The approval column as a member of the activity team		KORKEL
The name of the person in charge	Signature	Name of the team member (min 2 people)	Signature	Signature
1. Ambon Manise (keg. 1)	1. ...	2. Ratu Rapati (keg. 2)	1.
1. Rakyat Makmur (keg. 2)	2. ...	3. Dewa Gesang (keg. 3)	2.

LIST OF SPONSORS

No.	Sponsor Name	Address, No. Phone	Form of Assistance	Total
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Universitas Airlangga

"Community Service and Development Institution

ASSESSMENT SHEET OF PRA APPLICATION OF THEMATIC KKN-BBM (LRK))

UNIVERSITAS AIRLANGGA

No	REG. NO.	NAME	SCORE				Average (LRK))
			Discipline	Cooperation	Activity	Implementation	

Surabaya,
Lecturer in Village
Development Advisor

.....
NIP.

Universitas Airlangga

Community Service and Development Institution

ASSESSMENT SHEET OF THE IMPLEMENTATION OF THE THEMATIC KKN-BBM

UNIVERSITAS AIRLANGGA

No.	REG. NO.	NAME	LRK 10%	STUDENT PERFORMANCE				LPK 20%	RES 5%	FINAL SCORE	
				DS 15%	KS 15%	PH 15%	PP 20%			NUMBER	LETTER

Information

Score Range

Surabaya

LRK : Work plan reports

A : ≥ 75

Lecturer in Development of
Village Development

DS : Discipline

AB : 70,0 – 74,9

KS : Cooperation

B : 65,0 – 69,9

PH : Appreciation

BC : 60,0 – 64,9

PP : Program Implementation

C : 55,0 – 59,9

LPK : Activity Implementation Report

D : 40,0 – 54,9

RES : Responsiveness

E : < 40

.....

Universitas Airlangga

"Community Service and Development Institution

LIST OF STUDENT ATTENDANCE

FIELDWORK PRACTICES - LEARNING WITH THE COMMUNITY (THEMATIC KKN-BBM)

AT

UNIVERSITAS AIRLANGGA

VILLAGE :

DISTRICT :

CITY/REGENCY. :

No.	REG. NO.	NAME	MONTH :																											
1																														
2																														
3																														
4																														
5																														
6																														
7																														
8																														
9																														
10																														
11																														
12																														
13																														

Head of Village

District.....

Sincerely,
 Lecturer in Village
 Development Advisor

.....

STUDENT'S BIODATA OF THEMATIC KKN-BBM PARTICIPANTS

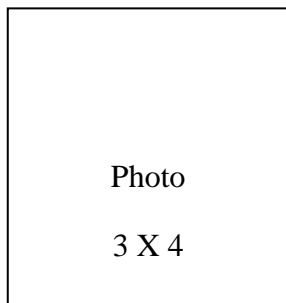
UNIVERSITAS AIRLANGGA

Village :

District:

City/Regency :

- 1. Name :
- 2. Reg. No. :
- 3. Faculty :
- 4. Gender :
- 5. Marital status :
- 6. Address :
.....
Phone/HP.
- 7. Name of Parent/Guardian :
- 8. Address :



Surabaya,

.....

Complete name

FOR DP2D

STUDENT'S BIODATA OF THEMATIC KKN-BBM PARTICIPANTS

UNIVERSITAS AIRLANGGA

Village :

District:

City/Regency :

9. Name :

10. Reg. No. :

11. Faculty :

12. Gender :

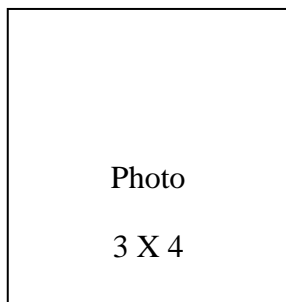
13. Marital status :

14. Address :

Phone/HP.

15. Name of Parent/Guardian :

16. Address :



Surabaya,

Complete name

FOR LPPM

**FORM OF STAKEHOLDER SATISFACTION OF THE IMPLEMENTATION OF
THE THEMATIC KKN-BBM UNIVERSITAS AIRLANGGA**

Instruction

Based on what you know and understand, please give an honest, objective and responsible assessment of the implementation of THEMATIC KKN-BBM at Universitas Airlangga in your village. The information you provide will be used as a basis for evaluating the improvement and development of the THEMATIC BBM-KKN in the future. Assessment is carried out on the aspects in the following table by checking (✓) column numbers (1-5) in the score column.

