Pengabdian Berbasis Penelitian (Research Based Services): An Innovation *of* KKN (Community Service Program) of STAI DR KHEZ Muttaqien Purwakarta During Pandemic COVID-19

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Abstract :   This article was written based on the experience of implementing KKN STAI DR KHEZ Muttaqien Purwakarta, who had to make the process of adjusting his KKN implementation model due to the COVID-19 pandemic. The implementation of KKN or KPM which was initially carried out in groups in certain villages determined by the campus, was changed to a KKN program which was carried out based on individual students in their respective villages. This KKN implementation model was introduced under the name of Research-Based Service (PBP); which encourages the use of various action research methods carried out by students in identifying various problems that occur in the community, as well as establishing intervention programs that are carried out together with the community in the midst of the limited situation and lack of social mobility during the COVID-19 pandemic. Some of the learning outcomes obtained from the PBP model KPM report conducted by students show their adaptability to live with the community as well as their ability to apply their knowledge and skills from the lecture process to participate in finding solutions to problems they find in the community. However, this short duration program needs to think about its sustainability so that the campus continues to interact well with the community.

1   INTRODUCTION

Kuliah Kerja Nyata or Real Work Lecture, hereinafter abbreviated as KKN, is a program that must be carried out by final semester students as a basis for graduation. KKN is one of the pillars of the implementation of the Tri Dharma of Higher Education, namely community service, in addition to the other two dharmas, namely education and research as stated in Article 20 paragraph 2 of Law No. 20 of 2003 concerning the National Education System

Referring to the Regulation of the Minister of Religious Affairs (MORA) of the Republic of Indonesia Number 55 of 2014 concerning Research and Community Service and Scientific Publications at Religious Universities, the definition of Community Service is the activity of the academic community that utilizes science and technology to promote welfare, empower and facilitate the community to carry out transformation for the sake of achieving a level of social justice and guaranteeing adequate human rights and educating the nation's life (Pusat Penelitian dan Pengabdian kepada Masyarakat, 2021).

Meanwhile, the origin of the Community Service Program was a pilot community service program initiated by the Director of Higher Education of the Ministry of Education and Culture in 1971 who selected 5 universities, namely Gajah Mada University, Hasanudin University, and Andalas University to carry out these community service activities. The results of the program were presented in front of the Chancellor of Universities and State Institutes in March 1972. As a result, the Director of Higher Education then asked 13 universities from 13 provinces to carry out student service programs for the community. (see https://www.gramedia.com/literasi/inilah-asal-mula-adanya-program-kkn-kuliah-kerja-nyata/).

Initially this KKN activity was carried out in the form of sending students who were divided into groups of 5-8 people per village. Furthermore, KKN activities are currently not limited to universities as mentioned above. Not only at public universities and state religious universities, but also at public universities and private religious universities.

The forms and methods of implementation are also evolving. If we look at the guide to community service at Islamic religious colleges under the ministry of religion, there are several methods developed. For example Participatory Action Research (PAR), Assets Based Community Research (ABCD), Community Based Research (CBR), and so on. Recently, there have also been new forms of KKN implementation such as Thematic KKN, Religious Moderation KKN, National KKN, and so on. The COVID-19 pandemic situation does not necessarily eliminate the obligation of universities to carry out community service through KKN, but instead challenges them to innovate in carrying out their KKN activities. Therefore, online Thematic KKN became the choice of many universities in the early days of the pandemic. However, along with the development of the situation and the emergence of new habitual adaptations (IMR) that still provide space for the community to still be able to interact and carry out activities in accordance with strict health protocols (prokes) in the middle of the pandemic and the PPKM period, community service activities based on individuals who live in their respective villages finally became the choice of STAI DR KHEZ Muttaqien in carrying out his KKN program.

By still referring to the integration of the Tri Dharma of Higher Education, especially linking the dharma of research and service, the KKN or KPM model called " Research Based Services (PBP) is what we want to review and find lessons learned.

2 METHODOLOGY

The research related to the implementation of the KKN program is qualitative in nature, emphasizing on action research which requires a participatory approach process and emphasizes of the strong action- reflection process on the activities that we experience. Therefore, the author would like to present information related to the implementation of the STAI DR KHEZ Muttaqien Purwakarta KKN implementation in 2019, 2020 and 2021 which can present developments regarding PBP as an innovation model for the implementation of the KKN, through various data exploration techniques including observation, interviews, and studies. libraries and documentation.

