

# Evaluation of the Implementation of University Supporting Village Development (*Universitas Membangun Desa/UMD*) Model





Evaluation of the Implementation of  
**University Supporting  
Village Development**  
*(Universitas Membangun  
Desa/UMD) Model*

J. Prio Sambodho  
Marzi Afriko

# Evaluation of the Implementation of **University Supporting Village Development (Universitas Membangun Desa/UMD) Model**

**ISBN: 978-623-6080-14-6**

All rights reserved.

©2020 Kolaborasi Masyarakat dan Pelayanan untuk Kesejahteraan (KOMPAK)

## Authors

J. Prio Sambodho

Marzi Afriko

## Editors

Research and Evaluation Team of KOMPAK

Communication and Knowledge Management Team of KOMPAK

This publication is a product based on the knowledge of the authors whose names are stated in this book. The findings, interpretations, and summaries stated or expressed in this work are the personal views of the authors and do not necessarily reflect the views of KOMPAK, the Government of Indonesia, the Government of Australia or any other agency involved in the preparation of this publication. The findings/quotes/data/summaries referred to in this publication were obtained from various reliable sources. However, KOMPAK does not guarantee and/or represent, whether express or implied, the accuracy, adequacy, reliability or fairness of the information and the opinions contained in this publication.

This work may be reproduced and distributed for non-commercial purposes. For further information regarding this publication, please contact **communication@kompak.or.id**

This work is also available at **www.kompak.or.id**

*Kolaborasi Masyarakat dan Pelayanan untuk Kesejahteraan (KOMPAK)*

**Australia-Indonesia Government Partnership Program**

Jalan Diponegoro No. 72

Jakarta 10320 Indonesia

T: +62 21 8067 5000 F: +62 21 3190 3090

E: info@kompak.or.id

www.kompak.or.id

## PREFACE

The University Supporting Village Development (*Universitas Membangun Desa/UMD*) Model is one of the initiatives facilitated by Kolaborasi Masyarakat dan Pelayanan untuk Kesejahteraan (KOMPAK), an Australia–Indonesia Government Partnership, in collaboration with the Ministry of Villages, Development of Disadvantaged Regions and Transmigration (*Kemendesa*). The UMD model aims to optimise potential and existing resources, specifically the student-based University Community Service Programs (*Kuliah Kerja Nyata/KKN*), so they can contribute more to the development of the village, community, and regional government where the activities are implemented.

This initiative was piloted by KOMPAK from June 2016 to June 2017, and was later known as UMD–Thematic KKN. This pilot was conducted by four universities: UIN Ar-Raniry Banda Aceh, Parahyangan Catholic University, Jember University, and Alauddin Center for Community Development (ACCED) at UIN Alauddin Makassar. The KKN themes from each university varied and were decided jointly with KOMPAK and development actors at target locations, to ensure that activity designs are in accordance with competencies and local needs and contexts.

From the beginning of the UMD model, KOMPAK has continued to partner with universities to engage in village development, including facilitating discussions between universities and relevant government officials and the community. These discussions are aimed at strengthening the network of village development actors, so they can collaborate more effectively. The involvement of various stakeholders, strengthening commitment and leadership quality, and more targeted investment, as well as institutional formation, are key factors in ensuring the model’s long-term sustainability.

Now that the pilot testing has been completed, it requires a study to understand the implementation process, and identify good practices and lessons learned from the field; especially towards the end of the KOMPAK program. This evaluation will serve as the basis for feedback on the design of the UMD–Thematic KKN model and KOMPAK’s contribution to partnerships between academic actors and villages and communities for the achievement of more developed villages and more prosperous communities.

We hope that the evaluation results of the UMD–Thematic KKN model included in this report will not only provide a clearer picture of the design and implementation of the UMD–Thematic KKN model, but also be able to encourage replication and enhancement of the designs tested. We believe that cooperation and collaboration work are needed to achieve the goals of the Village Law. Therefore, the UMD–Thematic KKN model needs to be continuously facilitated to become a catalyst for innovation and collaboration at the regional level. Hopefully this work will benefit us all.



**Ted Weohau**  
Director of Implementation, KOMPAK



## CONTENTS

<b>PREFACE</b> .....	iii
<b>EXECUTIVE SUMMARY</b> .....	vii
<b>I. INTRODUCTION</b> .....	1
A. Evaluation Purpose .....	4
B. Evaluation Method .....	4
C. Evaluation Framework .....	6
<b>II. EVALUATION OF MODEL IMPLEMENTATION IN THE FIELD</b> .....	7
A. Effectiveness of the UMD Model .....	7
B. Relevance .....	15
C. Efficiency.....	16
D. Sustainability.....	17
<b>III. LESSONS LEARNED AND RECOMMENDATIONS</b> .....	21
<b>IV. APPENDIXES</b>	
Appendix 1. Conditions of the Implementation of Activities of Thematic KKN with UMD Model in Regions .....	27
Appendix 2. Summary Table of Conditions for the Implementation of UMD-Thematic KKN Initiatives at the Village Level .....	43
Appendix 3. The Implementation Flow of Thematic KKN with UMD Model (Adopted from the implementation flow of UNEJ's Thematic KKN with UMD Model).....	45
Appendix 4. Decree of the UMD-Thematic KKN Technical Team in Pangkep District (Unofficial Translation) .....	47
Appendix 5. MoU between Pangkep District Government and UNEJ .....	53
<b>LIST OF BOXES</b>	
Box 1. Results of Evaluation of the 2016–2017 UMD Model Pilot Implementation .....	3
Box 2. Category of Evaluation Resources .....	5
Box 3. Village Community Forum ( <i>Musyawarah Masyarakat Desa/MMD</i> ) in UMD-Thematic KKN .....	9
Box 4. Glingseran Village Tourism Development.....	12
Box 5. Mainstreaming GESI in the UIN Ar-Raniry UMD-Thematic KKN Guidebook .....	14
Box 6. Cooperation Agreement (PKB) on University Supporting Village Development.....	18
Box 7. UMD Technical Team in Pangkep District.....	19
Box 8. Legitimacy of Memorandum of Understanding (MoU) of Thematic KKN with UMD .....	22
Box 9. Creative Economy Activities of Water Hyacinth Woven Handicrafts .....	30
Box 10. Poverty Coordination Meeting and MoU between 23 Universities .....	32



## EXECUTIVE SUMMARY

**With thousands of universities implementing University Community Service Program (KKN) or similar activities every year, there are huge resources and potential throughout Indonesia that can be channeled to support village development.**

Realising this potential, KOMPAK has collaborated with the Ministry of Villages, Development of Disadvantaged Regions and Transmigration (*Kemendesa*) since 2016 to pilot the implementation of more efficient KKN activities, especially for village development. The pilot model for this activity is called *Universitas Membangun Desa* (UMD), or University Supporting Village Development, and it is expected to be able to change the perceptions and mindset of office holders towards KKN and similar activities. Policy makers are expected to be willing and able to see KKN or similar activities as existing local resources for developing villages, not just as a routine activity for students before graduating. UMD is not designed as a program, but more as an approach to encourage collaboration of various parties in development of villages by optimally using KKN or similar activities.

**This study aimed to evaluate the UMD model to identify the main lessons learned for increasing the effectiveness and encouraging replication of the UMD model in the future.** The evaluation was implemented in three provinces: Aceh, East Java, and South Sulawesi, where KOMPAK had supported the previous KKN to pilot the UMD model. During the pilot, the universities that had received support were: the **Ar-Raniry State Islamic University** Banda Aceh (*Universitas Islam Negeri/UIN*) in Aceh; **Jember University** (*Universitas Jember/UNEJ*) in East Java; **Parahyangan Catholic University** (UNPAR) in West Java; and **Alauddin State Islamic University** (*Universitas Islam Negeri/UIN* Alauddin Makassar) in South Sulawesi.

In South Sulawesi, the scope of this evaluation was expanded to gain lessons learned from the implementation of KKN with the UMD model in Pangkajene and Island Regency (Pangkep) District, which received specific technical support from KOMPAK. The Pangkep District Government has signed an agreement to implement UMD-Thematic KKN with a number of universities, and invited KKN students from UNEJ to implement the UMD model. In this evaluation, the research team interviewed 61 respondents (40 male respondents; 21 female respondents), and conduct direct observations in seven villages in three provinces where UMD activities were performed by partner universities.

**Evaluation of the implementation of the UMD model in these three regions shows that, KOMPAK's UMD initiatives have succeeded in encouraging and inspiring various parties to optimise local resources such as KKN activities, as well as being able to stimulate collaborative and innovative cooperation among local stakeholders.**

Universities, regional government, and village government strongly recognised the potential of the UMD-Thematic KKN model in accelerating village development. It was followed up by several regional initiatives, such as: (i) the integration of KKN activities with the UMD model into the regional planning cycle by the Pangkep District Government; (ii) expanding the information system initiative from 10 villages to more than 100 villages in Bondowoso District; and (iii) inspiring the Provincial Government of Aceh to form an inter-university collaboration forum (a university consortium) to reduce poverty.

**Despite these successes, implementation at the village level still faces significant challenges for the UMD-Thematic KKN model, especially on technical capacity.** The evaluation identified local economic development programs, such as entrepreneurship programs and tourism-based village development, which have not yet shown sustainable results. It showed there are still gaps that need to be addressed, especially in terms of technical capacity in the implementation of the UMD-Thematic KKN model in the future.



Village-Owned Enterprise of Pitue Village, Pangkep District

**Therefore, the UMD model needs to be seen as a catalyst for innovation and collaboration at the regional level, including for mainstreaming gender equality and social inclusion (GESI) approach in local development.** Institutions with relevant technical capacity need to be involved to ensure sustainability of the innovative/collaborative activities. KOMPAK could focus its role on cross-learning activities, dissemination of good practices, and knowledge management, particularly to support the development of a more efficient and sustainable village development concept. In terms of GESI mainstreaming, although during UMD pilot implementation this aspect has not been fully explored and optimized, recent development (2019) has shown that some district governments were already including GESI mainstreaming aspects in developing their district action plans with KOMPAK, which include utilizing UMD model in reaching out to women and marginalized groups for issues such as access to civil administrative services.





# I. INTRODUCTION

**In Indonesia, universities are expected to play three roles in society. This is known as the *Tridharma* concept: education, research, and community service.** As an embodiment of the role of community service, universities in Indonesia send final year students to directly participate and perform activities in the community, through what is known as University Community Service Program (*Kuliah Kerja Nyata/KKN*). There are thousands of universities in Indonesia<sup>1</sup> that implement the KKN program every year, making it a resource with great potential to directly contribute to development, especially at the village level where, with the enactment of Law Number 6 of 2014 regarding Villages (the Village Law). Village government has the authority and resources to determine the direction of village development.

**Currently, there are no standardised and mandatory guidelines for the implementation of KKN at the national level.** In 2018, the Ministry of Research, Technology and Higher Education (*Kemristekdikti*)<sup>2</sup> issued the 12th edition of its Research and Community Service Guideline (KKN-PPM),<sup>3</sup> containing guidelines on the implementation of KKN. However, the ministry still emphasises that the operational design and methods of implementing KKN are adjusted to the conditions of each university. Thus, KKN is mostly implemented as a short-term, temporary-oriented activity, and is not integrated with wider development planning.

<sup>1</sup> There are 917 academies, 309 polytechnics, 2,515 advanced schools, 242 institutes, 639 universities, and 38 community academies. Source: <https://forlap.ristekdikti.go.id/perguruan tinggi/homegraphpt> (Retrieved on 8 February, 2020).

<sup>2</sup> As of 2019, it changed its name to the Ministry of Research and Technology/National Research and Innovation Agency (*Kemristek/BRIN*). And as of 2021, the ministry was dissolved and merged with the Ministry of Education and Culture.

<sup>3</sup> Conceptually, the KKN-PPM Guidelines contain novel aspects, by including a number of measurable community empowerment outcome targets, such as increasing the Human Development Index (HDI) and decreasing the Maternal Mortality Rate (MMR). The guideline also recognises that KKN can be developed using the principle of partnership to increase the effectiveness of activities. It also states the basis for reforming KKN-PPM, namely to shift the development paradigm to empowerment with the concepts of co-creation, co-financing, and co-benefit; and downstreaming lecturer research results that can be applied to the community through KKN-PPM programs; as well as developing KKN-PPM themes in partnership with the government and the private sector.

**Therefore, KOMPAK views KKN as an overlooked asset which is actually a strategic activity for promoting development at the village level.** KOMPAK realises that development is not limited to government work, and in this case universities and their students are potential contributors. Starting in 2016, KOMPAK sought to change the prevailing approach of KKN to a new one through the University Supporting Village Development model, which aims to optimise the KKN programs that were partial, short-term, and ad hoc, into activities that are cross-year in nature, oriented towards sustainability, and focused on activities that have maximum impact. KOMPAK's strategy to maximise the impact of the already existing KKN activities in the higher education system in Indonesia is in line with KOMPAK's innovation principle – always maximising investment in limited resources, to produce the greatest sustainable impact.

**The UMD model initiated by KOMPAK encourages the KKN concept to direct activities in line with village needs, generating high impact and sustainability at the village level.** The main difference between the UMD-Thematic KKN design and regular KKN is that village development needs are assessed by means of intensive consultations with local stakeholders and the activities are designed to be multi-year activities. Technically, UMD-Thematic KKN begins with a KKN program design workshop that ensures the involvement of the village government when planning the program. This includes ensuring support for and commitment to village involvement during program implementation. When designing the program, a work plan is formulated, containing targets and output achievements during the implementation period, including budget plans and activity evaluations.<sup>4</sup>

**In the period of June 2016 to June 2017, KOMPAK supported the implementation of the UMD-Thematic KKN pilot project.** Through the call for proposal selection process, four universities were selected out of a total of 28 proposals submitted by various universities in Indonesia. These were: UIN Ar-Raniry Banda Aceh, Parahyangan Catholic University, Jember University, and the Alauddin Center for Community Development (ACCED) at UIN Alauddin Makassar. The four universities conducted the pilot of the UMD model with different themes, which had been proposed and finalised with KOMPAK, as follows:

1. UIN Ar-Raniry – Women's Economic Empowerment Program, involving 90 students in three villages.
2. Parahyangan Catholic University – Village Data Collection and Update Assistance Program, involving 64 students in three villages.
3. Jember University – the Village Information System (SAID) Development Program, involving 211 students in 10 villages.
4. ACCED UIN Alauddin – Program for Strengthening the Role of Households in Improving Maternal and Child Health through Asset-Based Community Service Program, involving 249 students in two villages.

---

<sup>4</sup> For the technical scheme of implementation flow of the UMD-Thematic KKN model, see Appendix 3.

**In addition to providing grants to the four universities, to support the implementation of the UMD model at the local level post-piloting, KOMPAK also facilitated peer-to-peer learning forum for campuses interested in adopting the model and placing themselves as catalysts and facilitators of cooperation and innovation between stakeholders at the local level.** The forum was aimed at increasing the recognition of KKN as a local asset in development, through collaboration with the UMD Campus Partners as mentors and facilitators, and including efforts to collaborate with the Ministry of Research, Technology and Higher Education, and the Ministry of Religious Affairs (*Kemenag*), to expand the scope of this model among Islamic Higher Education campuses. This forum involved partner campuses, regional governments, and beneficiaries of the UMD model application.

### **Box 1. Results of Evaluation of the 2016–2017 UMD Model Pilot Implementation**

KOMPAK and four universities conducted a pilot for the University Supporting Village Development (UMD) model in July 2016, with various themes, including:



a. UIN Ar-Raniry for Women's Economic Empowerment



b. Parahyangan Catholic University for Village Data Records



c. Jember University for the Village Information System



d. UIN Alauddin Makassar for Improving Maternal and Child Health

UMD activities began by determining the location, organising planning discussions, and implementing activities to deploy students to assisted villages. As a follow-up to the evaluation of activities in April 2017, KOMPAK conducted a survey of 157 students, 15 village officials, and those responsible for implementing the UMD model in the four universities.

