Long Road to Heaven: Active Roles for Indonesian Universities with Communities

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The Meaning of Tri Darma Perguruan Tinggi

Widely known in Indonesia, especially among higher education stakeholders, is the term *Tri Darma Perguruan Tinggi* as the core idea of how higher education institutions (HEIs) should function. The word “*tri*” means three, *darma* means virtue, requirement, obligation, or commitment, and *perguruan tinggi* means higher education. *Tri Darma Perguruan Tinggi* can be roughly translated as three obligations of higher education that consist of education, research, and *pengabdian masyarakat* (community service); known also as three pillars of higher education.

Whereas the meaning and translation of *Tri Darma Perguruan Tinggi* in English is quite clear, it is not so with the meaning of *pengabdian masyarakat*. The word *pengabdian* means service, dedication, devotion, or servitude, while *masyarakat* means community. *Pengabdian masyarakat* literally means service, dedication, or servitude for/toward community. Common phrases in English often used to describe this type of context like public service, community service, knowledge transfer, or community engagement cannot be used singularly to capture the whole meaning of *pengabdian masyarakat*. For practical reasons, “community engagement” and “community service” are chosen for the translation of *pengabdian masyarakat* and are used interchangeably.

At the beginning, the meaning of this term encompassed quite varied public and community service activities. For example, social services, incidental health services, or extension programmes. Since around year 2000, the meaning narrowed towards programmes that initiate or drive social change as well as solve problems in community using a partnership approach with community. Communities, were then, considered as equal partners in all activities.

The Structure

Nationwide, almost every HEI in Indonesia has institutionalized its community service activities under a structure known as *Lembaga Penelitian dan Pengabdian Masyarakat* (LPPM) which translates as “Institute of Research and Community Engagement”. In some cases, research is separated from community service. So, instead of one, some HEIs have a *Lembaga Pengabdian Masyarakat* (LPM) or “Institute of Community Engagement” and a *Lembaga Penelitian* (LP)
or “Institute of Research” as separate bodies. The structure of each LPPM or LPM varies across HEIs, but they are all positioned at the university level and are not under the faculty structure due to their multidisciplinary nature.

The structure of LPPM or LPM mirror the national structure in which community engagement is managed nationally under the Directorate of Research and Community Service, the Directorate General of Higher Education (DGHE) and the Ministry of Education and Culture.

History

Community engagement activities in Indonesia can be traced back to its independence day in 1945 or even longer depending on each university’s history. Some big universities in Indonesia have their own history of community engagement activities since the universities were founded.

In the 1980s, the state obligated HEIs in Indonesia, especially state HEIs to run “village adoption” programmes that involved all students. This programme is known as Kuliah Kerja Nyata (KKN) or “Students’ Community Engagement”. Students had to take part in this programme as part of the completion of their studies. The students would receive three to eight credits, depending on their university’s policy. Students were required to attend classes that would prepare them for the programme. They would be assigned to a group that consisted of students with various backgrounds. Together with teachers who were assigned as their supervisors, students became involved in working with the local government to determine the problem, design programmes, and work with the community to implement their programme. During the implementation of the programme, the students would live-in for one or two months with the community. By the end of 1990s, with the change of power in Indonesia, KKN is no longer an obligatory for HEIs, but has changed to an elective subject.

In 1992, the government through the DGHE launched a national Community Engagement Grant (Hibah Pengabdian pada Masyarakat) to promote and encourage HEIs to start community engagement initiatives. The programme specifically was intended to encourage the science, art, technology and knowledge that are developed in HEIs.
In 1994, a new scheme was launched. This scheme, called *Vucer*, focused on the partnership between university and micro, small and medium enterprises to increase trade and, if possible, boost non-oil-and-gas export. The scheme provided funds for a year programme. Three years later, this scheme was extended to be a multiyear programme, called *Vucer Multi Tahun* (VMT) or “Multi Year Vucer” that spans three years. In addition, to boost non-oil-and-gas export, this programme was intended to increase entrepreneurship in HEIs. The state would provide a maximum of Rp75 million (US $6,000) in the first year, Rp65 million (US $5,200) and Rp35 million (US $2,800) for the second and third years, respectively. On the other hand, the enterprises as the partners are expected to provide matching fund at least Rp 25 million (US $2,000), Rp35 million (US $2,800) in the first and second years, respectively, and a maximum of Rp50 million (US $4,000) in the third year.

