



EMPATHY GROWN THROUGH KKN PPM UGM TOWARDS UNITY AND COALESCENCE OF PAMULIHAN COMMUNITY

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ABSTRACT

Society is a group of people with high dynamic changes. It affects all aspects of life needs to be filled. The difficulty in meeting needs of community life make people easily triggered their anger into committing a crime. The lack of sense in unity and coalescence of communities is caused by the high sense of individualism. KKN with PPM concepts have been done by some Indonesian universities which are emphasized on the process of student dedication to the community. SIPBM is a summary of the data filled by community that has a high accuracy degree of data. The data is the basis for BAPPEDA to solve problems through academic activities. KKN PPM is one form of cooperation between the local government through BAPPEDA to seek appropriate solutions to overcome individualism, inability to meet the needs, as well as increased knowledge and skills through community education. KKN PPM program is implemented by the concept of empathy and requires community involvement, either directly or indirectly, at the site to achieve unity Pamulihan society through examples of approaches by students. Students involved in KKN PPM are derived from 4 different clusters to solve problems that occur in the community (interdisciplinary). The emergence of service learning program for people receive the program according to the needs, interest, and local characteristics Pamulihan.

Keywords : *Empathy, SIPBM, KKN PPM, Unity and Ccoalescence, Iinterdisiplinary*



I. PREFACE

Brebes district is one of districts in Central Java province with an area of 1667.73 km². The population in Brebes district is around 1,732,719 inhabitants in 2010. Its capital district is located in Brebes subdistrict. Brebes district is the most populous district in Central Java. High number of residents can provide positive and negative impacts. The positive impact of the high number of residents is an abundance of human resources, ability in increasing production, increasing solidarity among nations, and having a greater chance of entrepreneurship. In contrast, the negative impact of the high number of residents, among others, are the employment competition is not facilitated by the government yet, the competition for residential land dwindling, the growing number of poverty due to lack of development of creative people to open their own jobs, and the low level of the chance of each child to go to school and get a proper education and adequate.

Therefore, the local government through the Bureau of Regional Development and Planning (BAPPEDA) collect the data related to the potential of human resources (community) based on age, educational level, and dropping out of school, literacy skills, occupation, and religion. All such information is summarized in an Education Information Community Based System (SIPBM) that involves community participation in the data collecting and use bottom-up pattern (Djoko Gunawa, 2014). The involvement of community participation meant that all the information written in SIPBM is accurate information so that both local government and other stakeholders have the resources to do well as accurate treatment to the people listed by category in SIPBM.

Brebes district community majority livelihood are farmers and traders. Red onion, sugar cane, chili, and corn are some of the products produced by farmers in Brebes district, especially in Larangan subdistrict. Based on the existing data in the SIPBM, Brebes district has a village with the lowest educational level, i.e. Pamulihan village in the Larangan subdistrict. The SIPBM data contained 4,765 illiterate people over 45 years old; 810 people dropped out of school at the primary with the biggest reason is unaffordable cost and the further reason is that they do not want to continue to the next level (SIPBM, 2012). More than a thousand people are jobless and nearly a thousand people get the job through urbanization outside Pamulihan. This is because in general every society want better living conditions (Soetomo, 2011: 27). Those who do execute urbanization feel not meeting the needs so they should work outside domicile.

Pamulihan has a quite high population of productive age (15-45 years old) in number 10.333 inhabitants. This figure has its own expectations for the Brebes district local government, especially in rural development and improvement efforts. In fact, most of the youth choose to do urbanization because of the needs to be met. In contrast, youth of Pamulihan who don't do urbanization and decided to stay, classifying himself and gave birth to a group (gang) in accordance with their wishes with a negative culture inherent in it instead. The unmerging Pamulihan youth who decided to stay with who returned to his home is caused by the social changes brought by the urban. Negative impacts that might occur is delining moral values that conflict with prevailing values and norms, sparking crime, high levels of consumerism characterized by patterns of public spending beyond the need, as well as the nature of high individualism.