1 = very bad/very low/never

2 = not good/low/rare

3 = normal/quite/sometimes

4 = good/high/often

5 = very good/very high/always

Village :

District :

Regency/City :

THEMATIC KKN-BBM Period :

Filing Date :

Satisfaction of Stakeholders

No.	Indicators	Score				
		1	2	3	4	5
2	Conformity of general planning of the KKN-BBM program with community needs					
3	Implementation of health programs in order to improve the quality of public health					
4	Empowerment to the community in order to improve the quality of health					
5	The implementation of new business alternative development programs is based on the existing potential					
6						

9	Implementation of entrepreneurship and business management quality improvement programs that already exist in the community					
10	Implementation of community empowerment programs in environmental preservation					
11	Implementation of programs for the utilization of the environment and community resources in improving the quality of life and welfare					
12	The implementation of the THEMATIC KKN-BBM program in helping improve quality					
13	Opportunities for the continuation of the implementation of THEMATIC KKN-BBM programs by the community					
14	Student creativity in responding to community situations and conditions					
15	The ability of students to communicate with the community					
16	The ability of students to collaborate in teams and with the community in carrying out predetermined programs					
17	Student behavior in maintaining norms and laws that apply during the implementation of THEMATIC KKN-BBM					
21	Student discipline towards the time during the THEMATIC KKN-BBM event					
	Conformity of the THEMATIC KKN-BBM program with the needs of the community					

**EVALUATION INSTRUMENT OF DP2D PERFORMANCE
THEMATIC KKN-BBM UNIVERSITAS AIRLANGGA**

Instruction:

Based on what you know, please give an honest, objective, and responsible assessment of the DP2D THEMATIC KKN-BBM in your village group. The information you provide will only be used in the lecturer performance appraisal process and will not affect your assessment status as students of THEMATIC KKN-BBM participants. Assessment is carried out on the aspects in the following table by checking (✓) column numbers (1-5) in the score column.

- 1 = very bad/very low/never
- 2 = not good/low/rare
- 3 = normal/quite/sometimes
- 4 = good/high/often
- 5 = very good/very high/always

Name of DP2D :

Village/District/Regency :

THEMATIC KKN-BBM Period :

Fill Date :

Lecturer Performance

No.	Indicators	Score				
		1	2	3	4	5
A.	Pre KKN-BBM					
1	Carry out briefing, mentoring and guiding the preparation of proposals					
2	Assist and direct survey preparation to the field					
3	Helping and directing to get a KKN-BBM student lodge and/or post					
4	Convenience was contacted by students in formulating problems in preparing proposals and getting signature of proposal approval					

B.	Leaving and Implementation of KKN-BBM					
1	The quality of the direction at the beginning of the KKN-BBM jump					
2	The presence of the DP2D is at the student admission program in the regency/district/village					
3	Intensity and activity of guidance during the jump					
4	Carrying out weekly (routine) evaluations in the field					
5	Ease of communicating with students during the implementation of THEMATIC KKN-BBM					
6	Directing accessibility with related parties in the village (SKPD, community leaders, youth organizations, etc.)					
7	Preparation and attendance at the KKN-BBM final seminar					

Comments or suggestions for DP2D:

**MAIN TASKS AND FUNCTIONS (TUPOKSI) OF
THEMATIC KKN-BBM:**

i. COORDINATOR OF CITY (KORKOT) OR COORDINATOR REGENCY (KORKAB)

1. Participating in various coordination meetings
2. Coordinating with the City Government/Regency Government to:
 - a) Determining the location of the THEMATIC KKN-BBM
 - b) Acceptance mechanism by the Mayor/Regent
3. Monitoring the implementation of the survey of the THEMATIC KKN-BBM location
4. Following the ceremony for the release of the THEMATIC KKN-BBM
5. Coordinating the departure/jump and withdrawal of THEMATIC KKN-BBM students
6. Following the acceptance ceremony of the THEMATIC KKN-BBM students in the district
7. Monitoring the implementation of THEMATIC KKN-BBM at the location
8. Leading the coordination meeting to monitor and evaluate the implementation of the THEMATIC KKN-BBM with SKPD
9. Following the leader's visit when implementing THEMATIC KKN-BBM and/or final report seminar.
10. Summarizes District Reports to become City/Regency Reports.

ii. COORDINATOR OF SUPERVISOR (KORBING)