In 2000, another scheme was launched. The programme, called UJI unit (*Unit Usaha Jasa dan Industri*) or “Service and Industry Business Unit”, was expected to encourage universities to open commercial businesses that produce products or services and goods as the result of their research. In opening commercial enterprises, universities can establish their own business entity or partner with the industries sector. This UJI unit would be owned by the universities and can be established and maintained by the laboratory, pilot plant, workshop, department, faculty, research and development centers, or other institutions that are within the universities’ structure.

In 2001, the government launched SIBERMAS Programme (*Sinergi Pemberdayaan Potensi Masyarakat*) or “Community’s Potential Synergy” which facilitated universities to work with local government in solving local problems using local resources. Applicants were required to provide an memorandum of understanding with local government and initial analysis of the potencies and problems to be addressed.
In 2009, seventeen years after the launch of the first grant scheme, the government changed the name of the schemes into five schemes: IbM (*Ipteks bagi Masyarakat*) or “Science, Art, and Technology for Community”, IbK (*Ipteks bagi Kewirausahaan*) or “Science, Art, and Technology for Entrepreneurship”, IbW (*Ipteks bagi Wilayah*) or “Science, Art, and Technology for a Region”, IbPE (*Ipteks bagi Produk Ekspor*) or “Science, Art, and Technology for Export Products”, and IbIKK (*Ipteks bagi Inovasi dan Kreativitas Kampus*) or “Science, Art, and Technology for Campus’ Innovation and Creativity”. The latest addition is IbW-CSR (*Ipteks bagi Wilayah*) or “Corporate Social Responsibility; Science, Art, and Technology for a Region.

The government provides guidelines during a call for proposals every year. The latest guideline is the 9th edition. A group of reviewers were selected by the government to review all proposals submitted for the grants. These reviewers received training on how to assess best programmes that follow the intended end result expected by the provision of the grant. Programmes are monitored and evaluated midterm to determine continuation or termination.

**The Role of National Accreditation of HEIs**

Community engagement has become an important element in Indonesia National Accreditation of HEIs. Some of the measurements of community engagement activities in HEIs are:

1) The quality, productivity, target relevance, and efficiency of research and community engagement fund.
2) The agenda, sustainability, and dissemination of research and community engagement.
3) The research and community engagement activities that are done by faculty members together with students.
4) The number and quality or research and community engagement run by students.
5) The connection between teaching, research and community engagement.

**Community Engagement as Part of Career Development**

Career development for a faculty member in HEIs in Indonesia is very much tied to community engagement. The credit score for a promotion always includes community engagement as one of its elements. The latest law regulating this is the Decree of Ministry of Education and Culture no. 92/2014. While there are main elements and supporting elements used to determine the credit score for promotion, community engagement is included as one of the main elements. Each promotion requires a faculty member to carry out at least one community engagement activity.
Legal Basis

The importance of community engagement programmes in Indonesian HEIs is emphasized by national laws and government regulations as follows:

1) Law Number 20/2003 on National Education System (Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional)

Article 20 section 2: “Universities are obliged to provide education, research and community service.”

Article 24 section 2: “Universities have the autonomy to manage their own arrangements for the institution as a centre of higher education, scientific research and community service.”

2) Law Number 9/1999 on Education Legal Entity (Undang-Undang Nomor 9 Tahun 2009 tentang Badan Hukum Pendidikan)

Article 27: “Duties and powers of educators representation organs on education legal entity is sectioning curriculum policy and learning process with reference to the benchmarks of success in achieving the target of education, research, and community service are set out in the strategic plan of education legal entity, and to suggest improvements to the education management organs.”

Article 33 section 2: “Duties and authority of the management organs of higher education on education legal entity is managing research and community service in accordance with the work plan and annual budget of the education legal entity that has been established.”

Article 37: “the wealth and education legal entity’s revenue are used directly or indirectly for the implementation of education, research, and community service in the case the education legal entity have higher education unit.”

Article 48 section 1: “Supervision of legal entities of education is done through annual reporting system.”

Article 48 section 2: “The report includes statements organizing academic field of education, research, and community service.”

3) Law Number 12/2012 on Higher Education (Undang-Undang nomor 12 Tahun 2012 Pendidikan Tinggi)

This law is the basic law where community engagement is always mentioned in the same line with research and teaching. Some important articles are quoted here:

Article 1 section 9: “Tridharma Perguruan Tinggi, hereinafter referred to as Tridharma, is the three responsibilities of Higher Education is to organize education, research, and community service.”