Riots among the residents that had occurred in Pamulihan are caused by anger factors, biological factors, the generation gap, the environment, the role model of violence, frustration, false disciplinary process, economy, population density and age (Prana Perdana, 2005). Several



riots had occurred among others during *organ tunggal* performances and liquor consumption, misconceptions about the destruction of paddy crops by wild buffalo (Kompas, 2009), and young men attacks caused by unknown group (Suara Merdeka, 2004). This phenomenon indicates that there is no longer unity and coalescence community to build Pamulihan village towards a better direction. Unity and coalescence implies a unification of various diverse shades into one unified and harmonious roundness.

Seeing this phenomenon, BAPPEDA wishes to make a model of problem solving engages the community in the Brebes district generally, and Pamulihan village particularly. The budget constraints and the difficulty in communicating with the public government due to the low level of public trust caused local government of Brebes have limited alternative problem solutions and doomed to failure.

Therefore, local governments are trying to find an alternative by involving the academic community both public universities (PTN) and private (PTS) to be a partner with local government, in this case is BAPPEDA, doing community development and empowerment activities in order to increase Pamulihan community knowledge and skills. Activity partners can be realized by PTN/PTS in the form of field work experience (KKN) or the use of leisure time or other activities organized by both public and private universities, within a certain time.

STUDY LITERATUR

a. Empathy

Many people still interpret the empathy same with sympathy. Unnoticed, there is a limit and difference between sympathy and empathy. Empathy is a psychological process that allows individuals to understand the intentions of others, predict their behavior and experiencing emotions triggered by their emotions, as if individuals entered in other people that understand the situation and the emotional state of others. According to experts, empathy is a person's ability to understand the feelings and emotions of others as well as the ability to imagine himself in the place of other (Hurlock, 1999: 118). A person can be said to have a sense of empathy when he/she has the characteristic ability of being able to accept the other person's perspective, has a sensitivity to the others' feelings, and be able to listen to others.

Empathy is the mental state which makes a person feel or identify someone in a state of feeling or of the same mind with another person or group (KBBI, 2005: 299). These feelings are born and honed within the community of college students generally and community particularly to success the organized program in order to improve the knowledge and skill of Pamulihan community.

b. Kuliah Kerja Nyata Pembelajaran Pemberdayaan Masyarakat (KKN PPM)

Kuliah Kerja Nyata program (hereinafter referred as KKN) is a common activity that is held by most of the universities in Indonesia. However, please note that not every university has the same concept of KKN implementation. Gadjah Mada University (UGM) has its own concept better known as KKN PPM. KKN is one form of community service performed by students in interdisciplinary, institutional, and partnership as one form of Tridharma Perguruan Tinggi (UPI, 2014).

PPM pattern applied is a way of a university to train students to be able to help the community in a particular location to explore its potential through the process of planning and implementation by the community. In addition, the PPM process hone students to empathize with the public (Tim Penyusun, 2013: 5).



In essence, the implementation of the KKN contains stabilizing vision personality, social sensitivity, the ability to live in a society, knowledge of conservation, use of natural resources and the environment, and have an insight into the development of science technology and the arts (Dikti, 2006). This vision has a certain hope of the students to be democratic, civilized, uphold human values, dignity, care for preservation, as well as participate actively in seeking problem solutions of socio-cultural and the environment wisely.

c. Unity and Coalescence

In terms of each word, the unity has the meaning as gathering of the various components that make up into one. Coalescence is the result of the association that has become one. The principle of the unity on coalescence in Indonesia is Bhineka Tunggal Ika, the principle of responsible freedom, archipelago insight principle, and the principle of the unity of development to make the ideals of reformation.

A sense of unity and coalescence of residents occur in their lived area because it was influenced by a feeling of kinship, national awakening, and vows youth. The factors on which the growth of the spirit on nationalism that gave birth to the unity and integrity intact. In contrast, things treated as factors into breaking the unity factor is the presence of anger, biological factors, the generation gap, the environment, the role model of violence, frustations, false disciplinary process, economy, population density, and age (Prana Perdana, 2005).