1. Participating in various coordination meetings
2. Coordinating with the Camat to:
 - a. Determining the location of the THEMATIC KKN-BBM
 - b. Acceptance mechanism in the district
3. Coordinating the implementation of the survey
4. Coordinating the preparation of activity proposals
5. Following the ceremony for the release of the THEMATIC KKN-BBM
6. Helping coordinate the departure/jump and withdrawal of THEMATIC KKN-BBM students
7. Following the acceptance ceremony of the THEMATIC KKN-BBM students in the district

8. Coordinating the implementation of THEMATIC KKN-BBM activities at the location
9. Holding weekly evaluation meetings at the THEMATIC KKN-BBM location at least 4 times during the jump
10. Helping the process of accident insurance claims for THEMATIC KKN-BBM students (if any)
11. Accompanying the Chairperson's visit to the location
12. Coordinating the THEMATIC KKN-BBM seminar in the district
13. Monitoring the implementation of THEMATIC KKN-BBM withdrawals based on the specified schedule
14. Coordinating the making of the final sub-district report.

iii. LECTURER IN VILLAGE DEVELOPMENT ADVISOR (DP2D)

1. Participating in various coordination meetings
2. Attending THEMATIC KKN pre-KKN direction
3. Coordinating with the Head of Village to:
 - a. Survey implementation
 - b. Acceptance mechanism in village
4. Assisting in conducting surveys
5. Guiding and directing the preparation of activity proposals
6. Following the ceremony for the release of the THEMATIC KKN-BBM
7. Helping coordinate student departure/withdrawal and withdrawal
8. Following the acceptance ceremony of the THEMATIC KKN-BBM students in the district
9. Guiding the implementation of THEMATIC KKN-BBM at a minimum of 4 locations during the jump by bringing proof of visit in the form of SPPD or letter in other forms.
10. Accompanying the Chairperson's visit to the location
11. Attending the Seminar on THEMATIC KKN-BBM in the District
12. Processing accident insurance claims for THEMATIC KKN-BBM students (if any)
13. Coordinate the withdrawal of THEMATIC KKN-BBM according to the specified schedule

THEMATIC KKN-BBM



**UNIVERSITAS AIRLANGGA
DEVOTION AND COMMUNITY DEVELOPMENT
INSTITUTIONS**

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INFORMATION LETTERS VISIT THE LOCATION

**60th KKN-BBM
UNIVERSITAS AIRLANGGA**

Hereby declare that,

Name :

NIP :

Have visited the location of the KKN-BBM implementation on the date, month, year, at

Village :

District :

City/Regency :

Coordinator of KKN-BBM UA

Lecturer in Village

Development Advisor

(.....)

NIP.

(.....)

NIP.

Sincerely, Head of District/Village

(.....)

NIP.



**DEDICATION AND COMMUNITY DEVELOPMENT INSTITUTION (LPPM)
UNIVERSITAS AIRLANGGA**

SCHEDULE OF THE 60th KKN-BBM (THEMATIC)

Gresik Regency, Lamongan, Jember, Banyuwangi, Tuban and Surabaya City

NO.	DATE	ACTIVITY	INFORMATION
1	4 - 15 March 2019	<ul style="list-style-type: none"> • Registration of Types of KKN Choices 	<ol style="list-style-type: none"> 1. Information on the types of KKN options can be seen on Fanpage, LPPM Website or KKN Poster in each faculty 2. Students. must follow the applicable Terms and Conditions 3. Collection Form submitted at LPPM
	March 15-25 2019	<ul style="list-style-type: none"> • Application and Location Licensing of the 60th Thematic KKN-BBM 	<ol style="list-style-type: none"> 1. Letter Corresponding to Regency Government 2. Korkab Coordination with Bappeda 3. Survey permission and Implementation of Community Service Program to Bakesbangpol Limnas
	March 26, 2019	<ul style="list-style-type: none"> • Thematic KKN-BBM Preparation Meeting • 60th: Determination of Plotting 	<ol style="list-style-type: none"> 1. Establishment of MHS and DP2D Plotting Results 2. Preparation of the 60th KKN
	April 8, 2019	<ul style="list-style-type: none"> • Announcement of Student Plotting. 60th Thematic KKN-BBM 	<ol style="list-style-type: none"> 1. Announcement of Plot Students & DP2D can be accessed through cyber campus