The survey indicated there was good feedback from various parties. The majority of students expressed their satisfaction with the overall activity implementation and were willing to recommend the UMD model to their peers. The villages also expressed the same view. Village officials were able to see the role of universities as a form of collaboration in development. For universities, the uniqueness of the UMD model lies in the nature of activities that are more focused, sustainable, and participatory.

However, improvements are still needed to the UMD model activities for various aspects, including: more comprehensive debriefing activities for students, coherence between student backgrounds and the theme of activities, ensuring the readiness of the villages where activities are located, intensive support and monitoring by lecturers and universities, as well as communication between parties. Although the sustainability of activities has been formalised in terms of regulations at the village and district levels, villages still need support and assistance due to limited technical capabilities. The villages also emphasised the importance of collaboration in implementing the UMD model to increase the positive impact of UMD activities (both between universities and involving private sector entities).

## A. Evaluation Purpose

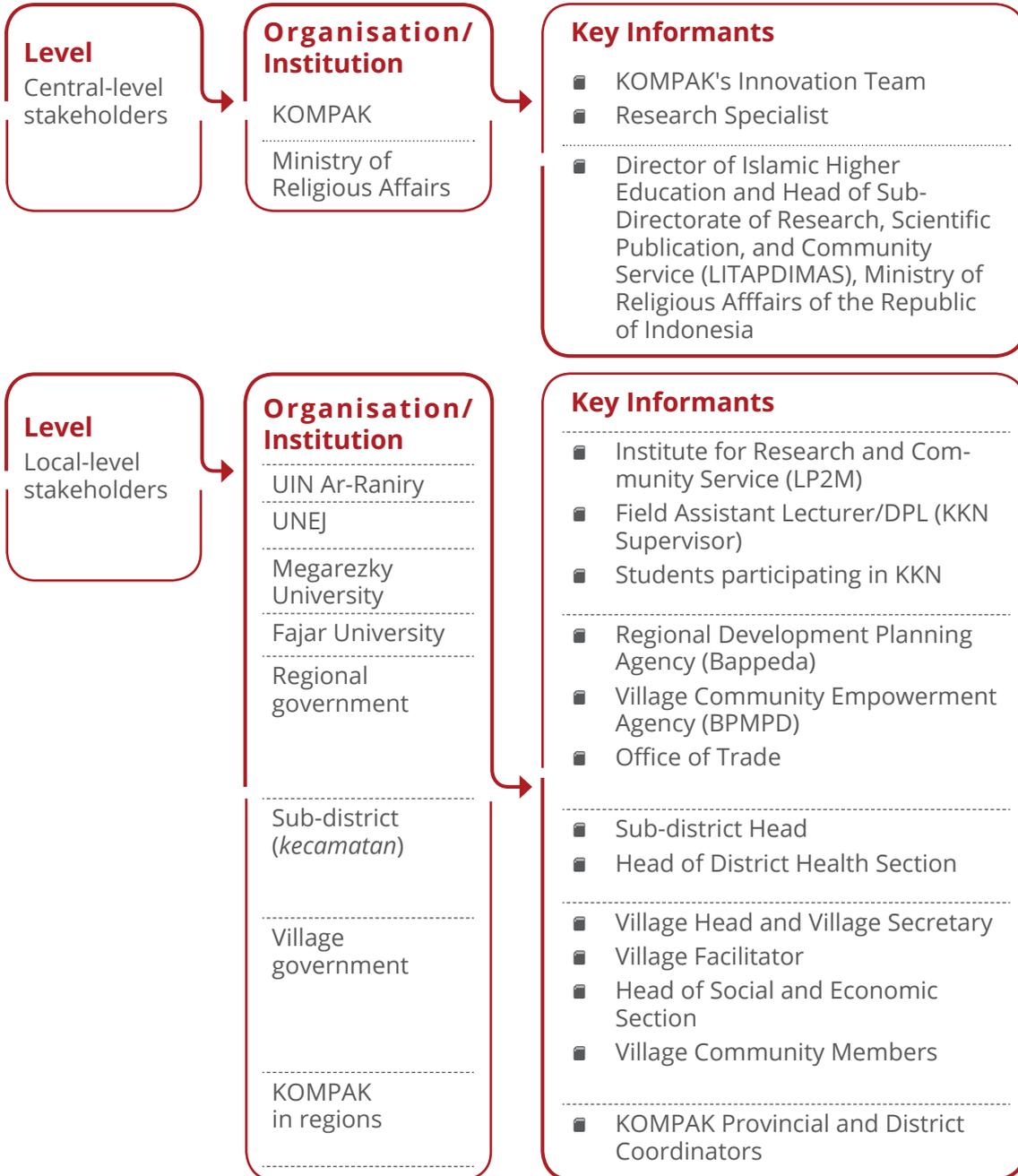
KOMPAK's direct involvement in supporting the adoption and implementation of the UMD model will end, so this evaluation is aimed at evaluating the UMD model to identify the main lessons learned for increasing the effectiveness and further dissemination of the UMD model. It is expected that UMD will become a mainstream model to be implemented in all universities in Indonesia. Specifically, the aims of this study were:

1. To document evidence of the extent to which the UMD model could inspire stakeholders at the local level to take advantage of the KKN program to address development problems in the village.
2. To understand prerequisite for an effective and collaborative university-community partnership in relation to the UMD model, by assessing the following aspects: stakeholder engagement, level of commitment and leadership, investment and institutional formation.
3. To provide an overview of the implementation of KKN with the UMD model, by documenting the obstacles and successes, as well as lessons learned, from the UMD pilot activities conducted by UIN Ar-Raniry (Aceh), ACCED UIN Alauddin (South Sulawesi), and UNEJ (East Java). This includes recommendations on how to maintain and disseminate the long-term adaptation of KKN with the UMD model by local stakeholders, with or without KOMPAK support.

## B. Evaluation Method

This evaluation includes analysis of various official literature on the KKN program and also UMD program documents as part of the secondary data. Case studies were developed for three working locations of the pilot universities for the implementation of KKN with the UMD model: UIN Ar-Raniry (Banda Aceh) and UNEJ (East Java), while in South Sulawesi, apart from the UMD experience by UIN Alauddin, this study also looked at the experience of Megarezky University and Fajar University from Makassar, as the institutions that implemented UMD-Thematic KKN in Pangkep District. The adoption of UMD-Thematic KKN by these two universities could be seen as the result of an expansion of the UMD model initiated by KOMPAK. Thus, their experience in implementing this model is important to be included in the scope of the study. Interviews and field observations occurred in the first to the third week of December 2019.

**Box 2. Category of Evaluation Resources**

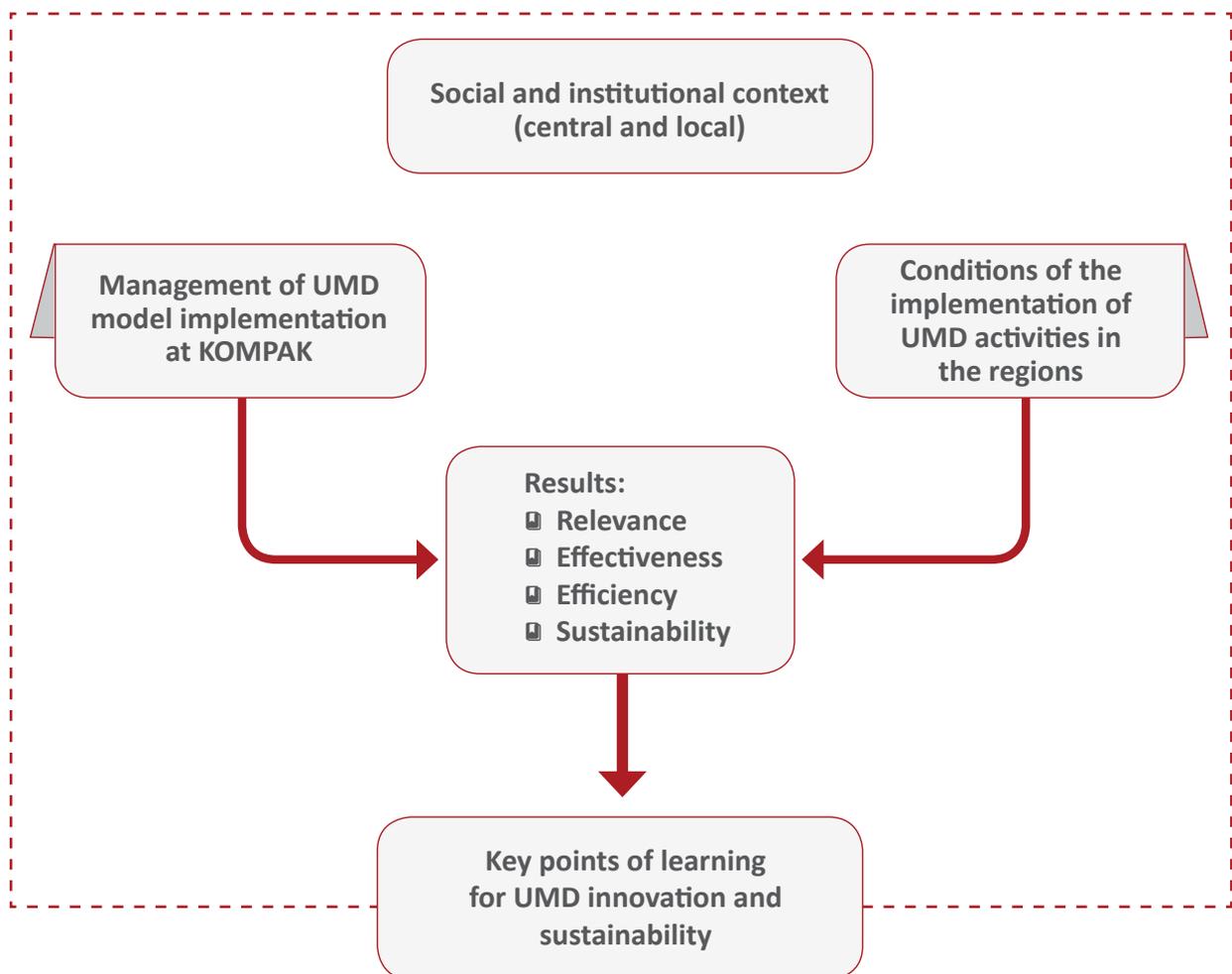


In total, the research team interviewed 61 respondents (40 male; 21 female), and conducted direct observations in seven villages where UMD activities were implemented by partner universities (three villages in West Aceh District, two villages in Bondowoso District, and two villages in Pangkep District). Purposive random sampling was applied, with consideration of gender representation among the respondents.

## C. Evaluation Framework

The evaluation used a formative evaluation approach, with a focus on the process and results of the UMD project. The evaluation framework focused on three main aspects: the assessment of the internal organisation of the UMD program; the application of the UMD model by local partners (universities and regional governments); and the assessment of the results of the UMD model implementation. Aspects of the social and institutional context were also integrated into the analysis of findings. The findings from this evaluation will be used to provide practical steps and recommendations for promoting greater innovation and wider adoption of the UMD model by relevant partners in the future (see Figure 1).

Figure 1. UMD program evaluation framework



## II. EVALUATION OF MODEL IMPLEMENTATION IN THE FIELD

### A. Effectiveness of the UMD Model

**W**ith the support of KOMPAK as a catalyst, the UMD model has generated several activities that have sparked innovative collaboration between stakeholders at the local level. Since 2017, following the end of KOMPAK's direct support for four universities in implementing UMD-Thematic KKN, KOMPAK has continued its support by focusing on the sustainability and proliferation of KKN with the UMD model at the local level. To strengthen and expand the UMD-Thematic KKN model, both at the national and regional levels, with KOMPAK support until 2019, there were several activities successfully initiated, including:

- Dissemination of the UMD model through various forums (Presidential Staff Office – KSP, Article 33, IAPA/Indonesian Association for Public Administration Conference), including a Training of Trainers workshop for replication of the UMD model conducted by Parahyangan University to 23 universities with IAPA.
- The implementation of the model was continued through: direct cooperation with the district replications of the development of the Village Information System (Sistem Informasi Desa/SAID) in 150 villages in Bondowoso District in 2018–2019; product development and potential for Village-Owned Enterprises (BUMDes), data collection, and facilitating for the opportunity to supply products to IKEA in West Aceh District; and an expansion of the location for digitalization of village data in Garut District, West Java Province.
- Together with the Directorate General of Development of Disadvantaged Regions in the Ministry of Villages, and the KOMPAK Local Economic Development Team, the UMD model through Thematic KKN was continued by UNEJ collaborating with the private sector to strengthen the capacity of 3,200 students during the Thematic KKN debriefing in July 2018, in relation to stunting prevention and development of tourism villages.
- Collaboration at the operational level through a coaching clinic and peer-to-peer learning model, including through the International Conference on Community Service for Islamic Higher Education by the Ministry of Religious Affairs on 8–10 October 2018, as well as a UMD model roadshow in Central Java.
- Initial assessment for UMD model replication in Pangkep District carried the theme 'Towards Single-Digit Poverty'.

- Development of the UMD Inspiration Digital Platform (<https://inspirasi-umd.id>) to encourage collaborative activities from various parties (village government, private sector, regional government, and universities) to solve village problems.

**Through these initiatives, UMD has shown results in stimulating collaboration and cross-learning among local development stakeholders, by using KKN activities as an asset in village development.** Based on the findings in the districts of West Aceh, Bondowoso, and Pangkep, actors at the regional level have a high interest in collaborating to solve village development problems by using KKN activities provided by higher education institutions. From the findings of the evaluation team, the experience of collaborating in the implementation of UMD-Thematic KKN drives collaboration between universities, regional governments, and the private sector, beyond traditional forms of cooperation such as conducting research studies or preparing planning documents. Through the UMD initiative that uses KKN as an intervention mechanism, the existing partnership becomes more concrete and practical in solving development problems in the village.

- **At the village level**, there is a high commitment to accommodate and adjust village policies based on the results of UMD-Thematic KKN activities; for example, the village government initiative to finance additional activities, such as providing additional food to improve the nutrition of children aged under five years in Pangkep District.
- **For universities**, the experience of piloting the UMD-Thematic KKN program with KOMPAK support has also shown an increase in the interest and capacity of universities to collaborate with various parties in planning and implementing these activities.

For example, the experience of operating UMD with KOMPAK increased the capacity and creativity of LP2M at UNEJ in exploring and exploiting potential cross-party partnerships. The Coordinator of the Center for Empowerment of the LP2M at UNEJ stated: 'In the past, we always thought about our available budget, that's the only budget we used, but learning from this case, we could create new opportunities. For example, this year — in debriefing for field supervisors (DPL) — we find strategic issues and talk to partners, whether there are any slots that we could use.' Multi-stakeholder partnerships, especially with the central government, the private sector, and international development agencies, are the main implementing principle of UNEJ in developing villages, so that it could maximise all available alternative resources to support the more effective implementation of Thematic KKN.

**At the institutional level, the implementation of UMD has also inspired district governments to integrate UMD-Thematic KKN activities with the planning cycle.** For example, the Pangkep District Government is currently actively encouraging the unification of the UMD-Thematic KKN program series with a one-year village development cycle. It also views the strategic role of students to become partners of regional government agencies, based on their scientific fields. Currently, Thematic KKN in Pangkep District begins with a discussion forum between students and all stakeholders in the village and sub-district to sharpen student work strategies during Thematic KKN. The meeting is called the KKN Village Community Forum (*Musyawaharah Masyarakat Desa/MMD KKN*).