II. METHODOLOGY OF RESEARCH

Empathy development is implemented through Field Work Experience Learning Community Empowerment (KKN PPM). Implementation of KKN is a routine activity that is held by most of the universities in Indonesia. However, not all universities carrying out KKN with the same concepts. There are universities that implement KKN with service learning activities concept (PPM), but there are also others which use other concept that support the university's vision and mission. The concept of KKN PPM program implementation is one of the university's response to the strong pressure of globalization in society in Indonesia which has undergone a paradigm shift and formed the development paradigm into empowerment, so that implementation of the PPM service learning program becomes more contextual (Tim Penyusun, 2013:1). Referring to the basic of **empathy-participatory**, KKN PPM implemented the concept interactively and synergistically between students and the community in development through activity that may involve, engage, and foster a sense of belonging to the community development. The basic principle is expected to become the foundation for a program that has the implementation of the principle of co-creation programs, flexibility, and sustainability (Tim Penyusun, 2013: 2-4).

The completion of the problems occurring in the community site can not be resolved through one disciplines of science, but requires an approach from a variety of disciplines (interdisciplinary). With the diversity of disciplines involved, KKN PPM have diverse alternative solutions which can be obtained and tested to overcome the problem of community. Of course, the application of an alternative solution, which is obtained based on the procedure of research (research-based), is performed to obtain a solution that is in accordance with the characteristic of the community through teaching and service experience. There does not rule out the possibility that any solution found and determined might experience the dynamics of development and change in accordance community (integration aspects of Tri Dharma Perguruan Tinggi).



Students, as an agent of change for the community, utilize PPM implementation of service learning programs as a way for socializing, developing personality, testing applied sciences, and developing and empowering a community (preservation of Tri Gatra KKN PPM) in accordance with the problems encountered and dealt with. Thus, students can understand the applied sciences appropriate to the circumstances on the field and obtain discussion topics in the class (complementary comprehensive and dimensionless). The application of science provision must be tailored to the potential location of the community by aspects of human resources and natural resources or other sources. It is closely related to the level of interest and community confidence in KKN PPM in its environment. KKN PPM students will be well received if they are able to implement the provision of knowledge by using the full potential (realistic-pragmatic) for the development and preservation of the environment for the common interest (environmental developmental).

Each of group of students should empower community members around the student living area in order to achieve the goal of KKN PPM program. Of course, the involvement of students in community empowerment is in an attempt to meet the needs of knowledge (community education) and skills appropriate to the potential of Pamulihan community. Empowerment process by students must be conducted by accordance with the level of urgency of needs and in accordance with the interest and characteristics of the community around the student living area. This is done to avoid any form of implementation of the program which seems 'forced' to the public as beneficiaries of the program.

Through Field Work Experience Learning Community Empowerment (KKN PPM) which are held regularly by the college, students are required to increase the role of both knowledge and skills through a series of learning activities or training. Students are required to take an active role closer to the people who know the entire desires, problems and constraints faced by the community. Then, students develop activities based on the findings in the community. This is done to avoid the imposition of any activity which is contrary to the wishes of the community and to foster confidence in the new figure (students).

In practice, the students do not carry a whole series of learning activities independently and separately. However, students are required to be able to involve the community of local community leaders and become leaders in accordance with their respective competence of every leader. Furthermore, the leader is active and full of role in knowledge building activities (community education) and skills in the environment in where he lived (sustainability).

The involvement of empathy and emotions within the students generate genuine activities without strings attached. Moreover, an activity that occurs because empathy is no longer based on student interests but based on the needs and interests of the communities (flexibility). In addition, student-owned empathy can be transmitted and understood to each leader who consciously and responsibly continue activities in increasing knowledge and skills of the community Pamulihan.

To get the findings on the wishes, problems, and constraints faced by the community, proper techniques and instruments are needed. The techniques used to obtain information are interviewing, observing, and issuing questionnaires. The necessary instruments are observation sheet, interview guidelines, and pieces of questionnaire. Interviews and questionnaires would be done by some community members according to the capacities, the position, and their significance. These documents are then processed, classified (grouped) based on the level of urgency categories in the needs of the community. These categories are then used as the basic in arranging the plan, implementing, and evaluating (replace or develop) appropriate program



(flexibility) to the needs, interests, and the characteristics of the community, so it is easier for students to be accepted by the local community. Those are needed because the community is not only a recipient of program but also an active roleplay in the implementation of the program in accordance with his capacity (co-creation).