Article 1 section 11: “Community Service is the academic community activities that utilize science and technology to promote the welfare of the community and educating the nation.”
Article 1 section 14: “Lecturers are professional educators and scientists with the main task of transforming, develop, and disseminate through the Science and Technology Education, Research, and Community Service.”

4) Government Regulation Number 60/1999 on Higher Education (Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi)

As Law Number 12/2012, this regulation has many articles that mention how community engagement should be organized in HEIs. Among important articles are as follow:

Article 3 section 1: “Higher education institutions hold higher education, research and community engagement/service.”

Article 3 section 4: “Community service is an activity that utilizes science in an effort to contribute to the progress community.”

Article 27: “Higher education institutions consist of the following elements…
(e) academic units that is consist of…(3) area of community engagement.”

Article 38 section 2: “The vice-rector in charge of academic activities assist the Rector in leading the implementation of education and teaching, research and community service.”

Article 44 section 1: “Community engagement/service carried out by universities through community service organizations, faculty, research centers, departments, laboratories, groups and individuals.”


Article 1: “Lecturers are professional educators and scientists at universities with the main task of transforming, develop, and disseminate science, technology, and the arts through education, research, and community service.”

Article 58F section 1a: “Governance of higher education units held by the Government as follows: a. rector, chairman, or the director run autonomous higher education for and on behalf of the Minister in the field of higher education, research, community service and other fields in accordance with the provisions of laws and regulations.”

Many faculty members who often run a community engagement programme start to realize the there is a need to bring this programme further by working together with others from different universities. In July 2011, five Regional FlipMas founded FlipMas Indonesia. FlipMas (Forum Layanan Ipteks bagi Masyarakat) is a forum for community engagement practitioners in Indonesia. Currently, there are 27 Regional Flipmas. The University of Indonesia (UI) is the secretariat for FlipMas Jakarta, Depok, Bogor, Tangerang & Bekasi Region.
The last few years show a trend in Indonesia where universities have started to define their own field of expertise on community engagement. For example, UI excels in urban and health issues and shows some progress in technology applications. Gadjah Mada University is famous with their KKN (Students’ Community Engagement) programme. Bogor Agricultural University is strong in agricultural issues including technology applications.

In the future, there is a plan for a decentralization of community engagement programmes in Indonesia in which HEIs would be able to manage the fund provided by the government to manage their community engagement programmes. HEIs would be required to submit their Community Engagement Master Plan which will be used by the government to determine the funds each university will receive.

**Case Study 1: Universitas Indonesia (UI)**

The Vision of UI’s community engagement programme is to make Universitas Indonesia the center of community engagement initiatives. Its mission is to:

1) develop awareness and sensitivity of the academic community to social issues, conducted under the principles of universal ethics/moral of humanity, benefits, efficiency, effectiveness, accountability,

2) provide and develop the infrastructure supporting the implementation of community engagement to internal and external stakeholders of UI,

3) encourage the development of new ideas and resources of community engagement,

4) develop community engagement cooperation with various parties, at national and international level.

UI’s Strategic Plan 2013-2017 has five basic strategies to realize its vision and missions. One of its basic strategies is to develop excellent research and community engagement clusters that are able to produce intellectual products and contribute significantly to human wellbeing, especially in Indonesia.

The strategic plan on research and community engagement is also elaborated further on strengthening the programme of research and community service, as follow:

1) Realize and strengthen the implementation of research and community engagement in accordance with UI’s roadmap 2012-2017 focused on flagship areas that are unique and multidisciplinary as well as cutting-edge, frontier sciences.

2) Provide research and community engagement funding priorities so as to achieve 20% of the total budget of UI to improve the quality and quantity of basic and applied research in international journals indexed in international databases and have a high citation index.

3) Create policies on applied research and community engagement that are multidisciplinary in nature that are directed to solving the nation’s problems.
Legal Basis

1) Decree of UI’s Board of Trustees Number 004/SK/MWA-UI/2004 on Community Engagement and Community Service (Ketetapan Majelis Wali Amanat UI No. 004/SK/MWA-UI/2004 tentang Pengabdian dan Pelayanan kepada Masyarakat)

2) Decree of UI’s Board of Trustees Number 002/SK/MWA-UI/2008 on Research University Norms (Ketetapan Majelis Wali Amanat UI No. 002/SK/MWA-UI/2008 tentang Norma Universitas Riset) Chapter I article 1; Chapter IX article 11 and 12.