The forum can also help students to gain support from many parties, including funding from the village (see Box 3). In addition, the regional government has a plan to use Thematic KKN activities as one of the pilot mechanisms whose results could be used by other agencies. The Head of Social Development Planning of the Regional Development Planning Agency of Pangkep stated: 'We hope that relevant local government agencies (Organisasi Perangkat Daerah/OPD) will be inspired by UMD, even I myself raised the topic of UMD during the third leadership training. Bulu Cindea Village is actually the target of the Tourism Office. The current results of the KKN are good, all we have to do is only to continue the success of the program.'

**Box 3. Village Community Forum (*Musyawarah Masyarakat Desa/MMD*) in UMD-Thematic KKN**

The UMD-Thematic KKN in Pangkep District emphasises the relevance of science and addressing village problems. For this reason, UMD introduces one type of forum at the beginning of Thematic KKN, in which students can engage various parties at the village level as an initial process, when students start living in the village. This is called MMD.

According to the UMD Technical Team, MMD aims to engage the participation of all parties to support Technical Community Service activities from the village to the sub-district level, as seen in Pitue Village, Ma'rang Sub-District. Students of the Department of Midwifery from Megarezky University, Makassar, at that time formally invited the sub-district government, health clinic, village government, and cadres of the monthly clinic for children and pregnant women/prenatal and postnatal healthcare centres for women and children aged under five years (*Posyandu*) to MMD at the Pitue Village office. As a form of support, the Government of Pitue Village funded the operation of MMD by providing lunch catering for participants.

The half-day meeting was hosted by the Village Secretary, and attended by Pangkep Regional Development Planning Agency staff as representatives of the UMD Technical Team. Also present at MMD was a KKN supervisor from Megarezky University. The leader of the KKN students presented data and public health problems in Pitue Village, which became the focus of their Thematic KKN, including data on stunting cases they had obtained from the previous group of students, along with the latest data from the health clinic. The meeting encouraged nutritionists and environmental health experts from the Ma'rang Health Clinic to collaboratively tackle these problems. This initiative received approval, as well as appreciation, from the representatives of the sub-district government who were present, who particularly appreciated the desire of the students to continue to pay attention to public health problems in Pitue Village. However, for the next improvement, MMD should invite and enable the target community to participate in the forum, including the midwives and village nurses.

Students stated that MMD was useful for sharpening their Thematic KKN activity plans, as a first step to building commitment from each party to help overcome stunting problems in the village. The Village Secretary at that time also immediately provided support through the environmental health programs, especially to improve clean and healthy living habits (*Perilaku Hidup Bersih dan Sehat/PHBS*), such as helping to build healthy family latrines. The students stated that Thematic KKN allowed them to learn about health in the community, while the university considered this model important to support the learning process of students outside the classroom.

**At the village level, based on visits to seven villages in three districts, the UMD-Thematic KKN approach has resulted in initiatives that have received support from the village and district governments.** The activities initiated by UMD-Thematic KKN from local universities – either the direct partners of KOMPAK or other universities that have adopted this approach – have shown concrete outputs that are able to address village needs and are considered positive by beneficiaries in the regions (see Appendix 2). Several initiatives that have been implemented at the village level are:

- The Thematic KKN Program (Innovative KPM) students of UIN Ar-Raniry, organised training in weaving and the marketing of woven products from villages in Arongan Lambalek Sub-District, and received the support of the West Aceh District Government, including the allocation of activity funds by three village governments for the Thematic KKN locations. The water hyacinth woven handicraft industry program has also shown a broad collaborative pattern of partnerships. With KOMPAK's support, UIN-Ar-Raniry brought in a weaving trainer from Yogyakarta to train people to make various types of woven products with a greater variety and better quality.
- Development of a village information system and digital-based village administrative services in 10 villages in Bondowoso District, which still continues today.
- Tourism development programs, entrepreneurship, and improvement of the administrative system and village office services by UNEJ students in Bulu Cindea Village. This program received support and was assessed by the Pangkep District Government and the village government as program that matched the potential and needs of the village.
- Management of health problems in Pitue and Bulu Cindea villages by students of the University of Megarezky was also deemed by the Pangkep District Government to be in accordance with the health problems faced by residents.
- The UMD-Thematic KKN Technical Team in Pangkep District also concluded that Thematic KKN activities have helped regional governments, such as by examining population data and calculating the number of children aged under five years affected by stunting.
- Fajar University (UNIFA) Makassar, in addition to being committed to continuing to implement Thematic KKN in Pangkep District, has also succeeded in identifying the need for increasing village resources. From the results of the Thematic KKN, UNIFA presented a proposal for cooperation in the implementation of village technical schools to the UMD Technical Team. This idea was accepted by the UMD Technical Team to be discussed internally by the district government, especially by involving the Community and Village Empowerment Agency (*Dinas Pemberdayaan Masyarakat dan Desa/DPMD*) as the stakeholder of village development policies in the region. The schools would require a fee and be certified for village government officials, so that according to UNIFA the village development would be more efficient, with ready-to-work village technical personnel.

However, UMD-Thematic KKN initiatives by universities at the village level still face obstacles, especially with regard to sustainability. Based on the findings of the evaluation team, Thematic KKN activities initiated using the UMD model vary widely in terms of the quality of implementation and their impact on community livelihoods and village governance.<sup>5</sup> In general, there were two patterns identified:

- UMD activities that focus on building a governance system, such as developing SAID in Bondowoso, were **the most effective** and sustainable.
- UMD activities in the form of skills training for the development of local commodities, such as those performed in Aceh Barat and Pangkep Districts, showed some **short-term benefits**, but made few long-term impacts and were less sustainable.
- The activities that are **least effective**, and even have the potential to have a negative effect on village governance, are village economic development projects that involve large infrastructure development. One of them is found in one village in Bondowoso District (Box 4) by the team.



The craftsmen of Kubu Village, West Aceh District



Management of Village-Owned Enterprise and Tokopedia in Pitue Village, Pangkep District

<sup>5</sup> For a more detailed discussion of findings for each region, see Annex 1.

#### ***Box 4. Glingseran Village Tourism Development***

Glingseran Village (Bondowoso) was the location for the development of a natural tourism area called Taman Dewi Rengganis (Dewi Rengganis Park), with the support of the UMD–Thematic KKN pilot activities by UNEJ in 2016–2017. This recreational park complex, with natural features built along a small river that flows in the rice fields, was the result of following up on a request from the Head of Glingseran Village. Beautiful views of the rice fields and the small river flowing into a small waterfall are considered the main attractions of this natural tourist location. UNEJ students, assisted by local residents, built bamboo paths around the garden and gazebo huts for picnics and recreation. In addition, a pond was also built in this complex; intended as a recreational pool for visitors. To enable access to the park complex, the village government built an access road in the form of concrete panels placed over an irrigation ditch, and also vehicle parking lots.

In the early days after it was built, according to the Village Head, this tourist park was visited by quite a lot of visitors. However, now the number of visitors has decreased considerably. In the early days of its formation in 2017, there were around 30 families who were members of the *Kelompok Sadar Wisata/Pokdarwis* (Tourism Awareness Group) managing this tourist park, but currently only eight families remain members. According to the Village Head, this tourist area is almost no longer generating income for the village, because there are no visitors.

When the evaluation team made a visit to this park, the conditions were very poor. Apart from the absence of visitors, the gazebos were damaged. The existing vegetation in the park has also not been maintained, so it is now dominated by wild plants. The recreational swimming pool was filled with stagnant, turbid water.

The current condition of Dewi Rengganis Park is disappointing, given the amount of funding received for its development in the period 2017–2019. Based on the Village Budget, it was recorded that the Glingseran Village Government allocated funds for the development of this tourist park in the 2017 Village Budget, for a total of IDR 225 million. The village government allocated the budget to build the swimming pool, a gazebo, flying fox, and toilet facilities. In 2018, the Ministry of Tourism allocated funds in the form of Physical Special Allocation Funds (*Dana Alokasi Khusus/DAK*) of IDR 1.34 billion, for two sub-districts (Cermee Sub-District and Wringin Sub-District) for the construction of gazebos, guardrails, places of worship, viewing decks, gates, footpaths, and signs. In 2019, the Glingseran Village Government budgeted IDR 45 million in the form of capital expenditure for the tourism sub-sector. The Ministry of Tourism has also specifically provided Physical Special Allocation Funds to Glingseran Village in the amount of IDR 363 million for the construction of a gate entrance, roads within the area, and parking lots. Glingseran Village also received an additional IDR 100 million in financial assistance from the province.

**Evidence is also still limited that the implementation of UMD-Thematic KKN at the village level has been able to change and influence village governance in terms of accountability and transparency.** Based on interviews with stakeholders, most of the UMD-Thematic KKN activities in the village still focus on physical activities, but have not addressed one of the main problems in village development, which is the governance issues. The case of Dewi Rengganis Tourism Park in Glingseran Village, Kab. Bondowoso above illustrates this issue, whereby the university only tried to respond to village's aspiration without doing due diligence to understand factors that could influence village development results, and without trying to understand the various obstacles in the village development.

**Limitations in terms of the technical implementation of UMD-Thematic KKN at the village level are caused by the lack of several key capacities that determine the quality of the implementation of activities. These include:**

- The capacity of the regional government to support the initiatives set up by the KKN program, especially after activities performed by universities in the village have ended.
- Flexibility from the regional government, especially in terms of the budget cycle in supporting activities.
- The capabilities of the village government and district governments in supporting UMD-Thematic KKN are still varied, especially in terms of commitment and technical support at the time of implementation. On the other hand, villages that received assistance from KOMPAK, such as the 10 villages in Bondowoso that are KOMPAK-assisted villages, appear to have a higher capacity for facilitating UMD-Thematic KKN activities.
- Limitations in aligning the interests of regional governments and universities. Despite the strong commitment of the high-level officials in the three districts, it turned out that there were still limitations to effective implementation in the field, especially by the implementers in the local government

**The principles of GESI (Gender Equality and Social Inclusion), especially in the aspect of mainstreaming and inclusion of marginalised groups, have not been maximised in implementing UMD-Thematic KKN initiatives at the village level.** Until the time this evaluation was carried out, only UMD-Thematic KKN initiatives with UIN Ar-Raniry had explicitly discussed the application of GESI principles in the implementation guidelines. However, this guide cannot be used as a general guideline for Thematic KKN, because the program implemented by UIN Ar-Raniry specifically works on the issue of women's economic empowerment. Therefore, efforts to strengthen the mainstreaming of GESI in programs with different themes are still much needed. The principles of gender equality and social inclusion need to be understood as the basis for implementing programs that are not always limited to the involvement of women. GESI mainstreaming means that in every design, implementation of rules, and program implementation, there is always consideration of the different impacts on male and female members of society, as well as vulnerable community groups. The results of field observations and interviews with stakeholders at the regional

government and village government levels indicate that no special efforts or mechanisms have been developed, either in program design or implementation, to accommodate the special needs of vulnerable groups.

**Box 5. Mainstreaming GESI in the UIN Ar-Raniry UMD–Thematic KKN Guidebook**

The advancement of understanding and capacity of LP2M UIN Ar-Raniry in issues related to GESI in development was one of the important factors for UIN Ar-Raniry in developing program designs that are in favour of the needs of women at the local level through economic empowerment. Unlike the other three universities, the UMD pilot of UIN Ar-Raniry has purposefully targeted groups of poor women or poor households from the beginning, so that there would be changes in their welfare. Program intervention did not stop only at interventions to improve welfare, but also to increase insights and experiences of the women, including in leadership, for facilitating conflict resolution, so that those involved became a group that has the strength and basis for creating sustainable peace in Aceh. This is important because the issues of poverty and welfare are intertwined with peace as well.

The guidebook for UMD prepared by UIN Ar-Raniry explained why they focus on women as target groups – since KKN usually does not specify any target group. For mainstreaming GESI principles in the implementation of Thematic KKN, the guidebook discusses forms of gender injustice, gender linkages in development, and empowerment activities. The students then received a briefing on this GESI perspective, so that they could provide proper assistance with gender analysis.

This guidebook also contains methods and steps for gender analysis in program design, so there is an emphasis on the availability of analysed data or information on the conditions of gender inequality in society. With the available data, the program could determine output targets and programs, so that the program could further measure the progress or development of empowerment implemented, based on predetermined gender gap indicators.



Ar-Raniry UIN KKN Standing Banner in Kubu Village, West Aceh District



Woven Materials in Kubu Village, West Aceh District



Village Budget of Kubu Village, West Aceh District

## B. Relevance

**For stakeholders at the regional level, there is a broad agreement that the UMD-Thematic KKN is more relevant to their needs compared with existing KKN programs.**

- **Regional government:** UMD-Thematic KKN is able to assist with regional government needs, to seek innovation in solving regional problems and filling the 'technical gap', which is the capacity to direct an intervention at the village level as can be seen, for example, in Bondowoso with the SAID program by UNEJ. In the Pangkep District, UMD-Thematic KKN is considered capable of driving innovation in village development, as stated by the Head of the Regional Development Planning Agency of Pangkep District: 'We were not able to create a development leap before, but through programs like UMD, we believe there is a leap in development.'
- **University:** The UMD approach that emphasises village needs and sustainability is considered more relevant to meeting the needs of the Tridharma of higher education, especially as identified in UNEJ.
  - For universities, Thematic KKN with the UMD model becomes a strategic opportunity for developing the university's reputation and building its competitive advantage. UMD also has potential as a process that would expand research opportunities for lecturers and researchers of the universities, such as the model being developed by UNEJ.
  - For students, the UMD model is widely considered to be able to provide a learning process that is more relevant to the study process, especially for its ability to formulate innovative approaches to village problems (see Box 1 and Box 3).
- **Village:** The principle of participatory planning that involves the village and is long-term in nature is the advantage of the UMD-Thematic KKN approach. It provides space for the village government to align KKN activities with village activities. This alignment includes accommodating KKN activities into the Village Budget. The three evaluation locations indicated that the villages were willing and able to finance the series of processes and activities initiated by the UMD-Thematic KKN activities. The increasing fiscal capacity of the villages has made this model one of the ways for villages to increase their ability to design more effective and sustainable development plans.

## C. Efficiency

**Institutionally, the UMD strategy that uses KKN activities as an entry point for village development interventions significantly shows the principle of value for money.** The regional government assessed that the use of KKN activities is one of the village development strategies that has the potential to fill the capacity gap of regional governments (including villages), in developing evidence-based policies efficiently. For this reason, regional governments need to have a clear understanding of the mechanisms and potential of UMD-Thematic KKN in supporting them to formulate policies based on conceptual problem analysis and concrete potential solutions. Good practices have been found in Bondowoso District and Pangkep District, where the regional governments not only appreciated the UMD-Thematic KKN initiative performed by UNEJ during the training, but had also committed to adopting the programs using the Village Budget. Ideally, if empirical data is available and the policy intervention training activity could be implemented through UMD-Thematic KKN activities, then use of the Village Budget would be optimised.

**In terms of the technical implementation of UMD-Thematic KKN by universities, there is an agreement that management of UMD-Thematic KKN requires more intensive resource investment and higher capacity of the university.** One UNEJ official estimated that the UMD model would cost 10–15% more than regular KKN management. The majority of these additional costs are spent on more intensive pre-research activities for UMD-Thematic KKN, before students are sent to the KKN location. This increase in costs was also indicated in Pangkep District, when the UNEJ Team brought in a bigger team for debriefing, as well as discussing and agreeing on the village location for the KKN with the technical team from the regional government. The resource availability factor also appears as an issue that hinders the sustainability of Thematic KKN; for example, UIN Ar-Raniry felt it must continue to receive financial assistance, so that UMD-Thematic KKN could be implemented continuously.

**Based on the findings of the UMD-Thematic KKN evaluation at the village level, capacity building for universities is still required to develop an advanced village development intervention model.** Reflecting on the findings of this evaluation, there are still some activities that could potentially cause waste of resources (see Box 4), unless followed by good activity arrangements and monitoring. Universities implementing the UMD-Thematic KKN model still have to encourage the adoption of a more efficient strategy and to prioritise efficiency to reduce the risk of negative impacts, such as redundant use of resources at the village level.