3. FINDINGS AND DISCUSSIONS

A. The Development of KKN Concept and the Implementation of PBP

The beginning of the COVID-19 pandemic in Indonesia which was generally declared an emergency where the government for approximately 3 months (late March - mid-July 2019) adopted a "social physical distancing" policy which was called for in the slogan "Stay At Home", forcing everyone to stay at home. Continued to work, study, and worship in their respective homes. Especially the pattern of Work From Home (WFH) and Study from Home (SFH), has forced everyone to cut off their interactions directly from their workplace or place of study. STAI DR KHEZ Muttaqien who at that time was deploying students to carry out KKN/KPM in 10 villages in Wanayasa District was also forced to withdraw students from the location where they served before the KKN period officially ended. This situation had to be accepted, although with a sense of disappointment for not being able to carry out KKN which was full of fun as usual.

The COVID-19 pandemic has lasted quite a long time, and the government is of course very strict in limiting the physical movement of the community with its PPKM program. This encourages educational institutions, including STAI DR KHEZ Muttaqien to make adjustments in the lecture process, including field activities in the form of community service lectures known as KKN. Therefore, the campus designed the KKN program so that it could be individually implemented by students in their respective villages. This program, by the campus is called "Pengabdian Berbasis Penelitian/Research-Based Service" which is abbreviated as "PBP". This activity was carried out for 2 periods of KKN, namely in 2020 and 2021. This activity is intended so that students can carry out community service directly in their respective villages, after they identify their social problems, map out who they can work with, and how to overcome their obstacles and challenges in the village. After the implementation of their PBP activities, they are not only asked to make activity reports based on daily activity journals. However, they were also assigned to write the learning process in journal articles for community service activities and were asked to submit them to any journal.

They are also expected to be able to present the process in which they conduct research and do

service. Starting from choosing a method for mapping problems, exploring key actors/key persons in the village, building networks, formulating activities, carrying out joint activities, and how to maintain their sustainability.

Some examples of the process and implementation of KPM with the PBP model, among others, as reported by Rina, a KPI student who carried out KPM in Legokhuni Village, Wanayasa District in 2020. In her article, she stated that among the problems she found, among others, was the lack of an active role for youth. villages in various activities organized by the local government in their area due to the absence of instructions by community elders or because of the absence of a forum for youth, teenagers who are trapped in unhealthy social patterns, spending free time with unproductive activities, as well as individualistic attitudes in the community among teenagers. To answer these problems, he developed a program called the Kajian Millennial (KAMI) or millennial youth study. Through this program, she conducts simulations and provides material on Islamic studies and invites youth to explore their potentials. (Sivitas, Vol.1 , Januari 2021 hal. 10-16).

Meanwhile, Acon Hambali, a KPI student who carried out KPM in Tegalsari Village, Tegalwaru District, Purwakarta Regency, saw the extraordinary potential of children and saw the opportunity that spending the spare-time waiting for ifthar (ngabuburit) could actually be filled with things that more productive. Therefore, together with colleagues who happened to be carrying out KPM with him in the village, they designed an activity called Ngabuburit Seru Bareng Kakak Muttaqien (Sivitas, Vol.2 Juli 2022, hal.69-78). This activity was filled with Tadarus, Tahfidz, learning Islamic religious material, and learning photography. He also hopes to hone these children's talents to learn to be little photographers.

Another student who held a similar activity was Rifdah Reza Ramadhan. Finding the problem that the youth organization of the mosque where she lives is reluctant to die and there is no regeneration, ahe designed a special program, namely Optimizing Da'wah Through Empowerment of IRMA Nurul Qomar to Overcome the Problems of Youth in Wanakerta Village. To empower Nurul Qomar's IRMA, she designed and carried out various activities with prospective youth mosque activists such as the study of anti-promiscuity within an Islamic perspective, design training for da'wah on social media, activation of wall magazines for da'wah in print media and discussions about Islam that discussed problems. and solutions to adolescent problems.

A different situation was stated by Siti Julaeha, a KPI student who implemented her KPM in Parakan Mulya Village, Kertamulya District, Purwakarta Regency. Realizing that there was a lack of guidance for children and the stagnant of the mosque youth organizations, she started a Taman Bacaan Anak or Children's Reading Corner and collaborated with IRMA to return to youth activities by holding a Shalawat Contest. These various activities show that the students trying to offer programs after understanding the local situation and finding out who the possible partners are to collaborate with. In designing the Children Reading Corner, she asked for support from local community leaders so that they were assisted in the procurement of a reading garden room and was asked to manage some reading books that were previously neglected. Through the this Reading Corner, he also teaches children to read, to introduce them about literacy and also conducts story-telling activities.