It is necessary that the community is involved in the implementation of programmes adapted to the capacity and capabilities. The public can participate in pouring their aspirations or opinions as directions and feedback to the students over their implementation of programs which are expected to be suitable with the current needs of the community and the program organized for local people, also as a requirement of the instruments created as a supporting factors of the program execution, documents of communications, educational and information (KIE) which are issued to the entire local community. This means that any community involvement does not necessarily takes the form nominally but at least it can be converted in the form of nominal (co-funding). Allocated time and exertion which were deployed by the community to help the students of KKN PPM teams are taken as their participation in achieving the purpose of execution KKN PPM program. Thus, the community also participate through empathy that grows within the community for the development and empowerment of local communities.

III. RESULTS AND DISCUSSION

Community development activities basically contain four elements: 1) a community development is essentially a process of change, 2) a community development is the process of creating a harmonious relationship between the needs of people with potential, resources, and opportunities, 3) a community development is the process of developing the capacity building, 4) a community development is a process which is multidimensional (Soetomo, 211: 34). The sentence obviously implies that the development of the community through KKN PPM can not be separated from the needs of the community which are supported by the potential of the community and the environment. Moreover, the community has a great opportunity to do a development through the implementation of the students of KKN PPM.

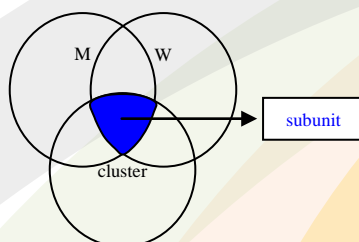
When the 4 elements of community development are associated with the implementation of KKN PPM program, they form a multidimensional process of change with the establishment of a harmonious relationship between needs and resources through the development of community capacity to develop itself, especially in taking advantage of opportunities and resources, anticipating challenges and solving emerging social issues to realize a more prosperous living conditions. Therefore, the students have the same role in attempts to solve social problems which arise by mixing-and-matching the theories which have been acquired in their college.

The presence of inclusion and involvement of community members (empathy-participatory) in the process of implementation of the program designed by the students makes the series of programs more meaningful. This means that the community provides assessments towards the series of program organized by students in deciding whether the program is suitable to the needs, interest, and characteristics of their communities. Furthermore, the community is involved not only in the process of the implementation but also in the planning and evaluation process in accordance with the capacity of any involvement in the organized programs.

Basically, the results of the implementation of the program to the program user community is the growth of the value of empathy within the community as indicated by the willingness of community members to be involved either directly or indirectly in the process of implementing

the program in the neighborhood. In addition, the implementation of the program can stick the relationship between members of the community who have previously stretched which can be seen from the willingness of the community to impartially organize the learning process together.

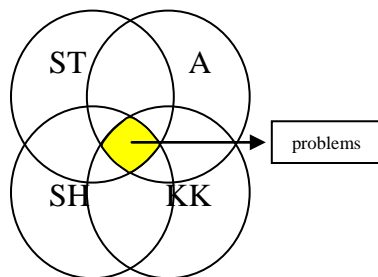
KKN PPM program cannot be successfully done without the cooperation between Brebes District Government through BAPPEDA (Bureau of Regional Development and Planning) with UGM (Gadjah Mada University). The KKN PPM program is implemented in Pamulihan village, Larangan Sub-district, Brebes District (hereinafter referred to as KKN PPM JTG 33 Brebes) for approximately 50 days. The number of students involved are 29 people (units) which are divided into 4 groups (sub-units) to occupy 4 different locations in the Pamulihan village. The determination of 4 locations which are used as a student command post is done by mutual agreement between the village governments, hamlets, and field supervisor (DPL).



Picture 01. Student Plotting

The picture below shows the division plotting of the 29 students level units into 4 sub-units through some careful consideration. The things to be considered in the plotting process are a comparison of men and women per sub-unit, the number of students each cluster, and the interaction of each student which can be determined during the preparation process. These considerations can affect the effectiveness and efficiency of the program delivery in each sub-unit and highly depend on the intimacy of collaboration between students at the sub-unit level. The diversities of clusters on each sub-unit are necessary so that the problems encountered can be solved through different disciplines approach.