## D. Sustainability

**The potential for replication and adoption of the UMD-Thematic KKN model in the future offers great opportunities.** This is because:

- At the national level, the existence of a Cooperation Agreement (*Perjanjian Kerja Bersama/PKB*) between the Directorate General of Development of Disadvantaged Regions in the Ministry of Villages and the Ministry of Religious Affairs should be seen as one of the strategic achievements of the UMD model, and will contribute to ensuring the sustainability of this model in the future (see Box 6).
- The concept of partnership and collaboration in regional development has now become mainstream among stakeholders at the regional level, especially for regional governments.
- There have been many partnerships between regional governments and educational institutions, especially in terms of studies and preparation of regional plans.
- For KOMPAK's intervention areas, regional government and village government interest is already high in partnerships with non-traditional non-governmental parties, such as universities and the business community, mainly due to their experience working with KOMPAK initiatives.

**At the village level, with the existence of the Village Law that gives the village government great authority to innovate, there are indications that the village government is also increasingly seeing the importance of collaboration with universities and villages through UMD-Thematic KKN activities.** Several villages in Jember have started proposing themselves to become locations for UMD-Thematic KKN, as well as providing financial commitments. This initiative is due to the reputation of UNEJ in carrying out UMD-Thematic KKN, including in Pangkep District. Village governments in Pangkep District have also played an active role in facilitating the smooth implementation and achievement of UMD-Thematic KKN targets, so they are aligned with village problems. The evaluation team found that villages were quite committed to adopt and finance activities initiated by UMD-Thematic KKN. For example, the Head of Bulu Cindea Village stated: 'We provide funds because we need it, and this student program accommodates the needs of the community.' In addition, according to information from the UMD Technical Team, several village governments in Pangkep District have increased the allocation of the Village Budget to provide supplementary food (PMT Plus) for infants and toddlers, after receiving information about public health conditions through UMD-Thematic KKN student activities.

**Box 6. Cooperation Agreement (PKB) on University Supporting Village Development**

One of the strategic achievements of the UMD program by KOMPAK is the success in encouraging cooperation at the central government level through the signing of a Cooperation Agreement, implemented in 2019, between the Directorate General of Development of Disadvantaged Regions in the Ministry of Villages, and the Director General of Islamic Religious Higher Education in the Ministry of Religious Affairs. The two parties agreed to collaborate to develop a university model to build villages through a community service program, which is intended to be operated by Islamic universities within the Ministry of Religious Affairs.

The cooperation agreement, which involves the two directorates general in both ministries, can be considered an initial strategic step for the development of the UMD model going forward. The agreement aims to use the existing resources in universities to accelerate the development and independence of villages, which is part of the Ministry of Villages' duties. It was also agreed that this agreement would be followed up with the preparation of an action plan directed at implementing the UMD model at the local level.

**UNEJ is currently preparing a book titled *UNEJ Membangun Desa (UNEJ Supporting Village Development)*, which is based on the UMD-Thematic KKN experience.** The book will elaborate the UMD principles, even though UNEJ has not yet provided technical guidelines. UNEJ plans for there to be two guidelines; one at the program management level, and a technical implementation module to be used in the field.

**However, there are still some problems in the technical implementation of UMD-Thematic KKN activities at the village level, especially in relation to sustainability and post-activity management.** Some of the problems found were:

- The lack of technical capacity and commitment from the regional government to follow up and continue to support the initiatives built by the UMD-Thematic KKN.
- Limited business feasibility analysis at village level. In local product development programs, such as those in West Aceh District and Pangkep District, the business units created are not based on adequate market and demand analysis.
- Varying levels of capacity of the lecturers responsible for guiding UMD-Thematic KKN students in designing activities in the village.
- No guidelines and technical guidelines, both practical and conceptual, which could be used by participants and stakeholders.

**The institutionalisation of the UMD model is one of the main challenges for sustainability, especially in terms of technical implementation.**

- At the time of this evaluation, higher education institutions, such as LP2M at UIN Ar-Raniry did not know their mandate in the Cooperation Agreement (PKB) and hence could not follow up and decide what they will do regarding the agreement. This also caused by their limited experience in organizing UMD – so far, they only received KOMPAK support for organising UMD in West Aceh District.

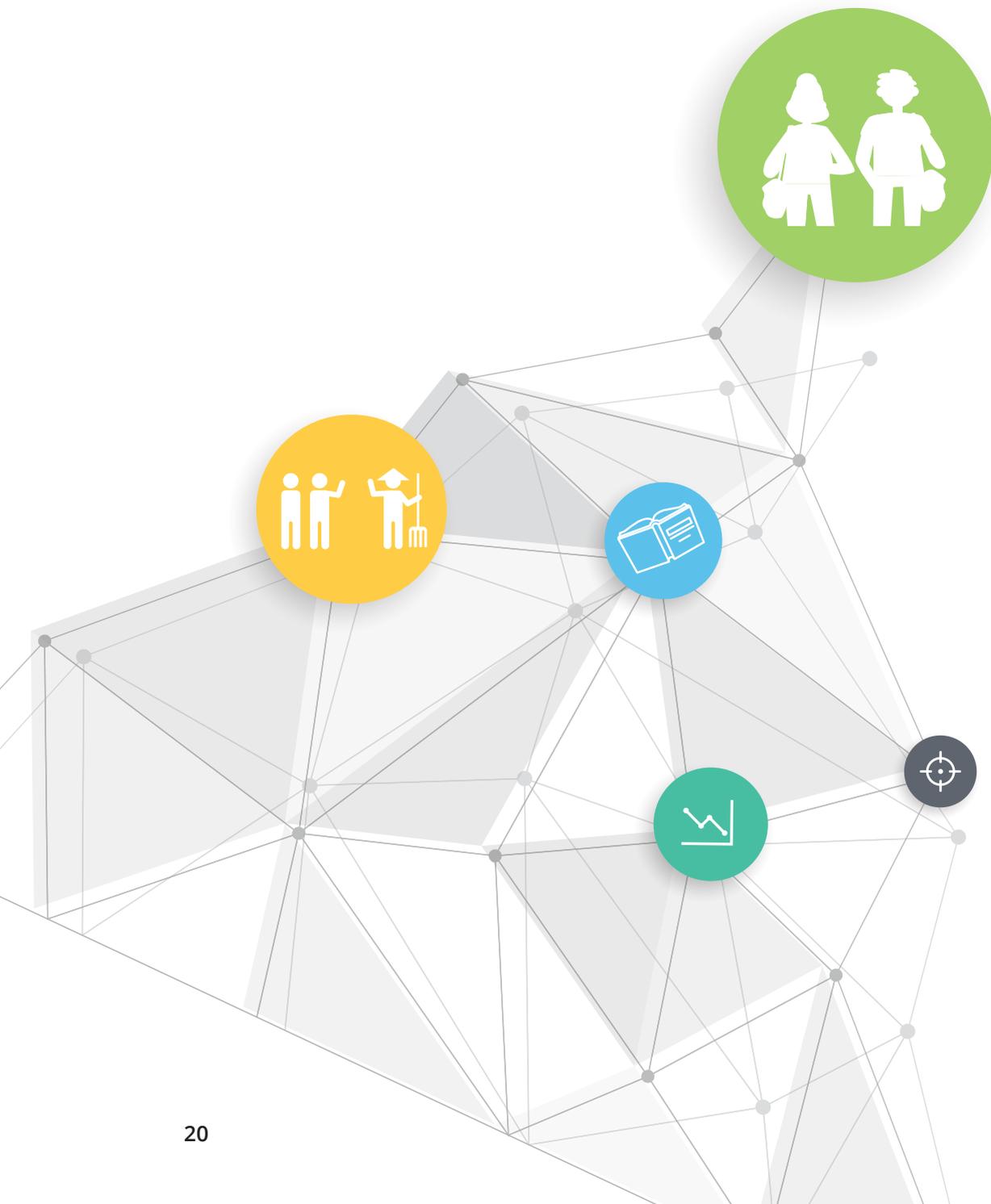
- In West Aceh District, apart from the internal capacity of universities and issue with, including strong funding, the development of the Thematic KKN concept is still limited.
- In Bondowoso District, currently there is no regulation that strengthens the implementation of UMD, except for the MoU that provides a legal basis. However, it has not provided technical clarity regarding the implementation of UMD–Thematic KKN models.
- In Pangkep District, UMD is implemented through the UMD Technical Team, which is coordinated under the *Bappeda*. Although the UMD Technical Team has received a Decree from the District Head, based on the experience of the UNEJ UMD Technical Team (see Box 7), the performance of the Technical Team in Pangkep District can still be improved for coordinating UMD activities that involve many universities.

#### **Box 7. UMD Technical Team in Pangkep District**

The MoU between 17 universities and the Pangkep District Government for the implementation of Thematic KKN in 2019 has been followed up by the Pangkep District Head through establishment of a UMD Technical Team (District Head Decree Number 222/2019). The Technical Team is tasked with facilitating UMD–Thematic KKN activities, such as choosing a location, and providing data on development potential and problems in the district to be used as material for universities in the selection of their Thematic KKN themes. For this reason, the Pangkep District Government provides operational cost support for the UMD Technical Team, which consists of 26 people, including representatives of local government agencies, expert staff, and the KOMPAK Team.

In the planning phase, the Technical Team starts by holding a forum at the Regional Development Planning Agency office with related universities. The Technical Team then submits data on the development situation, including information about the village, for universities to consider in determining the location and theme of KKN activities. The Technical Team also determines the locations of Thematic KKN, so there will be no overlapping schedules and locations. The Technical Team sends its members to attend Thematic KKN meetings in the villages, and communicates the results of Thematic KKN to the ranks of the Pangkep District Government.

The work strategy of the UMD Technical Team is based on the workings of the Regional Development Planning Agency of (*Bappeda*)Pangkep District, where staff has been assigned as development assistants based on regional development in the district. Discussion, planning, and evaluation of development in sub-districts and villages have previously been determined to be the responsibility of each employee in the Regional Development Planning Agency. The UMD Technical Team has been directed to follow this pattern. For example, the Head of General and Administration Subdivision in the Regional Development Planning Agency is also a facilitator of the Thematic KKN Village Community Forum (*Musyawahar Masyarakat Desa/MMD*) for certain sub-districts. Likewise the KOMPAK Coordinator for Pangkep District was present at the Thematic KKN MMD in Benteng Village as a representative of the UMD Technical Team.



### III. LESSONS LEARNED AND RECOMMENDATIONS

**Commitments and buy-ins from regional governments and village governments are essential for the replication and sustainability of the UMD model.** The results of the UMD experience in West Aceh District showed that the implementation of the UMD was still heavily influenced by local dynamics. Therefore, for the UMD model to be sustainable and acceptable anywhere, UMD must be transformed into a principle and approach for implementing Thematic KKN, and not as a discrete/stand alone program. The direction of this development has been seen in the case of the adoption of UNEJ Membangun Desa by UNEJ (after KOMPAK completed the UMD pilot), as well as the potential to mainstream the UMD model and approach in West Aceh District through the MoU between regional governments and 23 universities in Aceh. From these two cases, although programmatically UMD is no longer sustainable, the principles and approaches still have the potential to develop. UMD can be maintained so that it becomes a catalyst, not replacing or taking on existing roles.

**However, the high interest from regional governments and village governments regarding the concept of partnership and collaboration does not necessarily indicate the quality of the implementation and impact of the UMD model.** Therefore, the success of KKN with the UMD model must be assessed with a more systematic evaluation system, based on data collected from the field. The number of MoUs between universities and regional governments is an inaccurate indicator of performance (see Box 8). In addition, UMD-Thematic KKN is not a substitute for or compensation for the low capacity of regional governments and village governments, as well as village development assistants. From the results of field evaluations and data collection, the effectiveness and sustainability of the implementation of the UMD program greatly depends on the capacity of the regional government and development facilitators to continuously involve and commit to placing their own resources in supporting activities that have been initiated by UMD.

**Box 8. Legitimacy of Memorandum of Understanding (MoU) of Thematic KKN with UMD**

The MoU in place in Pangkep District is not a legally binding document between universities and the government. Currently, the 17 universities in South Sulawesi and Java have signed a memorandum of understanding with the District Head of Pangkep which do not require that all UMD–Thematic KKN activities be implemented in Pangkep. However, there is a growing commitment from universities to strengthen coordination with regional governments to carry out Thematic KKN, although not all universities do this yet.

The purpose of the MoU, in one of its articles, states that it is to: ‘...create a cooperative relationship on the University Supporting Village Development through the implementation of the Thematic University Community Service Program in Pangkajene dan Kepulauan District.’ Another article also states the desire for Thematic KKN to be able to encourage villages and communities to become self-sufficient. To enable these, MoU states that Pangkep District Government will prepare Thematic KKN locations and themes that are adjusted to the interdisciplinary focus of each university.

Since this MoU was signed in July 2019, there have been three universities that have organised KKN under the coordination of the Technical Team, including Fajar University, Bosowa University, and Megarezky University. These three institutions are from Makassar City, outside Pangkep District.

However, as mentioned, the MoU is not legally binding. It states the autonomy of universities in the implementation of Thematic KKN, including funding, as well as determining schedule for starting and ending Thematic KKN and the MoU. Meanwhile, the Pangkep District Government through the Technical Team can only await for confirmation and cooperation on the implementation of Thematic KKN from universities in Pangkep District.

**The current UMD design still tends to assume that universities as education institutions always know what to do in solving development problems.** From the results of this evaluation, it has been identified that there is still a knowledge and capacity gap within universities regarding village development. Therefore, if this UMD model is to be developed, a more systematic effort is needed to strengthen it, both in management and scientifically, especially for universities. Several matters to focus on include:

- Good and correct techniques and methods of action research, including research ethics and participatory rural appraisal.
- Rigorous monitoring and evaluation techniques and systems are integrated with program activities, with objective and measurable indicators of achievements.
- The principle of evidence-based planning, including emphasising the importance of a feasibility study (FS) for local economic development programs that are driven by the UMD model in villages.

**There is a need to explore the concepts of village development needs. Currently, there are still cases of the concepts of local economic development (LED), Desa Mandiri (Developed Village), and One Village One Product (OVOP) being used inappropriately, and this tends to be without careful and planned assessment.** This, as seen in the villages visited in this evaluation, can lead to isomorphic mimicry, which is a condition in which the interventions only artificially replicate the process from another place (or from a concept/good practice), without a thorough assessment of problems and needs. This situation can be seen in the LED activities in the UMD villages that look good in the short-term, but do not produce significant and sustainable results.

**The implementation of the UMD model without considering this risk would lead to incorrect or even dangerous assumptions regarding the concept of village economic development, resulting in a situation that prioritises large but ineffective infrastructure development, and 'white elephants' justified with UMD legitimacy. In addition to resource inefficiencies, this pattern would also perpetuate village political patronage, which takes advantage of large physical and infrastructure projects.** Therefore, UMD must be able to play its role proportionally, as a conceptual actor that focuses on fulfilling the existing knowledge gap through an empirical analysis and tracing process, rather than being the party that directly follows the 'wishes' from villages.

**The implementation of UMD-Thematic KKN activities in the future must be able to synergise with other development initiatives, such as Strengthening the Capacity of Village Governments (*Pengembangan Kapasitas Aparatur Desa/PKAD*) and the Village Information System (*Sistem Informasi Daerah/SAID*), which were also initiated by KOMPAK.** In terms of increasing the capacity of village officials, UMD-Thematic KKN models could be a resource for PKAD activities. SAID could also be used by universities and regional governments in mapping areas that will be the focus of UMD-Thematic KKN activities and planning appropriate initiatives.