All these students, in addition to submitting reports, must also send articles on the results of their PBP to community service journals. Regardless of whether the journal will be published or not, from this process students are expected to have experience in presenting their reports in the form of scientific articles in the form of journals and learn to understand the context or style of writing in the journals for which the articles are sent. The table below shows some information about the titles of PKM and journals intended by students to share the results of their research-based service:

Name of the Students, Title of Article, and Journal Destination

Name of the Student	Tittle and Journal Destination
Acon Hambali	Pemberdayaan Remaja Desa Tegalsari Melalui Kegiatan Ngabuburit Seru Bareng Kakak Muttaqien (Jurnal SIVITAS)
Adi Suryadi	Renovasi Masjid Nurul Hidayah dan Pemberdayaan Masjid Nurul Hidayah (Jurnal DEDICATION)
Dede Raidatul Adawiyah	Pemberdayaan P2L Kelompok Wanita Tadi dengan Potensi Baru Bidang Strategi Pemasaran di Kampung Nagrok Desa

	Nagrok, Kecamatan Wanayasa Kabupaten Purwakarta (Jurnal DHARMA)
Egha Maliadini	Pemberdayaan Remaja Puteri Melalui Kajian Muslimah Desa Cianting Kecamatan Sukatani (Jurnal DISEMINASI)
Nisa Dini Wahidah	Pemberdayaan Remaja Pengajian Baitusshalihin Desa Jatireja Kecamatan Cikarang Timur (Jurnal DEDICATION)
Siti Julaeha	Mengembangkan Literasi Anak Melalui Pengadaan Taman Baca Masyarakat (TBM) Harapan Mulya Di Kampung Babakan Pasirmalang Desa Parakanmulya Kecamatan Tirtamulya Kabupaten Karawang (Jurnal RAJE)
Rifdah Reza Ramadhan	Optimalisasi Dakwah Melalui Pemberdayaan IRMA Nurul Qomar untuk Mengatasi Problematika Remaja Desa Wanakerta (Jurnal SIVITAS)
Riris Rifkiah Al Fitriyah	Pemberdayaan Masyarakat melalui PengajianAnak dan Partisipasi dalam Majelis Taklim Al Falah Nagri Kaler Purwakarta (Jurnal DINAMISIA)

So that readers can understand how the initiatives carried out by these PBP implementing students, here I present some examples of photos of activities carried out:

Figure 1: The students learned to be Little Photographer

Figure 2: Learning to Read and listening to the Story Telling in the Children Reading Corner

Figure 3: The youth of IRMA Nurul Qomar members showed their design graphic products after the course
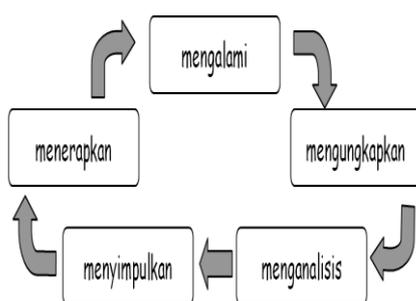

b. Lesson Learned

Indeed, the concept of KKN or "Real Work Lectures" or "Community Service" is a dynamic concept and always develops according to the context of the times and social situations. But the most important thing is that the spirit of "community service" is a spirit that must be maintained by universities and become partners to find problems and find solutions to these problems together.

In addition, the relationship that is built must be an equal relationship. Universities must not treat people as "sick patients" that have to follow "according to what the doctor says". However, we must see that society consists of active individuals, who have potentials and we need to develop for mutual progress. Therefore, in diagnosing 'social problems' it should also be done together through needs assessment and map the social problems (finding the problems together with the community) so that they can get solutions from the problem solving process carried out together. Communities and universities must collaborate and work together to solve this problem

PBP is actually a process of adult education as stated by Paolo Freire as a non-stop action-reflection processes. Where in the process there must be a cycle as presented in the following picture:

Figure 4: The Cycle of Education for Adults

4 CONCLUSIONS

The important process of PBP as a Real Work Lecture (KKN) practice carried out by STAI DR KHEZ Muttaqien during the COVID-19 pandemic, especially in year 2020 and -2021 has several positive points as follows:

1. Because it is carried out individually in each student respective village, the number of villages exposed to KKN student activities is increasing. If previously in 2019 it could only be carried out in 10 villages in 1 sub-district, then in 2020 it can be carried out by students from 179 villages, which may not only reach all sub-districts in Purwakarta Regency where the students come from, but may also be in the entire Purwasukasi area. (Purwakarta, Subang, Karawang, Bekasi) or even in other cities in West Java Province where the student lives or comes from.
2. The implementation of PBP in each student's village prevents them from being "guests" who only visit for 30 days in the community who sometimes act as Santa Claus, but forces them to recognize the problems and potentials of their respective villages, and build long-term relationships to carry out various joint programs in the community.
3. Thus, the programs implemented are expected to be more sustainable.

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