Cluster involved in the implementation of KKN PPM JTG 33 Brebes consists of science-technology cluster (ST), agro cluster (A), the social humanities (SH), and health-medical cluster (KK). Each cluster carries the characteristics and science to be applied in the life of society to solve the existing problems. Picture 02 shows that each cluster has the same contribution in the process of problemssolving in the community. Thus, each student has the same roles, duties, responsibilities, and functions in the process of learning and empowerment for community in the location. Therefore, the ability of students are at stake in finding the right solution effectively and efficiently.



Picture 02. A Cluster Contribution in Problem Solving

Program Activities

In order to produce quality programs, the establishment of the series of programs should be based on a simple research (research-based community service) to determine the needs, constraints, problems, and expectations of the various parties, namely the local government to the village, BAPPEDA as regional development planning agencies, and the community itself. In addition, the program design must be determined in accordance with the characteristics, interest, potentials, and the needs of the community. The emergence of the program for the targeted communities based on the data contained in SIPBM and validated by the BAPPEDA. The steps of the program allocations are as follows.

- The analysis of the SIPBM data is based on the amount of the highest numbers on each category of society. Figures were obtained through the analysis then grouped into categories of targets and the categories of potential.
- From the analysis, there were found the highest rate in the targeted category i.e. a group of illiterates, dropouts group, and a group of young children. The number occurred on the potential category is livelihood groups. Those groups are used as program beneficiaries.
- The process of designing the program is customized with the negative category so the problem solver program should be found as a solution to solve the problem. For the positive category (livelihood), it is used as the first storefront implementation program. In addition to the design of the program, the proposing team designs and prepares the necessary documents such as teaching module, KIE sheets, instruments as needed.
- Once the design of program is completed, a forum group discussion (FGD) of the program design which was attended by Local Government of Brebes District, Planning Office Education Department, UPTD, Himpaudi was organized. A discussion forum organized is a kind of socialization program which will be held at the location as a problem-solving solutions. In this discussion forum, they do not avoid the elimination and development program and/or documents that have been previously arranged so it is possible to produce a design program in accordance with the conditions on the ground.
- FGD process gives a lot of advice over the program which will be held at JTG 33 Brebes location. In order to know the real situation, the observed student team validates information received during the FGD. The information is customized on-site conditions. The dynamics of many design changes will occur during the directly validation process to the community.
- The last step is the stage of finalization of the program where the program is being put into practice by the students at the KKN PPM JTG 33 Brebes location for 50 days. Finalization also applies to all documents supporting the implementation of programs such as teaching module, KIE sheets and necessary instruments.

Activities performed by the students alongside the community have the design of the program which is suitable with the conditions of Pamulihan. This design is used as guidance derivate programs to fit the goals and objectives of the program. Program design is shown in the following figure.



Picture 03. Grand Design of Implementation of KKN PPM UGM JTG 33 2014 Activities

The picture shows that the designed program is divided into 4 types of programs based on the target group of Early Childhood Education (ECD) for young children age 0-6 years, Literacy Independent Business (LIB) for illiterage age >45 years, training computers for the youth, and entrepreneurship for micro entrepreneurs and other community members as a mean of improving the Pamulihan people's living skills. Each program activities implemented were never separated from member of public involvement process. Communities who involve in the program are the chosen of community member based on the program and competence of members so that members of the community be the mediator between students and community goals. Those selected communities are the ones who will teach other community members with signs or agreement of student programs.

The involvement of local community members as tutors or local teacher is in order to facilitate the communication with other community members who are not familiar with Indonesian well. Tutors are given the sense that no one else can make the other community members capable of literate skilled without their help. If not them, no one else is able to educate other members of the community. This sense is expected to be kept on their minds, the ones who



have a good level of literacy skills and life skills which are better than others. Thus, there was empathy and sympathy within the tutor.

Activities Procedure

In attempts to carry out a series of activities, it is required to have sequenced activity procedures. Every element of the procedures of this activity can not be eliminated even just one. The purpose of the procedure is that the implementation of program activities would be done as expected and in accordance with the objectives of the program.