**The development of a number of LED activities through the UMD is also a lesson learned in understanding the development of village-owned enterprises, which is expected to become good practice in rural development policies.** The concept of bringing the UMD program design closer and integrating the results of UMD productive business activities to become village-owned businesses, such as those in West Aceh District and Pangkep District, requires various preparations. In Pangkep District, there are some village-owned enterprises that look successful and some are still constrained by the capacity of their management. However, it is also important to take into account the business feasibility factor to continue to receive guidance/support from the village government through village-owned enterprises. For example, consider the decision of the three village governments in West Aceh District, which suspended capital support for the water hyacinth weaving business, because they could not rely on this business activity as one of the drivers of growth for the village-owned enterprise.

**UMD–Thematic KKN activities must begin to change the perspective of their approach from activities that are oriented towards the economic and physical sectors, to become more focused on building systems and improving social services.** From the results of discussions with regional government and the findings of the evaluation team, there are many pressing problems, but not many of them have become the focus of Thematic KKN activities. For example, there is the problem of early childhood marriage in Bondowoso, and the problem of radicalism and extremism in Aceh and several other provinces nationally, as conveyed by the Ministry of Religious Affairs in this study. These issues should become an important focus for scientific research activities and Thematic KKN activities for students and villages. The focus of scientific development is still important and must be at the core of implementing Thematic KKN. In addition, it should not be marginalised by the wishes or practical needs of KKN actors or village parties who are currently biased towards activities that are more ‘visible’ and have a higher profile.

**Conceptual guidance (on LED principles and social problem-solving) and technical guidance (on technical elements at program management level) are needed to facilitate the proliferation of this model.** The UMD model is one that requires intensive resources and high managerial abilities, both for universities and regional governments. Therefore, an appropriate and practical technical guide is needed, not only for students at the activity level, but also for universities, especially for community service offices, such as LP2M at UIN Ar-Raniry and UNEJ. Currently, UIN Ar-Raniry has produced such a handbook, and LP2M at UNEJ is in the process of drafting a technical guide based on experiences from UMD activities supported by KOMPAK. The guidelines for implementing the UMD–Thematic KKN must contain flexibility, making it possible for other universities that already have their own concepts of Thematic KKN to be able to continue their innovation without excessive uniformity and standardisation. Supporting the process of drafting and disseminating this guide, as well as the handbook that has been prepared by UIN Ar-Raniry, could be a ‘low hanging fruit’ outcome for KOMPAK. Guidance coming from stakeholders other than universities, such as the UMD–Thematic KKN Technical Team and the Pangkep District Government will also enrich the experience of developing a Thematic KKN model.

**From the perspective of managing the model for KOMPAK, there are several areas that could be a focus for improvement for a similar model in the future:**

- **Clarify the ultimate goal of the UMD model to be clear and measurable.** From the results of the evaluation data collection, it was identified that the UMD model does not have a clear final goal or program target. This is based on the absence of a program logical framework, assumptions of a theory of change, and key performance indicators (KPIs). The goals and forms of UMD are less clearly defined, especially in terms of the inputs provided by the program and the results to be achieved (outcomes and impacts).

- **Strengthen the monitoring system process regularly and periodically.** KOMPAK has conducted an evaluation of the implementation of the UMD model during a training activity. From the results of the evaluation, it would be seem that by implementation, the UMD–Thematic KKN model has some advantages compared with other KKN models, in terms of focus, relevance to village and regional government needs, and effects on student learning.<sup>6</sup>
- **Take into account the burden of program management at the local level.** From the findings at the local level, there are indications that regional KOMPAK staff were overloaded with work to be able to effectively monitor UMD implementation, due to the large number of other KOMPAK programs. From the results based on a visit to the evaluation area, it was indicated that there is low continuity between the current District Coordinator and the previous coordinator who played more of a role in the initiation and pilot period, compared with the current coordinator who focuses more on the expansion and sustainability of the KKN with the UMD model.



Benteng Village KKN Forum, Pangkep District

<sup>6</sup> KOMPAK, 2016. *Laporan Internal Evaluasi Universitas Membangun Desa (UMD)*.



## IV. APPENDIXES

### Appendix 1. Conditions of the Implementation of Activities of Thematic KKN with UMD Model in Regions

#### 1. West Aceh District, Aceh Province

##### 1.1. General Situation

The Thematic KKN program of UIN Ar-Raniry in West Aceh District, supported by KOMPAK, chose the theme of strengthening the productive economy, through water hyacinth crafts. In this UMD program, KOMPAK supported the craftspeople by providing training on weaving techniques to marketing woven products, by inviting a number of weaving craft experts to train the community, including organising an expo of woven products. The UMD–Thematic KKN activity was considered very positive by the regional government, although internally UIN Ar-Raniry found this program has not been successfully institutionalised by LP2M, even though the activity has been well documented. At the end of the program, the UMD Team documented the experience in the Innovative Community Service Guideline for University Supporting Village Development, the printing of which was supported by KOMPAK. Likewise, the woven handicraft business is considered to have decreased significantly. This activity no longer receives adequate support from the village government and the West Aceh District Government. The village government considers the business difficult to develop, while at the district level, support for this business has decreased after the change of Regional Heads in the 2017 Regional Head elections. In addition, the choice of types of woven handicrafts faced obstacles from the technical process of production to product marketing.

There are currently ongoing efforts at the provincial level, which are also supported by the KOMPAK Innovation Team, such as strengthening the concept of the University Consortium for Poverty Reduction by facilitating the involvement of universities to support the work strategy of the Coordination Team for the Acceleration of Poverty Reduction (*Tim Koordinasi Percepatan Penanggulangan Kemiskinan/TKP2K*). The experience of Thematic KKN in Arongan Lambalek was claimed by the UIN Ar-Raniry UMD Team to be an inspiration for the formation of this forum, so that an MoU was signed between 23 universities in Aceh and TKP2K to drive development and poverty alleviation in Aceh.

## 1.2. Findings of Technical and Partnership Aspects

**Since its inception in 2016, UMD-Thematic KKN in Aceh has been directed to become one of the poverty alleviation strategies, and puts the UMD-Thematic KKN idea into a framework of knowledge to policy cooperation.** The government, especially the Regional Development Planning Agency of Aceh Province, assessed that the UMD model of university collaboration would be a process to link ethnographic research activities on the causes of poverty problems and Thematic KKN activities as practical and concrete solutions to offer alternatives to overcome them. The ethnography of poverty implemented by the Aceh Regional Development Planning Agency is part of the UMD-Thematic KKN pre-activities implemented by LP2M at UIN Ar-Raniry. The study found that the proliferation of water hyacinths in an area that later became the location for KKN in Arongan Lambalek Sub-District, West Aceh District, caused frequent floods in the area. Floods were found to disrupt the economic activities of the people who mostly worked as farmers, and also reduced the quality of their living environment, so that it was seen as a factor causing poverty. Departing from the results of this research, UIN Ar-Raniry focused their UMD-Thematic KKN activities, by developing a local craft industry in the form of woven products, using water hyacinth as the raw material.

**As an institution, UIN Ar-Raniry has sufficient capacity to organise the Thematic KKN with UMD model.** After students had been trained with Social Facilitation, and Mapping of Actors and Social Conditions training activities in the village, they were deployed in three waves until 2017 to an area with high poverty levels, such as Arongan Lambalek Sub-District, West Aceh District. The university assessed that this activity was considered good by the villagers, had a positive impact, and was in accordance with the expectations built to improve community welfare. By participating in UMD activities, students were expected to gain insights on social problems and to try to work to help solve them. Through interactions with villagers, LP2M administrators expected that students had the opportunity to implement the knowledge gained in class, improve their communication skills, and build relationships with lecturers and other students.

**The implementation of the Thematic KKN with UMD model in Aceh showed a mutual learning model and building partnerships.** Starting from weaving training to marketing of woven products in villages in Arongan Lambalek Sub-District, the water hyacinth woven handicraft industry program showed a collaborative pattern of partnerships. With KOMPAK's support, UIN Ar-Raniry brought in a weaving trainer from Yogyakarta to train people to make various types of woven products with a greater variety and better quality. KOMPAK also helped to find market opportunities for craftspeople so that their products could be accommodated more widely. This included opening up the possibility to supply their products to large retailers such as IKEA; although they were still constrained by product quality, so the partnership with IKEA remained uncertain.

**The Thematic KKN with UMD model in West Aceh District, which carried the theme of poverty alleviation, faced obstacles, especially in the formulation of strategies for developing local industries.** Based on the results of the team evaluation, the enthusiasm to 'use waste into money' has not been followed up by a feasibility study on the proposed productive business activity. Although the raw materials that would be needed for processing are easy to find, to produce one woven product requires time, funds, and energy. Likewise, after the woven product was produced, the craftspeople were also faced with a market price that was not favorable to them, the number of buyers was still limited, and the quality of the product still needed to be improved. As a result, when this evaluation study was conducted, only one family continued the weaving business as a family business. The activity of producing woven water hyacinths still requires a lot of capital and support to move forward, especially as a guarantee that the *UKM Kerajinan Tangan Kreatif Kubu* (Kubu Creative Handicraft MSE) could empower other residents (Box 9).



Pandan Woven Handicraft in Pelanteu Village, West Aceh District



The craftspeople of Kubu Village, West Aceh District

***Box 9. Creative Economy Activities of Water Hyacinth Woven Handicrafts***

The West Aceh District Government has collaborated with universities through the UMD–Thematic KKN program as a solution to poverty alleviation. Together they encouraged the processing of water hyacinth into a valuable product in the market and provided economic benefits to the people in Arongan Lambalek Sub-District.

Since the beginning, the hyacinth woven product was projected to be widely marketed through KOMPAK support. UIN Ar-Raniry brought in a weaving trainer from Yogyakarta, including support for processing equipment from the district and provincial governments. However, this business is still facing difficulties. All of the promotional and marketing efforts that have been assisted have not been able to make this business a viable solution for the economy of the people there. All parties realised this after the plan was implemented in the field. The West Aceh District Regional Development Planning Agency considered that the business needed a supplier who could buy the product directly from the community. The current method of consignment has not been of much benefit to workers. As a result, many of them returned to their original jobs as farm workers and ran other small businesses.

This situation made the government in the three villages stop funding this activity, after providing funds in 2017 at the direction of the District Head, with the allocation of Village Budget in the amount of IDR 50 million for weaving handicraft activities for each village. Until now, village-owned enterprises in every village have not made this business a mainstay to be managed. Thus, this study also assessed that, in a series of UMD–Thematic KKN activities choosing a productive economy theme, it is important to conduct a business feasibility study first.

Mak Lut, a 49-year-old woman from Pelanteu Village, calculated the profit the weavers are gaining today is one-third of the product sales price. She said that producing woven products requires time, especially picking raw materials from rivers and drying them by relying on sunlight for 5–10 days. After that, it took about five days to weave a product. Each worker was only able to produce 4–5 small-sized products per day, and so their income was only roughly IDR 20,000 per day. They also had to wait for the goods to be sold, since the products were not being supplied to 'Bapak Angkat' (big industry). For better results, this production still needs a lot of support outside of the ongoing implementation of the UMD–Thematic KKN.

**In general, the sustainability of UMD in Aceh is constrained by political support and the capacity of government officials in the regions to provide support for programs initiated by the UMD-Thematic KKN.** Initially, the Regional Head and his staff in the West Aceh District Government strongly supported the UMD-Thematic KKN program initiated by KOMPAK, including encouraging the government in the three villages to allocate village funds to support water hyacinth woven crafts. However, when there was a change of Regional Heads and staff during the local election in 2017, all support for the KKN program and also the interest in continuing to work with universities to carry out this Thematic KKN was lost, including no more encouragement for the village government to find solutions on how to fund and market the community's woven craft product. However, according to the Head of the Regional Development Planning Agency and the coordinator of KOMPAK in West Aceh District, the UMD-Thematic KKN program still has a place in development politics today. The third mission of the West Aceh District Government currently reads: 'Starting to Develop from the Village'. Thus, village development is still one of the focuses and a mainstay of the West Aceh District Government.

**The UMD experience was not supported by the development of the concept of implementing Thematic KKN internally by UIN Ar-Raniry.** The capacity of LP2M resources and funding sources appear to have been the main obstacle that halted the development of Thematic KKN at UIN Ar-Raniry. In addition, there was no encouragement that should have been given by university leaders, based on positive aspects from the experience of implementing the UMD-Thematic KKN model. Since the implementation of the UMD-Thematic KKN model, there have been three changes of management at LP2M. However, the experience of the previous management was difficult for the new management to continue. Likewise with the previous external support given, as they had chosen to strengthen productive economic activities during the implementation of the UMD-Thematic KKN pilot, according to the current LP2M management, they were unable to then finance Thematic KKN themselves with a limited budget. As an indication that they are still interested in the idea of Thematic KKN, in 2019 they still collaborated with the KOMPAK Aceh Team to deploy KKN students with the theme of tackling stunting in the Bener Meriah district. However, due to the lack of funding from LP2M, KOMPAK also admitted that the preparation for the activity, such as providing training, was not optimised (recognising the importance of preparing students before they are sent to the field by LP2M). In the future, according to LP2M, KOMPAK has the initiative to collaborate with UIN Ar-Raniry to carry out Thematic KKN in the same district, with the theme of processing animal feed made from coffee husks. Again, according to LP2M, they have requested additional funding support from KOMPAK. LP2M seemed to have understood this issue, especially regarding the relevance of the KKN theme to the disciplines of the students. Learning from last year's stunting theme, they thought that theme was burdensome for students. As that program carried different disciplines from the background of the UIN students, and also a limited financial supply, they felt they had not achieved satisfactory results. Fortunately, the students were still given good KKN scores by the district government.

**While the discussion of the UMD–Thematic KKN concept stopped internally at UIN Ar-Raniry, the involvement of universities in development in Aceh continued towards poverty reduction strategies.** The Aceh Provincial Government is still making collaborative innovations between stakeholders, such as the formation of an inter-university consortium to help alleviate poverty (Box 10). Although in the recent phase, KOMPAK has collaborated with LP2M at UIN Ar-Raniry to deploy KKN students with the theme of tackling stunting in Bener Meriah District, this is not based on the lessons-learned of the previous UMD–Thematic KKN. All of the obstacles complained about by the new LP2M management are still related to finding solutions, although they have started to understand the benefits of Thematic KKN.

***Box 10. Poverty Coordination Meeting and MoU between 23 Universities***

According to a member of the early UMD Team at UIN Ar-Raniry, since the introduction of the UMD model in West Aceh District in 2016, they have communicated with the Aceh Coordinating Team for the Acceleration of Poverty Reduction (TKP2K), whose secretariat is in the Regional Development Planning Agency of Aceh Province. At least in the two years, 2018–2019, according to them, the experiences of UMD in West Aceh District have always been used as lessons learned to be conveyed in the annual Aceh poverty reduction coordination meeting.

In 2019, TKP2K with KOMPAK support continued its initiatives to involve universities in poverty reduction. The former member of the UIN Ar-Raniry UMD implementation team who was considered experienced with UMD was given the role of drafting a work concept, called ‘University Consortium in Poverty Reduction in Aceh’, and was later assisted by KOMPAK to improve and compile it into a book. The idea of this consortium was viewed as the main agenda of the Aceh Poverty Reduction Coordination Meeting by TKP2K on 3 December 2019, and presented to 23 representatives of universities in Aceh. During the event, an MoU was also signed between the universities and the Aceh Provincial Government on poverty reduction.

The UMD–Thematic KKN experience was claimed by the UIN Ar-Raniry UMD Team to have inspired the MoU. Also the book titled *Guidelines for University Consortium in Poverty Reduction* contains the experiences of Thematic KKN of UIN Ar-Raniry. Specifically, there is also a section that emphasises Thematic KKN as the consortium's working instrument. The representative of UIN Ar-Raniry at that time who signed the MoU was the Deputy Rector III, although he did not include the LP2M management, who at that time did not know of the development of the consortium's idea.