		<ul style="list-style-type: none"> • Announcement of Plotting for Village Development Advisors (DP2D) 	<ol style="list-style-type: none"> 2. Location of KKN (Regency of Gikik, Lamongan, Jember, Banyuwangi & Surabaya)
	April 13-14 2019	<ul style="list-style-type: none"> • Briefing of KKN Participants • Student meetings with DP2D & Korkab 	Interviewees : <ol style="list-style-type: none"> 1. Regents or Representative Officers 2. LPPM UNAIR
	April 15-30 2019	<ul style="list-style-type: none"> • Survey of KKN locations • Preparation of Activity Proposals • Sponsorship/Cooperation Spread 	<ol style="list-style-type: none"> 1. Students accompanied by DP2D can carry out location surveys 2. Licensing letters can be downloaded on the website; lppm.unair.ac.id
	4 - 5 May 2019	<ul style="list-style-type: none"> • Preparation for Student Landing 	Interviewees : <ol style="list-style-type: none"> 1. Chairman of LPPM and District Coordinator (KORKAB) 2. 60th Thematic KKN-BBM Student Participants
	July 2, 2019	<ul style="list-style-type: none"> • Students of the 60th Thematic KKN-BBM Students 	
	July 25, 2019	KKN Results Seminar in each Sub-District	
	July 27, 2019	<ul style="list-style-type: none"> • Withdrawal of the 60th Thematic KKN-BBM Students 	
	August 9, 2019	<ul style="list-style-type: none"> • Collection of Final Reports and Values 	
	August 16, 2019	<ul style="list-style-type: none"> • Monitoring the Evaluation of the 60th Thematic KKN-BBM 	

Note: The schedule is tentative

**Schedule of THEMATIC KKN-BBM
Universitas Airlangga**

60th DPND KKN-BBM OF GRESIK REGENCY

NO	NAME	ROLES	City/Regency/Area/District	Village
1	Makhfudli, Dr. S.Kep., Ns., M.Ked.Trop	Coordinator of Regency	GRESIK	-
2	Abu Bakar, S.Kp.,Ns., M.Kep., SpKMB.	Lecturer in Village Development Advisor	Cemme Regency	Pandu
				Tambakberas
3	Maslichah Mafruchati, Dr. drh., M.Si.	Lecturer in Village Development Advisor		Cerme Kidul
				Cerme Lor
4	Aria Aulia nastiti, S.Kep., Ns., M.Kep.	Lecturer in Village Development Advisor		Doroo
				Dampaan
5	Iwan Syarial Hamid, Dr. drh., M.Kes.	Lecturer in Village Development Advisor		Cagak Agung
				Semampir
6	Novianto Edy Suharno, S.ST.Par., M.Si.	Lecturer in Village Development Advisor		Sukoanyar
				Ngembung
7	Wilda Prihatiningsih, S.H.	Lecturer in Village Development Advisor		Iker Iker Geger
				Beting
8	Ninuk Dian Kurniawati, S.Kep., Ns., MANP.	Lecturer in Village Development Advisor		Morowudi
				Gurung Anyar
9	Edwin Fiatiano, S.Sos., M.Si.	Lecturer in Village Development Advisor		Lengkong
				Dadap Kuning
10	Putri Ayuni Alayyanur, S.KM., M.KKK.	Lecturer in Village Development Advisor		Gedang Kulut
				Dungus
11	Lestari, Dr	Lecturer in Village Development Advisor		Banjarsari
				Jono
				Wedani
12	Ni Ketut Alit Armini, S.Kp., M.Kes.	Lecturer in Village Development Advisor		Kandangan
				Kambangan
13	Dewi Ratna, dr., M.Kes.	Lecturer in Village Development Advisor		Ngabetan
				Padeg