- a. **Observation** is the early step that must be implemented in order to carry out activities in accordance with the goal of the program so that the purpose of the implementation can be achieved. By definition, an observation is a carefully review activities (Indonesian Dictionary, 2005: 794). Observation according Riduwan (2004: 104) is a data collection technique, in which the researchers make observations directly to the object of study for a close look at the activities carried out. In addition to observation, student conduct a further investigation by using interviews and questionnaires.
- b. **Prepare a material of Communication, Information, and Education (CIE) document.** The material provided is summarized in a module. The module is an instructional material systematically arranged with language that is easily understood by the students according to their age and level of knowledge, so that they can learn on their own with minimal assistance or guidance from educators (Andi Prastowo, 2012:106). Referring to this definition, the module is prepared in accordance with the potential, characteristics and needs of the learners based on profession of livelihood, customs, local culture, and other in order to maintain the interest and appeal of the learners. In addition to the preparation and development of materials, students create the CIE documents in accordance with hot issue in the community. CIE document is served as a simple educational tool with a relatively small size in the form of posters, stickers, of leaflets which are distributed to be read and understood by the community groups.
- c. **Socialization** is an attempt to popularize something to become known, understood, internalized by society (KBBI, 2005: 1085). In connection with activities in the community, socialization is the earliest activity providing information about the activities of KKN PPM to all elements of the public and interested parties. Moreover, the socialization process is intended to foster public confidence in the student.

As was explained earlier that the core of socialization implementation is to provide information about KKN PPM which have been approved and will be implemented to the local government, other agencies, and other stakeholders who will be a partner in order to prepare for the implementation of activities at location (Drafting Team, 2013: 26). There is not only taken as the delivery of information, but also as the implementation of socialization process used by students to perform follow-up of observation. Follow-up observations is a confirmation of data and problems that have been collected previously to be adjusted to the issues raised in the community. This process is done in order to look for data accuracy and validation of the program which has been designed previously. The ability of the students is at stake in enabling to communicate and negotiate with the communities so they are willing to get involved during execution of the program.

Socialization efforts can be implemented by setting up a mini stand or socialization by means of door to door. Both of these efforts are made to get closer to students with the local community and to be more easily accepted.



d. Tutor recruitment/companion of the elements of society

The definition of recruitment is generally a set of organizational activities used to attract prospective employees who have the ability and attitude necessary to help the organization achieving its goals (Ivancevich, 2007). Referring to this definition, the implementation of the KKN PPM recruitment process is an activity in selecting community members to be a local tutor or local faculty. After obtaining local tutors, they joined the program ToT (Training of Trainers) to be introduced with the implementation of the program to the target. ToT undertaken is a process of understanding and awareness of the local tutors in their engagement during the learning process. Moreover, the implementation of the ToT aims to let the tutors know that they have the authority to expand the modules both in terms of material, jobsheet or worksheet, teaching methods, and so on. Development carried out by the tutor is based on the tutors' creativity which is also based on the findings during the learning process. It is about the process of hiring not only a local tutor, but also learners each program. The method of the recruitment is 'proactive' in which students approached each member to offer self involvement of community members in each program which is in accordance with the target communities.

The recruitment process for the implementation of KKN PPM is used to gather community members who have more education or the highest among others and have experience in tutoring literacy programs, computers, early childhood education, and entrepreneurship. Tutor recruitment process is done with the following steps.

- 1) Looking for information on members of the public who had been a good tutor in literacy, entrepreneurship, computer, and early childhood education through the head of the RT or RW as well as other community leaders.
- 2) Visiting prospective community members as the tutor's referral.
- 3) Brainstorming the prospective tutors about the implementation of the program. This is done to determine the implementation of the same program which might be applied before (which is never carried by the other implementator programs, such as literacy programs by private university) then used as a discussion material in order to carry out the learning activities which are better suited to the needs of the learners.
- 4) Make a list of needs, desires, and characteristics of the tutors for the implementation of the program so that students have a reference of development program that has been tailored to the needs, desires, and characteristics of the local community.

Not only tutor recruitment, there is also recruitment to get people which were going to learn. Learning cannot run properly without the presence of a tutor and learning community (learners). Process undertaken during the recruitment of the learners (students) are as follow.