**Since the beginning, UIN Ar-Raniry has placed GESI as one of the main principles in the design of UMD pilot activities.** This can be seen from the content of the book, *Innovative Community Service Guidebook for Universities to Develop Villages*, which provides a comprehensive GESI perspective (see Box 5). In the design of its activities, UIN Ar-Raniry has also targeted women as the main actors in the productive business activities it has designed.

**In its implementation, the application of the GESI principle has encountered a number of obstacles in the community.** There are several conditions that caused the principles of GESI to not be maximally beneficial, especially for women in the implementation of activities initiated by UIN Ar-Raniry. These include:

- The character of this business requires high physical intensity, especially in finding and transporting water hyacinth raw materials from rivers. Initially this role was intended to be performed with men. However, because this business has not shown a good profit, many men do not want to be involved anymore, because they have to do other jobs. In this situation, the number of producing business groups has decreased. The women we met admitted that many refused to collect water hyacinth in the river for fear of being bitten by leeches. In addition, they have not been able to organise the collection process, which requires the support of two or four-wheeled vehicles for transportation.
- This situation also explains how the GESI design targeted women in this program, but then had to adjust to economic realities. Residents say that the current economic conditions in their area still make men tend to work outside jobs that are far from home, such as gardening, farming, being a driver, or those that need more physical strength, such as carpentry. There are also many women who have worked in jobs outdoors. For that reason, because they thought their income was low when they started the weaving business, dozens of women who had been trained ultimately chose to return to work in the fields belonging to the plantations, despite the relatively heavy workloads. However, for them it was familiar and acceptable, as long as they could earn daily wages.
- The design of the division of roles between men and women in the program – as written in the third step of the program design in the UMD guidebook – showed that this economic theme is appropriate for women. However, faced with which choice was more profitable, a number of women, such as in Pelanteu Village, said: 'Because the water hyacinth business has not been successful, some have returned to weaving pandan. In addition, there are also those who make *u suleu* (a type of processed food made from coconut) and cakes for sale.'
- For now, people are still looking for innovations from the business side, so that the water hyacinth weaving business becomes feasible as a profitable alternative livelihood. (*Note: after this evaluation, the KOMPAK GESI Team initiated focus group discussions (FGDs) in West Aceh. One of main challenges was that previously the product would pay off after being sold. In fact, this payment pattern did not meet daily income needs. After the FGDs, the MSME group changed their payment patterns to suit these conditions. With a soft loan from the bank, the group can now pay for the product when it is taken from its members.*)

## 2. Bondowoso District, East Java Province

### 2.1. General Situation

**T**hematic KKN activities using the UMD model in Bondowoso District were started in 2016 by UNEJ. These activities began with a training project to strengthen village information in 10 villages, through the SAID (Village Information System) program. This program involves developing a village information system to assist village civil registry/legal identity services, along with their service systems. The implementation of the UMD-Thematic KKN of UNEJ in Bondowoso is considered a success by the regional government. Therefore, in 2016, the district government issued a regulation to adopt the UNEJ SAID program, by issuing a village funding regulation to support internet procurement using the Village Fund. In 2017, the district government replicated the SAID program in 67 villages, and it was then continued again in 2018, until it reached 160 villages out of the 209 targeted villages.

Apart from the SAID program, another UNEJ program was for village-owned enterprise assistance, which was implemented in several villages in Bondowoso, including to support the development of the virgin coconut oil (VCO) industry, and the development of tourist areas. However, from the results of field evaluations, none of these programs have continued or shown effective results. Currently UNEJ is continuing its Thematic KKN activities using the UMD model, which was later adapted by UNEJ to become *UNEJ Membangun Desa* (UNEJ Supporting Village Development). This change was taken after the end of KOMPAK's cooperation and support for the development of the UMD model in the implementation of KKN.

### 2.2. Findings of Technical Aspects and Partnerships

**Ada komitmen yang tinggi dari Pemkab Bondowoso pada model UMD yang dilakukan oleh UNEJ.** The Bondowoso District Government sees the partnership with universities through the UMD model as useful as a concrete problem-solving process, not merely as study, as it is important for assisting regional government works. Bondowoso District Government officials said that the district government still has a 'technical gap', where the regional government knows problems conceptually and strategically, but cannot translate them into practical activities and is unable to solve the problems. In this situation, UMD is considered to be an effective and efficient mechanism in filling this gap.

**UNEJ already has a high capacity in the management of the UMD-Thematic KKN.** Currently, UNEJ already has a community service system that combines KKN programs twice per year (January and August) with a community service program for lecturers, which is held during the KKN implementation period. This capacity is the result of experience in running UMD with KOMPAK support. Through this experience, UNEJ is preparing a book titled *UNEJ Membangun Desa* (UNEJ Supporting Village Development), which will elaborate the UMD principles, but it has not yet provided technical guidelines. UNEJ plans for

there to be two guidelines, one at the program management level, and also a technical implementation module to be used in the field.

**The experience of operating UMD with KOMPAK increased the capacity and creativity of LP2M at UNEJ in exploring and exploiting potential cross-party partnerships.**

The Head of LP2M at UNEJ stated: 'In the past, we always thought about our available budget, that's the only budget we used, but learning from this situation, we could create new opportunities. For example, this year — in debriefing for field supervisors (DPL) — we find strategic issues and talk to partners, whether there are any slots that we are able to use.' Multi-stakeholder partnerships, especially with the central government, the private sector, and international development agencies, are the main implementing principle of UNEJ in developing villages, so that it can maximise all available alternative resources to support the more effective implementation of thematic KKN.

**The main factors for the sustainability and development of the UMD model in Thematic KKN by UNEJ are the strong support from the university leadership, and the integration of UMD with the university's strategic plan.**

- The Rector of UNEJ also sees UMD as a strategic approach for UNEJ branding as a leading university that builds partnerships with regional governments and communities and contributes to concrete development efforts. Expertise in Thematic KKN using the UMD model is a competitive advantage for UNEJ in building the university's reputation in the academic realm, and in attracting prospective students.
- UNEJ is also continuing to build a system for its UMD approach that is aligned with the community service program for lecturers, so that it can contribute to increasing the output of lecturers' scientific work and research.

**In Bondowoso District, several villages that were assisted by UNEJ and KOMPAK have sufficient capacity to facilitate Thematic KKN activities using the UMD model.**

However, village capacities vary widely. In Cerme and Glingseran Villages, the ability of the two villages to support and take advantage of UMD activities was greatly influenced by the intensive assistance from KOMPAK. Through guidance from KOMPAK and UNEJ, the capacity of the village governments to effectively exploit the potential of existing partnerships has greatly increased, as has financial capacity. These two villages used their own Village Budget resources to realise the SAID program and develop tourist areas.

**In terms of effectiveness, Thematic KKN in Bondowoso District using the UMD model shows varying results.**

- The SAID program in Cerme Village resulted in an effective village administration service centre. The digital service centre in Cerme Village currently has its own room, with a waiting area and computers that are always connected to the internet. Applications for correspondence can be made directly online through the village. In addition, the village computer system is connected to an integrated database (*Basis Data Terpadu/BDT*) which can be used as material for village planning, although it has never been used until now. In general, this SAID program shows quite effective output.
- Different conditions were found in Glingseran Village. In Glingseran, for example, UMD activities mostly focused on developing tourist areas to make Glingseran a tourism village. Based on the evaluation team's observations, the effort resulted in a tourist area that was ultimately neglected and received few visitors, ending up as a 'white elephant' project (Box 4).

**In terms of sustainability, KKN programs in Bondowoso District are still constrained by implementation capacity.**

- The SAID program shows great sustainability, even though there are technical problems that indicate challenges to the sustainability of the KKN program. In Cerme Village, there was a server migration problem between UNEJ and the regional government server in the SAID program. Currently, the SAID portal is under the regional government server, but this leads to UNEJ's SAID interface not running. At the same time, the village still relies on UNEJ to provide technical support. Another situation was experienced after UNEJ built a service system for digital-based village correspondence, and the regional government issued a similar program, so that the system built by UNEJ was not used.
- In Glingseran Village, currently the tourist area that was built is no longer operational. There are only eight families who are members of the Tourism Awareness Group (*Kelompok Sadar Wisata/pokdarwis*). From the statements of the Village Head himself, this tourist area is almost no longer generating income for the village, because there are no visitors. Even so, Glingseran Village still receives funding for this tourist area, which is currently being used to build a large prayer room and gate on the main road to the village (Box 4). This situation causes the potential for excessive expenditure and inappropriate investment in Glingseran Village.

**From the observations, GESI has not yet been integrated and become mainstream in KKN programs by UNEJ in Bondowoso District.** From the initial planning documents and from interviews in the field, the implementation of KKN by UNEJ has not yet adopted GESI principles. For example, the participatory rural assessment (PRA) has not been implemented separately for men and women. In terms of technical guidance, there is no implementation document that shows any evidence that GESI has become mainstream in the UNEJ KKN.

**Regional governments still rely heavily on business-as-usual patterns, which often do not fit into the innovative and rapid approaches desired by universities.** In addition, the form of practical commitment is limited, because the budget items of regional governments that could be used by universities are in the form of studies, not in the form of activities. At the same time, the university has limited commitment and resources to be able to intensively provide assistance and program implementation, especially when the KKN program has ended.

**After the end of the 2016–2017 UMD guidance supported by KOMPAK, there has been no further collaboration between UNEJ and the Bondowoso District Government, outside of the commitment of partnership between the regional government in the 10 target villages.** Some of the causes for this are:

- UNEJ regretted that the regional government was unable to provide the same commitment as during the training program for the KKN with UMD model. Support by high-ranking regional government officials was not reflected during the actual implementation of the UMD. The UNEJ official who managed the UMD considered the partnership by the regional governments of Bondowoso and Pangkep Districts is still limited to commitment at a high official level.
- Lack of capacity and support from regional governments in filling the role of universities outside the KKN cycle, where regional governments are still considered to be working with a business-as-usual approach.
- The potential for crowding-out occurred with other initiatives made by regional governments in collaboration with KOMPAK, such as the TAPEMANIS program. UNEJ claimed they were unable to coordinate with this new initiative.
- Institutionally, there is no formal platform where the Bondowoso District Government and the university would coordinate to synchronise the activities of each stakeholder. The commitment and coordination to date is still heavily based on personal relationships, such as the good relationship between the Rector of UNEJ and LP2M officials with Bondowoso District Government officials.

### 3. Pangkep District, South Sulawesi Province

#### 3.1 General Situation

The UMD–Thematic KKN expansion to Pangkep District was initially facilitated by the KOMPAK Jakarta team, by promoting lessons learned from the UNEJ experience, and later being welcomed by the Pangkep District Government as one of KOMPAK's working areas in South Sulawesi Province. This was a follow-up from the meeting between the Head of the Pangkep Regional Development Planning Agency and UNEJ during the Sustainable Development Goals workshop in Jakarta. LP2M at UNEJ, facilitated by KOMPAK, made a visit to Pangkep. After that, UNEJ prepared UMD–Thematic KKN students in the fields of tourism, entrepreneurship, and information and communication technology (ICT), to Bulu Cindea village.

At that time, the Regional Development Planning Agency of Pangkep District and KOMPAK invited LP2M at UNEJ to carry out a series of travelling promotions to a number of universities in Makassar to share experiences about Thematic KKN. To strengthen this experience, the Pangkep District Government, which is directly led by the District Head, held a signing of an MoU on UMD–Thematic KKN, by engaging with 17 universities, including UNEJ (attached is a copy of the MoU with UNEJ). To carry out the Thematic KKN model in the future, Pangkep District Government has formed a UMD–Thematic KKN Technical Team, chaired by the Regional Development Planning Agency of Pangkep District, and with the Community and Village Empowerment Agency (*Dinas Pemberdayaan Masyarakat dan Desa/DPMD*) as Secretary, and the District Head as the person in charge (attached in Appendix 4 is a copy of the establishment Decree of the Technical Team for UMD–Thematic KKN in Pangkep District).

#### 3.2. Findings of Technical and Partnership Aspects

**Since the Thematic KKN program with the UMD model was introduced by KOMPAK, the Pangkep District Government has had a high level of trust in the role of universities in overcoming development problems in the regions.** Learning from the UMD–Thematic KKN that was implemented by UNEJ students in Bulu Cindea Village, the Pangkep District Government saw that the UMD–Thematic KKN played an important role in the development of a village that had large funds and authority. Therefore, the district government wanted KKN activities to be more focused than under the previous KKN model, in which the students only lived and mingled with village communities. According to the Head of the Regional Development Planning Agency: 'We are unable to create a development leap, but through programs such as UMD, we believe there is a leap in development.'

**The experience of UMD–Thematic KKN in Pangkep District so far indicates its suitability with the community context, and its sustainability, especially for universities in exploring opportunities to strengthen village development.** This indication has been seen in a number of aspects that have been developed in the field, such as:

- The tourism development program, entrepreneurship, and improvement of the administrative system and village office services, by UNEJ students in Bulu Cindea Village, were assessed by the district government and village government as appropriate programs, and in accordance with the potential and needs of the village.
- Likewise, the handling of health issues in Pitue and Bulu Cindea villages by Megarezky University students was also considered to be in accordance with the health problems of the residents.
- The UMD-Thematic KKN Technical Team also acknowledges that KKN activities have helped the district government apparatus, such as by validating population data and calculating the stunting rate of children aged under five years.
- Fajar University, Makassar, in addition to being committed to continuing to implement Thematic KKN in Pangkep District, also succeeded in identifying the need for increasing village resources. From the results of the Thematic KKN, Fajar University presented a collaboration proposal to create a village technical school program to the Technical Team. This school will be certified for village government officials. Thus, it could increase the efficiency of village development with the presence of trained village technical personnel.

**The experience of implementing UMD-Thematic KKN by UNEJ became the basis for making an MoU between the Pangkep District Government and a number of universities to organise Thematic KKN using the UMD model.** The MoU on Thematic KKN in Pangkep District has proven to be able to encourage enthusiasm and coordination between universities. Currently, three universities in South Sulawesi have coordinated with the Technical Team to hold Thematic KKN in Pangkep District with different disciplines. In the villages where this has been evaluated, such as Bulu Cindea Village, there are several universities that will hold Thematic KKN using the UMD model, such as Fajar University, Megarezky University, and Bosowa University, in coordination with the Technical Team regarding problems in the village, as well as villages that will be selected as KKN locations. (see Box 3).

**One of the focuses of the UMD-Thematic KKN in Pangkep District is to drive synchronisation between the disciplines of universities that will implement UMD-Thematic KKN to assist with problems that exist at the village level.** To date, there have been several examples of the results of this coordination, such as:

- As their KKN program, a number of students from the Faculty of Pharmacy of Megarezky University designed and helped the community process the local plants (*sambiloto*) to become traditional medicine in Bulu Cindea Village. They focused on these activities to help reduce rampant cases of high blood pressure in the village.
- Midwifery Faculty students focused on continuing to improve maternal and child health in Pitue Village, especially in cases of stunting.

- In addition, according to the Technical Team, Fajar University students have also helped rice farmers and entrepreneurs in Pattalassan Village to make rice sacks with their own village name label. This is to encourage farmers not to sell their rice directly to other traders from outside the district.

**In addition, the Pangkep District Government is currently actively encouraging the unification of the UMD-Thematic KKN program series with the annual standard cycle of village development, and seeing a strategic role for students, based on their disciplines, to become partners of regional government agencies.** Currently, Thematic KKN in Pangkep District begins with a forum between students and all stakeholders in the village and sub-district to sharpen student work strategies during KKN. The forum is now called the KKN Village Community Forum (*Musyawarah Masyarakat Desa/MMD*). The forum is aimed at getting support from many parties, including funding from the village (see Box 3). In addition, the regional government has a plan to use Thematic KKN activities as one of the training mechanisms whose results will be used by agencies. The Head of Social Development Planning of the Regional Development Planning Agency of Pangkep stated: 'We hope that relevant local government agencies will be inspired by UMD, even I myself raised the topic of UMD during the third leadership training. Bulu Cindea village is actually the target of the Tourism Office. The current results of the KKN are good, all we have to do is only to continue the success of the program.'