60th DPND KKN-BBM OF LAMONGAN REGENCY

NO	NAME	ROLES	City/Regency/Area/District	Village
1	Ikhsan Rosyid Mujahidul A, S.S., M.A.	Coordinator of Regency	LAMONGAN	-
2	Eddy Sugiri, Drs., M.Hum.	Lecturer in Village Development Advisor	Babat District	Babat
				Sumurgenuk
3	Sri Mulyati, Dr. Drh., M.Kes.	Lecturer in Village Development Advisor		Kuripan
				Datinawong
4	Raras Kirana W, SE., M.BA., MM.	Lecturer in Village Development Advisor		Pucakwangi
				Banaran
5	Widya Paramita Lokapirnasari, drh., MP.	Lecturer in Village Development Advisor	Sukorame District	Sukorame
				Kandangrejo
				Sembung
6	Widjiati, Dr., drh., M.Si.	Lecturer in Village Development Advisor		Banggle
				Mragel
7	Fitri Andriani, S.Psi., M.Si.	Lecturer in Village Development Advisor		Sugio
				Gondang Lor
8	Dwi Yuli Pujiastuti, S.Pi., M.P., M.Sc.	Lecturer in Village Development Advisor		Jubel Lor
				Lebakadi
9	M.Si.M. Nilzam Aly, S. Hum., M.Sc.	Lecturer in Village Development Advisor	Sambeng District	Candisari
				Ardirejo
				Pataan
10	Ira Arundina, Dr. Drg., M.Si.	Lecturer in Village Development Advisor		Kreteranggon
				Barurejo
11	Trias Mahmudiono, Dr. S.KM., M.Kes.	Lecturer in Village Development Advisor		Gempol Manis
				Pamotan
12	Andi Hamim Zaidan, M.Si., Ph.D.	Lecturer in Village Development Advisor		Gunungrejo
				Kradenanrejo
13	Sidarningsih, drg., M.Kes.	Lecturer in Village Development Advisor		Kedungpring

60th DPND KKN-BBM OF JEMBER REGENCY

NO	NAME	ROLES	City/Regency/Area/ District	Village
1	Wiwini Retnowati, Dr., dr., M.Kes.	Coordinator of Regency	JEMBER	-
2	Tri Wahyu Suprayogi, Dr. drh., M.Si.	Lecturer in Village Development Advisor	Rambipuji District	Rambipuji
				Nogosari
3	M. Gandul Atik, Dr. Drh., M.Si.	Lecturer in Village Development Advisor		Rowotamtu
				Pecoro
4	Reny ITishom, M.Si.	Lecturer in Village Development Advisor		Kaliwining
				Curah Malang
5	Bambang Sumaryono, Drg., M.Kes.	Lecturer in Village Development Advisor	Bangsalsari District	Badean
				Bangsalsari
6	Inna Kuswandari, Dra., M.Si.	Lecturer in Village Development Advisor		Banjarsari
				Langkap
7	Dicky Bagus W, dr. M.Kes.	Lecturer in Village Development Advisor		Curah Kalong
				Petung
8	Rize Budi Amalia, M.Kes.	Lecturer in Village Development Advisor		Gambirone
				Karangsono
9	Herri Trilaksana, S.Si., M.Si. Ph.D.	Lecturer in Village Development Advisor	Tanggul District	Ex.Gugut (Tanggul Wetan)
				Ex.Rambigundam (Tanggul Kulon)
10	Agie Nugroho, A.IAN., MPP.	Lecturer in Village Development Advisor		Ex.Sukorejo (Kramat Sukoharjo)
				Ex.Tisnogambar (Klatakan)
				Ex.Tugusari (Patemon)

60th DPND KKN-BBM OF BANYUWANGI REGENCY

NO	NAME	ROLES	City/Regency/Area/ District	Village
1	Setya Haksama, Dr., drg., M.Kes.	Coordinator o Regency	BANYUWANGI	-
2	Faisal Fikri, drh., M.Vet.	Lecturer in Village Development Advisor	Tegaldlino District	Tegaldlimo
				Wringin Pitu
3	Amung Logam Saputro, drh., M.Si.	Lecturer in Village Development Advisor		Purwoagung
				Purwoasri
4	Suciyono, S.St.Pi.	Lecturer in Village Development Advisor		Kalipait
				Kendalrejo
5	Faisal Ulkhaq, S.Pi., M.Si.	Lecturer in Village Development Advisor		Kedungwrungu
				Kedunggebang
6	Diansanto Prayoga, S.KM., M.Kes.	Lecturer in Village Development Advisor	Kabat District	Kedayunan
				Kabad
7	Izzatomillati, S.I.P., M.IP.	Lecturer in Village Development Advisor		Bareng
				Macan Putih
8	Jayanti Dian Eka Sari, S.KM.,M.Kes.	Lecturer in Village Development Advisor		Kalirejo
				Dadapan
9	Hapsari Kenconoajati, S.Si., M.Si.	Lecturer in Village Development Advisor		Gombolirang
				Benelan Lor
10	Syifa'ul Laiyah, S.KM., M.Kes.	Lecturer in Village Development Advisor		Pondok Nongko
				Pakis Taji
11	Septa Indra Puspikawati, S.KM., MPH.	Lecturer in Village Development Advisor		Labanasem
				Bunder
12	Ragil Angga Prasetya, drh., M.Si.	Lecturer in Village Development Advisor		Tambong
				Pendarungan