- 1) Looking for information about the number of illiterate 'have not been worked on' in the region of KKN PPM through Regional Technical Implementation Unit (RTIU) Larangan District, Brebes.
- 2) Looking for information about youth association or communities in the work area to be used as a reference of visitation of KKN PPM recruitment.
- 3) Visiting prospective learners (students) with the approval of the RT/RW so that the RT/RW involved in this recruitment process.
- 4) Providing insight and motivation to prospective learners (students) in order to have the will to follow a series of learning programs initiated by students of KKN PPM.



- e. **Implemetation of learning** using the writing methods and practice methods. The writing method is a method using letters or symbols in every shape to find out everything that was not previously known (Abdul Majid, 2008: 141). Practice method is intended to educate participants by providing educational material using either a tool or object, as demonstrated, while students are expected to be able to clearly understand and practice the material (Abdul Majid, 2008: 153).
Basically, the learning process is carried out in the adult education approach i.e. education for adults who use some of her time and without being forced to be willing to improve the knowledge, skills, and attitude changes (Suprijanto, 2009: 14). Learning using the writing method is not only an activity of transferring or absorbing materials from the tutor to the learners, but the learners are also expected to be more actively in expressing their opinions, expressing their learning experiences, and working collaboratively between residents learner and tutor. Practical learning is an activity which aims to increase productivity so that learners can improve the quality of employment through development of skill with the use of appropriate tools (Saleh Marzuki, 2010: 170).
- f. **Evaluation** of the learning outcomes related to the learners in each program which were held. The provision of evaluation aims to determine the progress of learners to repair and improve the learning activities and also provide feedback for improvement of the implementation of learning activities (Asep Jihad, 2010: 63). In implementing the program, the evaluation was carried out during the implementation process and at the end of learning. Thus, the tutor would know the progress or the rate of the increase of knowledge and literacy skills of learners as well as other programs.
- g. **Certification** is given after the entire program is completed to the community either as participants or local tutors. Certification includes a passing certification mark concerned the ones who have successfully completed the entire set of learning competencies that are required according to standards set and also certification as a sign of membership in having followed all of the activities but has not passed the value according to the standard of competence specified. This should be undertaken so that the learners (students) who have not passed are motivated to move forward.

Implementation of Program

The whole procedures of activities that have been described previously are implemented into the 4 programs. The results of each program is as follows.

- a. **Literacy Independent Bussines (LIB)**
LIB program is organized for people who are classified in the age range of 18 to 59 years old. The emergence of this program is based on the low level of literacy skills possessed by the people in Pamulihan. Based on the data of SIPBM, the proportion of the people living in this village is as much as 20.031 inhabitants. A total of 12.342 people do not have a diploma. Members of the public who do not have a diploma is supported by the number of people with illiteracy skills as much as 6.514 (SIPBM, 2012).
In order to reduce the number of these illitearcy skills, there was held a program called Literacy Independent Bussines (LIB). LIB program is an activity in which the people are taught with literacy competences through improving their bussinessability which can increase their both individual and group productivity (Ditjen PAUDNI, 2014: 3). The purposes of the LIB program are to maintain and develop the learners' literacy



competences, to improve their entrepreneurship ability, to make them realize their potential, and to increase the empowerment of the learners through increasing their knowledge, attitudes, skills, and efforts independently.

The learning process is based on the willingness and agreement between tutors and learners for establishing a learning contract. The learning contract agreed includes the place of the teaching and learning process, the allocation and duration of the learning time, and learning methods. The implementation process of the activities is explained below

- 1) The learners not burdened by the number of meetings which have to be met.
- 2) The learners not burdened with time of learning. This means that the implementation of the learning can be held in the morning, noon, or night according to the learners free time studying.
- 3) Local tutors are given unlimited opportunity and authority to develop materials and exercises used during the learning process.
- 4) The materials provided are in accordance with the learners' professional backgrounds, so that the learners have a personal experience which can be used as learning materials.