**It has attracted high interest from the village governments to adopt the activities offered by UMD activities, including support in the form of funding.** The evaluation team found the villages were quite committed to adopt and finance activities initiated by the UMD-Thematic KKN, such as in the example of Bulu Cindea Village. The head of Bulu Cindea Village stated: 'We provide funds because we need it, and this student program accommodates the needs of the community.' In addition, according to information from the UMD Technical Team, several village governments in Pangkep District have increased the allocation of the Village Budget to provide supplementary food for infants and toddlers after receiving information about public health conditions through UMD-Thematic KKN student activities. One example is in Pitue Village, where the village government allocated IDR 100 million for supplementary food activities coordinated by the Empowerment of Family Welfare (*Pemberdayaan Kesejahteraan Keluarga/PKK*) from village funds. This allocation of funds was in response to the collection of the latest stunting data by Megarezky University students who performed UMD-Thematic KKN.

**The village appreciates the discussion and planning of Thematic KKN activities with multiple parties.** In general, the village governments in Pangkep District were highly engaged and interested in facilitating inter-stakeholder consultation activities performed as part of the UMD-Thematic KKN pre-planning. Of the two villages observed, Bulu Cindea and Pitue, the village governments had been able to facilitate inter-stakeholder consultation

by presenting to all relevant stakeholders, including the health clinic, village government officials, and village health cadres. The stakeholders discussed and provided input on student activity plans in the village.

**Currently, the Technical Team, assisted by the KOMPAK Team of Pangkep District, is preparing a UMD-Thematic KKN guide to ensure this model can be continued effectively.** The UMD Technical Team together with the KOMPAK Pangkep Coordinator are still studying the ongoing UMD-Thematic KKN process. One of the main principles in the arrangement, according to them, is that the guidelines for implementing UMD-Thematic KKN must be flexible. Thus, it will allow other universities who already have their own concept of Thematic KKN to implement KKN in Pangkep District. Then, this guide could be used by other universities who wish to focus on existing problems in villages.

**Although the policy of forming a Technical Team shows an advanced form of partnership within the UMD framework, their capacity and work coordination are still limited in solving technical problems in the implementation of the UMD-Thematic KKN program.** This study found that the performance of most of the Technical Team members was still limited, and did not provide effective input in solving problems that arose during UMD activities. They provided information, recommendations for student placements, and attended MMD, but had not provided substantial input nor solutions to technical problems that arose in the implementation of Thematic KKN. Based on information from UNEJ, the Technical Team in Pangkep had not been able to provide adequate assistance to the teams that were deployed. At that time, there were 15 UNEJ students to be deployed to the three villages, but other universities were not interested in collaborating for the activities and planning. As a result, in one village there were four KKN groups working. The Technical Team at that time felt unable to mediate and bring harmony.

**Although the UMD-Thematic KKN experience has been a success by teaching entrepreneurial skills to the people of Bulu Cindea Village, the development of productive businesses supported by KKN still face challenges in the aspects of management and marketing.** The UMD-Thematic KKN program in Pangkep is recognised as a successful collaboration with a number of business partners, but there are still obstacles in terms of the capacity and production capacity of the community. This study found three products from the UMD-Thematic KKN in Bulu Cindea Village (spa salt, iodine salt, nuggets and milkfish meatballs) are not yet widely marketed, because the management of the village-owned enterprise has not processed the licensing of these products. Currently, the members of the Production Business Group, mainly women, temporarily stop working while they wait for their products to be sold out by the village-owned enterprise, which still expects sales from buyers who come to their village.

**The sustainability of the program initiated by the UMD-Thematic KKN depends on the capabilities and capacities of the regional government, which are still limited.**

From the results of the investigation by the evaluation team, there are several main technical obstacles faced by the Pangkep District Government and the village governments:

- **Capacity for mentoring small business economic empowerment programs.** Until now, the Village Government of Bulu Cindea has not been able to ensure the sustainability of trading the processed food from fish caught by fishermen in Bulu Cindea Village. The main obstacle has been the capacity of the management of village-owned enterprises and productive business groups, which had not processed health and halal certificates of products to make them more marketable outside the village, and enable them to increase production.
- **The capacity to provide supporting infrastructure.** UNIFA Thematic KKN in Pangkep District assigned students to record and input village profiles into the application designed by the UNIFA ICT Department. However, the data is still on the university's server, and it would take commitment from the Pangkep District Government to use the data; for example, by purchasing a license from UNIFA and transferring it to the region's server.

**Strengthening operational facilities and cooperation with village-owned enterprises has the potential to be a strategic solution to follow up on the results of UMD program support in the productive private sector.**

This study compares the sustainability of the marketing of the community productive businesses in Bulu Cindea and Pitue Villages by their respective village-owned enterprises. The internet network is one of the vital facilities that a village-owned enterprise office must have. Thus, according to the village-owned enterprise management in Bulu Cindea Village, Tokopedia would help to market the community products, if an internet network was available at the village-owned enterprise. Meanwhile, in the case of the village-owned enterprise in Pitue Village, although their marketing has been fully supported by Tokopedia, the office location is still behind the village office, and requires going through a narrow alley, making it less attractive to the general public. The Pitue Village Government is planning to build a new village-owned enterprise building that is more easily accessible to the public.



Tourist Locations from UNEJ Student Community Service Program in Bulu Cindea Village, Pangkep District



The UMD Secretariat of Regional Development Planning Agency of Pangkep District

## Appendix 2. Summary Table of Conditions for the Implementation of UMD-Thematic KKN Initiatives at the Village Level

 <b>Location</b>	 <b>Form of Intervention</b>	 <b>Factual Conditions</b>
<p>West Aceh District, Aceh Province</p>	<p>Organising training, business management, manufacturing, and marketing of water hyacinth woven crafts</p>	<ul style="list-style-type: none"> <li>❑ Of the dozens of training participants in 2016–2017, only a dozen people still produce woven crafts.</li> <li>❑ The governments of the three villages stopped supporting handicraft funding through village-owned enterprises due to the lack of sales profits.</li> <li>❑ KOMPAK is still helping with the marketing strategy of woven crafts through Local Economic Development Specialists.</li> </ul>
<b>Desa</b>		
<ul style="list-style-type: none"> <li>❑ Kubu</li> <li>❑ Pelanteu</li> <li>❑ Cot Jurumudi</li> </ul>		
 <b>Location</b>	 <b>Form of Intervention</b>	 <b>Factual Conditions</b>
<p>Bondowoso District, East Java Province</p>	<p>Tourism Village Program</p>	<ul style="list-style-type: none"> <li>❑ Buildings and tourist facilities are not fully managed and used.</li> <li>❑ Decreasing number of tourists.</li> </ul>
<b>Desa</b>		
<p>Glingseran</p>		
<b>Desa</b>	 <b>Form of Intervention</b>	 <b>Factual Conditions</b>
<p>Glingseran</p>	<p>SAID Program</p>	<ul style="list-style-type: none"> <li>❑ An effective village administration service centre in Cerme Village.</li> <li>❑ Data from SAID have never been used for village development planning materials.</li> <li>❑ Overlapping interventions regarding the digital-based village correspondence service system by the UMD program and the Bondowoso District Government.</li> </ul>

 **Location**

Gowa District,  
South Sulawesi  
Province

**Desa**

- ▣ Belabori
- ▣ Belapunranga

 **Form of Intervention**

Identifying assets/  
potential in the  
community.

 **Factual Conditions**

All programs that have been assisted by UIN Alauddin have been discontinued and no longer receive support from the Gowa District.

 **Location**

Pangkep District,  
South Sulawesi  
Province

**Desa**

Bulu Cindea

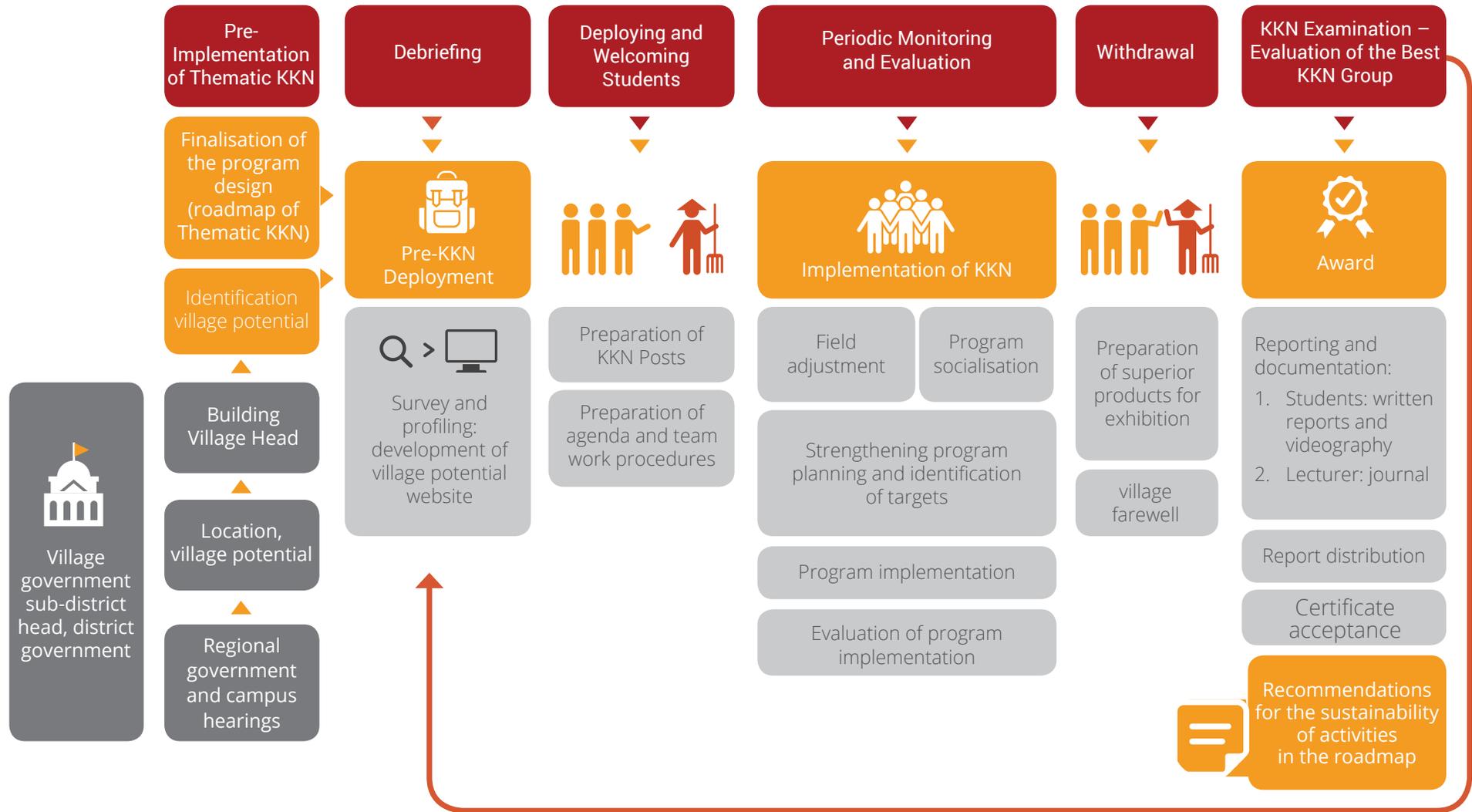
 **Form of Intervention**

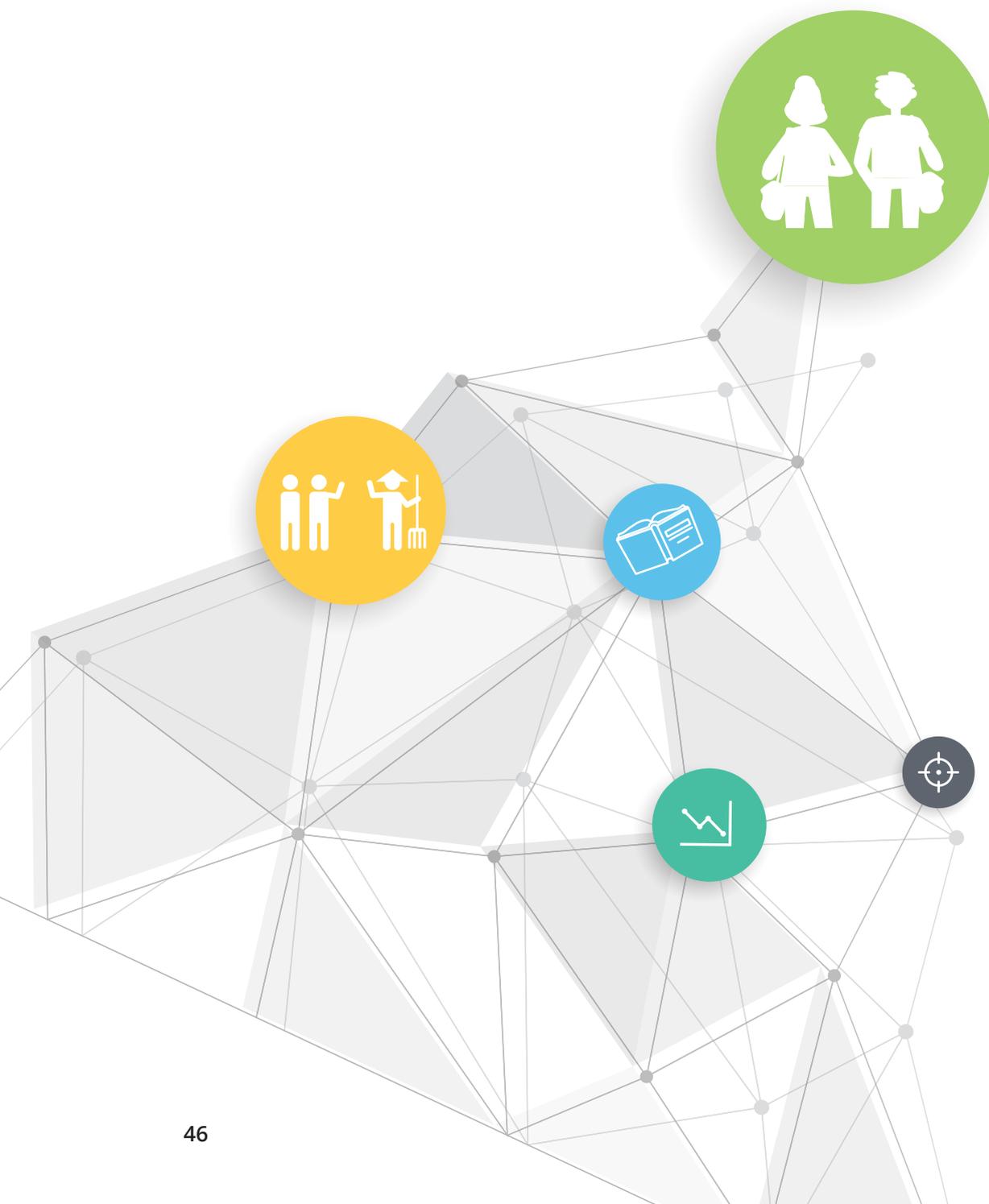
- ▣ Tourism village development
- ▣ Training on processing of nuggets and meatballs made from milkfish
- ▣ Spa salt production
- ▣ Training on how to make iodized salt
- ▣ Strengthening the Village Information System (Sistem Administrasi dan Informasi Distrik/SAID)

 **Factual Conditions**

- ▣ Management of beach tourist attractions is still performed by pokdarwis members.
- ▣ Group business activities do not run smoothly due to limited marketing conducted by village-owned enterprises.
- ▣ Tokopedia awaits the readiness of village-owned enterprises to help market the products produced by the people of Bulu Cindea Village, as has been running in Pitue Village, Ma'rang Sub-District.
- ▣ The Village Information System (Sistem Administrasi dan Informasi Distrik/SAID) at the Bulu Cindea village office still seems to be running well (structuring the workspace, archive system, and visualising the performance of information and technology-based village development).