60th DPND KKN-BBM OF TUBAN REGENCY

NO	NAME	ROLES	City/Regency/Area/ District	Village
1	Hario Megatsari, S.KM., M.Kes.	Coordinator of Regency	TUBAN	-
2	Oky Setyo Widodo, drh., M.Si.	Lecturer in Village Development Advisor	Jatirogo District	Sugihan
				Wangi
3	Shelly Wulandari, drh., M.Si.	Lecturer in Village Development Advisor		Jombok
				Karangtengah
4	Aji Akbar Firdaus, S.T., M.T.	Lecturer in Village Development Advisor		Paseyan
				Sadang
				Wostogo
5	Ario Imandiri, dr., Sp.Ak.	Lecturer in Village Development Advisor	Bangilan District	Bangilan
				Banjar Woro
6	Pujo Nur Cahyo, S.Hum., M.Hum.	Lecturer in Village Development Advisor		Bate
				Kedungharjo
7	Kadek Rachmawati, Dr. drh., M.Kes.	Lecturer in Village Development Advisor		Kedungjamban
				Kedungmulyo
8	Kuncoro Puguh Santoso, Dr. drh., M.Kes.	Lecturer in Village Development Advisor		Ngrojo
				Sidodadi

60th DP2D KKN-BBM SURABAYA CITY

NO.	NAME	ROLES	CITY/REGENCY/ARERA/ DISTRICT	UMKM
1	Prof. Herry Agoes Hermadi, drh., M.Si.	Coordinator of Regency		
2	Devi Rianti, Dr., drg., M.Kes.	Lecturer in Village Development Advisor		
3	Elida Ulfiana, S.Kep., Ns., M.Kep.	Lecturer in Village Development Advisor		
4	Miyayu, drh., M.Si. M.Vet.	Lecturer in Village Development Advisor		
5	Elly Munadziroh, Dr. drg., MS.	Lecturer in Village Development Advisor		
6	Tokok ardianto, Drs., M.Si.	Lecturer in Village Development Advisor		
7	Tatik Hernawati, Dr. Drh., M.Si.	Lecturer in Village Development Advisor		
8	Indah Listiana, Dr. drg., M.Kes.	Lecturer in Village Development Advisor		
9	Toetik Rahayuningsih, Dr., SH., M.Hum.	Lecturer in Village Development Advisor		
10	Tiara Diah sosialita, M.Psi.	Lecturer in Village Development Advisor		
11	Retno Indrawati, Dr. Drg., M.Si.	Lecturer in Village Development Advisor		
12	Jola Rahmahani, Dr. Drh., M.Kes.	Lecturer in Village Development Advisor		
13	Prof. Tuti Kusumaningsih, drg., M.Kes.	Lecturer in Village Development Advisor		
14	Retno Indarwati, Dr. S.Kep., Ns. M.Kep.	Lecturer in Village Development Advisor		
15	A. Budi Prasetyo, Drs., MT.	Lecturer in Village Development Advisor		
16	Yeni Dhamayanti, Dr. Drh., M.Kes.	Lecturer in Village Development Advisor		
17	Maftuchah Rochmanti, Dr. dr. M.Kes.	Lecturer in Village Development Advisor		

18	Rini Devijanti Ridwan, Dr. drg., M.Kes.	Lecturer in Village Development Advisor		
19	Tika Widiastuti., Dr., S.E., M.Si.	Lecturer in Village Development Advisor		
20	Prof. Dr. Wurlina, drh., MS.	Lecturer in Village Development Advisor		
21	Sunaryo Hadi Warsito, drh., M.P.	Lecturer in Village Development Advisor		
22	Lilis Sulistyorini, Ir., M.Kes.	Lecturer in Village Development Advisor		
23	Drs. R. Arif Wibowo, M.Si.	Lecturer in Village Development Advisor		
24	Dr. Hermin Ratnani, drh., M.Kes.	Lecturer in Village Development Advisor		
25	Siti Inayatul Faizah, S.Ag.M.Si.	Lecturer in Village Development Advisor		

19-Jun-19

Sincerely,
Head of LPPM

Dr. Eko Supeno, Drs., M.Si.
NIP. 196504031989111001