It is necessary that the preparation of the KUM material is based on Competency Standard (SKL), which has been accordingly designed by the competent authority, in this case Education and Culture Ministry. Presentation materials contained in the teaching module are in the form of syllabys. This is done in order to make the learners learn independently without the direct guidance of a tutor (independently). Teaching module is also equipped with supporting images to explain the words listed, especially for difficult word terms, so that the learners are able to understand easily and to improve their interest in reading. Furthermore, to stimulate their entrepreneurship ability, teaching modules are equipped with cuisine recipes in an attempt of developing their knowledge in using or exploiting the raw materials provided in their place or residence. At the end of the lesson, each tutor implements simple learning evaluation to determine the increase of the knowledge and literacy skills of the learners.

b. Computer Training

Pamulihan have a number of young people aged 16-25 years old with as many as 4.053 people. Most of them do not have a regular job and do not continue their education to a higher level. Even though some of them found a job, they choose to be involved in urbanization to other areas in order to meet their personal needs. For those youth who do not get a steady job, they only stay in their village and form groups to commit a crime even without having the skills which can help them meet the needs.

Computer skills is a way which are potentially able to bring the youth. Due to the existence of this computer training, youth can open new businesses associated with such computerized rental business. The materials are provided in the form of simple computer skills, namely the introduction of Microsoft Office consisting of Word and Excel. Associated with globalization in the name of communication technology, they are also taught about the modem and the internet. Thus, the youth of Pamulihan can increase their productivity through these skills. Furthermore, the level of anxiety among other community members on crime caused by young of Pamulihan can be decreased.



c. ECD Institute Management

The success of an organization in achieving its objectives is highly depended on the skill in managing all resources owned by the institution. Those resources are on the form of potential institutions that are fully supported by human resources as a manager. To help meet the goals of institutions, the managers of agencies work with the students in analyzing the weakness, constraints, and the desire associated with the institution. All the results of the inventory becomes the basis for the implementation of activities related to the management of early childhood education that is based on the priority scale.

d. Entrepreneurship

Entrepreneurship program is conducted based on Pamulihan potential as on producing quality onion and corn product in Central Java. In addition to this potential, there are many micro-entrepreneurs who have been running on but not many Pamulihan people know. The program is divided into 2 groups i.e. onion cultivation group and corn cultivation group. Moreover, there are several groups are formed based on the type of the entrepreneurial activity that has been going on for a long time. Type of entrepreneurial activity is then reviewed more on the problems as well as the expectations and desires of the business owner. Furthermore, students find an alternative solution agreed by the business owner.

Red onion and corn processor

The society was introduced to a variety of processed red onion and corn with a simple recipe. This is related to the land of the focused entrepreneurs who are still fairly rare in Pamulihan. They are trained to make processed onion and corn with a variety flavors and variants in a simple and applicable way. Furthermore, they can do on their own without the assistance and help from the students after KKN PPM.

In order to keep their skills after KKN PPM, many books on entrepreneurship guide and recipe collection of a variety of processed raw materials potential in Pamulihan are provided.

Micro-entrepreneurs

For micro-entrepreneurs who have been there, they are given training on strengthening the business. This training aims to provide reinforcement efforts through discussions and brainstorming on the constraints, problems, and desires on the business entrepreneurs who lived at this time. Students are also required their ability to provide an alternative solution that gives both sides of the internal gains (entrepreneurs) and external parties (customers, stores that sell the product though, owners of capital).

The youth was also in entrepreneurship

In the implementation of entrepreneurial programs, the youth of Pamulihan are also involved in the entrepreneurial activity. Although they are not positioned as the manufacturer or producer of such products, the role of the youth as a marketer of the products around or outside Pamulihan is also necessary. With these types of activity, the youth get the entrepreneurial skills in accordance with the capabilities and competencies.



IV. CONCLUSION

In essence, the program which has been organized by students through KKN PPM JTG 33 Brebes is capable to improve the empathy of society in particular, and students in general. Students are stimulated to plan, implement, and evaluate the development of programs that will do, is being, or has been applied to the communities in which they live. Thus, there is no longer a program that is not in accordance with the needs, interests, and community characteristics at the location (program coercion).

The society as the program beneficiaries also received a positive impact on the overall implementation of the program applied by students. Gradually the differences that occur in the community are decreasing. This is because the public awareness and understanding on equality and togetherness has been attached in their heart. More than that, people are honed on their sense of empathy and sympathy so they want to get involved in the process without coercion.

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