### Appendix 3. The Implementation Flow of Thematic KKN with UMD Model (Adopted from the implementation flow of UNEJ's Thematic KKN with UMD Model)





**Appendix 4.**  
**Decree of the UMD-Thematic KKN Technical Team in Pangkep District**  
*(Unofficial Translation)*



**HEAD OF PANGKAJENE AND KEPULAUAN DISTRICT OF  
SOUTH SULAWESI PROVINCE**

**DECREE OF THE HEAD OF PANGKAJENE AND KEPULAUAN DISTRICT  
NUMBER 222 OF 2019  
CONCERNING**

**PROGRAM TECHNICAL TEAM OF  
UNIVERSITY SUPPORTING VILLAGE DEVELOPMENT (*UNIVERSITAS MEMBANGUN DESA*)  
THROUGH THEMATIC UNIVERSITY COMMUNITY SERVICE PROGRAMS (*KULIAH KERJA  
NYATA*) IN PANGKAJENE AND KEPULAUAN DISTRICT IN 2019**

**THE HEAD OF PANGKAJENE AND KEPULAUAN DISTRICT**

- Considering : a. that in the context of implementing the University Supporting Village Development (*Universitas Membangun Desa*) program as one of the efforts to accelerate poverty reduction through the Thematic University Community Service Program (*Kuliah Kerja Nyata/KKN*) in Pangkajene and Kepulauan District in 2019, it is necessary to establish a Technical Team;
- b. that based on the considerations as referred to in point a, it is necessary to stipulate a decree of the Head of Pangkajene and Kepulauan District.
- In view of: : 1. Law Number 29 of 1959 concerning the Establishment of Level II Regions in Sulawesi (State Gazette of the Republic of Indonesia of 1959 Number 74, Supplement to the State Gazette of the Republic of Indonesia Number 1822);
2. Law Number 28 of 1999 concerning State Administration that is Clean and Free from Corruption, Collusion, and Nepotism (State Gazette of the Republic of Indonesia of 1999 Number 75, Supplement to the State Gazette of the Republic of Indonesia Number 3851);
3. Law Number 17 of 2003 concerning State Finance (State Gazette of the Republic of Indonesia of 2003 Number 47, Supplement to the State Gazette of the Republic of Indonesia Number 1822);
4. Undang-Undang Nomor 33 Tahun 2004 tentang Perimbangan Keuangan antara Pemerintah Pusat dan Pemerintah Daerah (Lembaran Negara Republik Indonesia Tahun 2004 Nomor 126, Tambahan Lembaran Negara Republik Indonesia Nomor 4438);

5. Law Number 26 of 2007 concerning Spatial Planning (State Gazette of the Republic of Indonesia of 2007 Number 68, Supplement to the State Gazette of the Republic of Indonesia Number 4725);
6. Law Number 12 of 2011 concerning the Establishment of Legislative Regulations (State Gazette of the Republic of Indonesia of 2011 Number 82, Supplement to the State Gazette of the Republic of Indonesia Number 5234);
7. Law Number 6 of 2014 concerning Villages (State Gazette of the Republic of Indonesia of 2014 Number 7, Supplement to the State Gazette of the Republic of Indonesia Number 5495);
8. Law Number 23 of 2014 concerning Regional Government (State Gazette of the Republic of Indonesia of 2014 Number 244, Supplement to the State Gazette of the Republic of Indonesia Number 5587) as amended several times, the latest by Law Number 9 of 2015 concerning the second Amendment to Law Number 23 of 2014 concerning Regional Government (State Gazette of the Republic of Indonesia of 2015 Number 58, Supplement to the State Gazette of the Republic of Indonesia Number 5679);
9. Government Regulation Number 58 of 2005 concerning Regional Financial Management (State Gazette of the Republic of Indonesia of 2005 Number 140, Supplement to the State Gazette of the Republic of Indonesia Number 4578);
10. Government Regulation Number 47 of 2015 concerning Amendments to Government Regulation Number 43 of 2014 concerning Implementation Regulations of Law Number 6 of 2014 concerning Villages (State Gazette of the Republic of Indonesia of 2015 Number 157, Supplement to the State Gazette of the Republic of Indonesia Number 5495);
11. Government Regulation Number 18 of 2016 concerning Regional Apparatus (State Gazette of the Republic of Indonesia of 2016 Number 114, Supplement to State Gazette of the Republic of Indonesia Number 5717);
12. Minister of Home Affairs Regulation Number 114 of 2014 concerning Village Development Guidelines (State Gazette of the Republic of Indonesia of 2014 Number 2094);
13. Regional Regulation of Pangkajene and Kepulauan District Number 5 of 2005 concerning the Regional Long-Term Development Plan (*Rencana Pembangunan Jangka Panjang Daerah/RPJPD*) of Pangkajene and Kepulauan District for 2006-2025 (Regional Gazette of Pangkajene and Kepulauan District of 2005 Number 5);
14. Regional Regulation of Pangkajene and Kepulauan District Number 11 of 2008 concerning the principles of Regional Financial Management (Regional Gazette of 2008 Number 11) as amended by Regional Regulation of Pangkajene and Kepulauan District Number 10 of 2015 concerning the Principles of Regional Financial Management (Regional Gazette of Pangkajene and Kepulauan District of 2015 Number 10);

15. Regional Regulation of Pangkajene and Kepulauan District Number 4 of 2016 concerning the Formation and Composition of Regional Apparatus (Regional Gazette of Pangkajene and Kepulauan District of 2016 Number 4) as amended by Regional Regulation of Pangkajene and Kepulauan District Number 5 of 2018 concerning Amendments to Regional Regulations of Pangkajene and Kepulauan District Number 4 of 2016 concerning the Formation and Composition of Regional Apparatus (Regional Gazette of Pangkajene and Kepulauan District of 2018 Number 5);
16. Regional Regulation of Pangkajene and Kepulauan District Number 7 of 2018 concerning the Regional Budget of Pangkajene and Kepulauan District for the 2019 Fiscal Year (Regional Gazette of Pangkajene and Kepulauan District of 2018 Number 7);
17. Regulation of the Head of Pangkajene and Kepulauan District Number 66 of 2018 concerning the Elaboration of the Regional Budget for Pangkajene and Kepulauan District for the 2019 Fiscal Year (Regional Gazette of Pangkajene and Kepulauan District of 2018 Number 66).

HAS DECIDED:

Considering :

FIRST : The University Supporting Village Development (*Universitas Membangun Desa/UMD*) Technical Team, through Thematic KKN in Pangkajene and Kepulauan District with the membership composition as listed in the attachment to this decree.

SECOND : The Technical Team for the University Supporting Village Development (*Universitas Membangun Desa/UMD*) through Thematic KKN as referred to in the FIRST dictum has the task of assisting and determining the locus of KKN activities as well as submitting data on potential and program activities to be implemented in the Village to the University or Higher Education that will conduct the community service in Pangkajene and Kepulauan District in order to optimise the potential and resources of the Campus and University so that it would generate a greater impact for the Village and also accelerate the process of poverty reduction through community and village empowerment as well as monitoring and evaluating the activities of the implementation of Thematic KKN.

THIRD : This District Head Decree comes into force on the date of stipulation.

Stipulated in Pangkajene  
on February 2, 2019

**HEAD OF PANGKAJENE AND KEPULAUAN DISTRICT,**



**SYAMSUDDIN A. HAMID**

THE COMPOSITION OF THE TECHNICAL TEAM FOR THE UNIVERSITY  
SUPPORTING VILLAGE DEVELOPMENT PROGRAM THROUGH THE THEMATIC KKN  
IN PANGKAJENE AND KEPULAUAN DISTRICT IN 2019

- I. Person in charge : Pangkajene and Kepulauan District Head  
Pangkajene and Kepulauan Vice District Head  
Pangkajene and Kepulauan Regional Secretary
- II Chair : Head of the Regional Development Planning Agency
- III Vice Chair : Head of the Village Community Empowerment Agency
- IV Secretary : Secretary of the Village Community Empowerment Agency
- V Vice Secretary : Secretary of the Regional Development Planning Agency
- VI Members :
1. Head of Health Office of Pangkajene and Kepulauan District
  2. Head of Agriculture Office of Pangkajene and Kepulauan District
  3. Head of Fisheries Service of Pangkajene and Kepulauan District
  4. Head of Public Works Office of Pangkajene and Kepulauan District
  5. Head of Spatial Planning Service of Pangkajene and Kepulauan District
  6. Head of Housing and Settlement Area Office of Pangkajene and Kepulauan District
  7. Head of Social Affairs Office of Pangkajene and Kepulauan District
  8. Head of Education Office of Pangkajene and Kepulauan District
  9. Head of the Office for Cooperatives, Micro, Small and Medium Enterprises of Pangkajene and Kepulauan District
  10. Head of Tourism and Culture Office of Pangkajene and Kepulauan District
  11. Head of Trade Office of Pangkajene and Kepulauan District
  12. Head of Manpower Office of Pangkajene and Kepulauan District
  13. Head of Statistics Office of Pangkajene and Kepulauan District
  14. Head of Environmental Office of Pangkajene and Kepulauan District
  15. Head of the Office for Women's Empowerment and Child Protection of Pangkajene and Kepulauan District
  16. Head of the Development Administration Division for the Regional Secretariat of Pangkajene and Kepulauan District
  17. Head of Economic and Natural Resources Administration Division for the Regional Secretariat of Pangkajene and Kepulauan District
  18. Head of General Administration Division of the Regional Secretariat for Pangkajene and Kepulauan District

19. Head of the Socio-culture and Government of Regional Development Planning Agency (*Bappeda*) of Pangkajene and Kepulauan District
20. Head of Planning, Control and Evaluation Division of Regional Development Planning Agency (*Bappeda*) of Pangkajene and Kepulauan District
21. Head of Economic and Natural Resources of Regional Development Planning Agency (*Bappeda*) of Pangkajene and Kepulauan District
22. Head of Regional Infrastructure and Development of Regional Development Planning Agency (*Bappeda*) of Pangkajene and Kepulauan District
23. Head of Village Government of Community and Village Empowerment Agency (DPMD) of Pangkajene and Kepulauan District
24. KOMPAK (*Kolaborasi Masyarakat dan Pelayanan untuk Kesejahteraan*)
25. Ir. HATTA USMAN
26. MUHAMMAD ILHAM, SS, M.Si

HEAD OF PANGKAJENE AND KEPULAUAN DISTRICT,





## Appendix 5. MoU between Pangkep District Government and UNEJ



MEMORANDUM OF UNDERSTANDING  
Between  
THE GOVERNMENT OF  
PANGKAJENE AND KEPULAUAN DISTRICT  
and  
JEMBER STATE UNIVERSITY  
Concerning



THE IMPLEMENTATION OF UNIVERSITY SUPPORTING VILLAGE DEVELOPMENT  
(*UNIVERSITAS MEMBANGUN DESA*) PROGRAM THROUGH SUSTAINABLE  
THEMATIC UNIVERSITY COMMUNITY SERVICE (*KULIAH KERJA NYATA*)  
IN PANGKAJENE AND KEPULAUAN DISTRICT

NUMBER : 014/14/KSD/VII /2019

NUMBER : 11072/UN25/KS/2019

On this day, WEDNESDAY, the THIRD of JULY, TWO THOUSAND AND NINETEEN (03-07-2019), located in Pangkajene, Pangkajene and Islands District, we, the undersigned:

**I. H. SYAMSUDDIN A. HAMID, S.E.**

Head of Pangkajene and Kepulauan District, in this case acting for and on behalf of the Pangkajene and Kepulauan District Government which is located at Jalan Sultan Hasanuddin Number 1 Pangkajene, hereinafter referred to as the **FIRST PARTY**.

**II. Drs. MOH. HASAN, M.Sc., Ph.D.**

The Rector of the Jember University, in this case acting for and on behalf of Jember University, which is located at Jalan Kalimantan Number 37, Tegal Boto Campus, hereinafter referred to as the **SECOND PARTY**.

### Article I

#### PURPOSE AND OBJECTIVES

- (1) This Memorandum of Understanding is intended to become a reference and basis for **the PARTIES** in carrying out cooperation in organising Thematic University Community Service (*Kuliah Kerja Nyata*) in Pangkajene and Kepulauan District.

- (2) This Memorandum of Understanding aims to create a cooperative relationship on the University Supporting Village Development through the implementation of the Thematic University Community Service Program in Pangkejene and Islands District.

## **Article 2**

### **SCOPE**

The scope of this Memorandum of Understanding is:

1. Jember University prepares resources in the form of students who will participate in the Thematic University Community Service Program in Pangkajene and Kepulauan District;
2. Students participate in the Thematic University Community Service Program to encourage villages and village communities to become developed;
3. Community service;
4. The Government of Pangkajene and Kepulauan District is responsible for preparing the location for the Thematic University Community Service Program; and
5. The Government of Pangkajene and Kepulauan District is responsible for providing themes that will be implemented at the Thematic University Community Service Program by adjusting to the disciplines of the Jember State University.

## **Article 3**

### **IMPLEMENTATION**

- (1) The PARTIES will follow up on the implementation of this Memorandum of Understanding, as stated in this Memorandum of Understanding.
- (2) The Thematic University Community Service Program refers to the University schedule.

## **Article 4**

### **PERIOD OF TIME**

- (1) The period for this Memorandum of Understanding will be effective as long as it is still desired by the PARTIES and also could be terminated at the agreement of both parties.
- (2) If the PARTIES do not wish to terminate it, this Memorandum of Understanding will be automatically extended.

## **Article 5**

### **EVALUATION**

This Memorandum of Understanding will be evaluated periodically, the evaluation will be performed at least at the end of each implementation of the Thematic University Community Service Program and accomplished jointly by the PARTIES.

**Article 6**  
**FINANCING**

Financing that arises as a result of the implementation of this Memorandum of Understanding will be borne by the PARTIES in accordance with their respective duties and responsibilities as well as other sources that are legal and non-binding in accordance with the applicable laws.

**Article 7**  
**ADDENDUM**

- (1) Provisions that have not been regulated in this Memorandum of Understanding will be regulated based on the Agreement of the PARTIES and set out in writing in an addendum which is an integral part of this Memorandum of Understanding.
- (2) Each attachment to this Memorandum of Understanding is an integral part of this Memorandum of Understanding.

**Article 8**  
**DISPUTE RESOLUTION**

In case of difference of opinion or dispute in the implementation of the Memorandum of Understanding, the PARTIES agree to resolve it by deliberation to reach a consensus.

Thus this Memorandum of Understanding is made in 2 (two) original copies and signed by the PARTIES on the date stated at the beginning of this Memorandum of Understanding, sufficiently stamped and sealed by the stamp of respective Institution and legally having the same legal force.

THE FIRST PARTY

Head of Pangkajene and Kepulauan District



H. SYAMSUDDIN A. HAMID, S.E.

THE SECOND PARTY

Rector of Jember University



Drs. WIDI HASAN, M.Sc., Ph.D.



Scan the QR Code for Download  
**Evaluation of the Implementation of  
University Supporting Village Development  
(Universitas Membangun Desa/UMD) Model**

Can be downloaded at the following link  
<http://bit.ly/evaluasiumd>

**KOMPAK**

Jalan Diponegoro No. 72  
Jakarta 10320 Indonesia  
T: +62 21 8067 5000 F: +62 21 3190 3090  
E: info@kompak.or.id  
www.kompak.or.id

ISBN 978-623-6080-14-6 (PDF)