3) UI’s Board of Trustee Regulation Number 001/Peraturan/MWAUI/2006 on Fundamentals of Community Engagement and Community Service Quality Control (Peraturan Majelis Wali Amanat Universitas Indonesia No. 001/Peraturan/MWAUI/2006 tentang Pokok-pokok Pengawasan Mutu Kegiatan Pengabdian dan Pelayanan kepada Masyarakat)

4) UI’s Strategic Plan (Rencana Strategis Universitas Indonesia) 2007-2012

5) UI’s Strategic Plan (Rencana Strategis Universitas Indonesia) 2013-2017

6) Strategic Plan of Directorate of Research and Community Engagement UI (Rencana Strategis DRPM UI) 2008-2012

7) Strategic Plan of Directorate of Research and Community Engagement UI (Rencana Strategis DRPM UI) 2013-2017

Defining “Community Engagement”

Based on the Decree of UI’s Board of Trustees Number 004/SK/MWA-UI/2004, community engagement consists of activities that encompass efforts to improve the quality of human resources. This is seen in terms of widening the insight, knowledge and skills of academics by encouraging an active role in improving the welfare of the people, and in terms of empowering the general public, especially those who are economically disadvantaged. Article 3 of the same decree states that the forms of community engagement and community service activities may include consultation services, training, workshops, seminars, applied research, and/or the organization of courses that are incorporating analysis to formulate and find solutions to problems, as well as to encourage innovative and creative attitudes.

The decree of UI’s Board of Trustees Number 002/SK/MWA-UI/2008 article 1 states that community engagement is the embodiment of servitude as well as the form of caring by taking an active role to provide insights, increased prosperity, and empowerment of the community at large. Article 3 states that the forms of community engagement and community service activities may include extension programmes, training, consultation, health services, laboratory tests, applied research and publication/dissemination service that are provided without pay.
UI’s Board of Trustee Regulation Number 001/Peraturan/MWAUI/2006 article 1 states that community engagement and community service quality control is the process to monitor, direct, and improve the activities to control the quality of community engagement and community service activities. The quality control is implemented in three stages: during the preparation of the project, during the projects, and post project. The implementation of the projects should apply the following principles:

a) Compassion and social responsibility of academicians toward community without leaving their professionalism

b) Community engagement and community service are carried out institutionally, not individually and are based on working contract

c) Engagement and service activities are intended for the general public and carried out simultaneously based on humanity values by putting into account the availability of operational funds.

Structure and Support

Community engagement in UI is managed by the Directorate of Research and Community Engagement (Direktorat Riset dan Pengabdian Masyarakat or DRPM) UI that operated under the coordination of Vice Rector for Research and Innovation (see Figure 5.3).
Since 2008, a special sub-directorate was created in DRPM’s structure to manage community engagement activities. The support for institutionalization of community engagement is demonstrated in the provision of grants provided from the university’s budget, the highest in Indonesia for community engagement. Starting with US $68,481 in 2009, UI raised the budget for the community engagement grant every year to almost seven times its initial budget to US $460,398 in 2014. Next year, the budget is expected to pass US $500,000.
Since 2013, the fund for community engagement programmes received additional funding from the state that was allocated to UI, known as the BOPTN fund. Additional funds over the last two years amounted to US $520,000 in 2013 and US $272,000 in 2014.

**CEGs Scheme**

CEGs were provided with the same schemes as the national community engagement grant managed by the DGHE, Ministry of Education and Culture between 2009-2012. Starting from 2013, CEGs are available in in three schemes: (1) research-based community engagement project, (2) problem-based community engagement project, and (3) curriculum-based community engagement project.

**Research-based community engagement project**

This scheme is provided to encourage faculty members to use the results of their research to solve problems in community or to increase the wellbeing of the people. Research sometimes provides a contact with community and in the process offers a glimpse of their problems. Following a discussion with the community, faculty members are urged to work together with the community to solve their problems. The project may target their quality of life, improve the social relations within the community, increase their income, or other related improvements for the community.

**Problem-based community engagement project**

This project has the same targets as the first scheme. The difference is that this scheme does not require the applicant to use research they have done as the basis for the project. The scheme is provided to support collaboration with stakeholders to solve problems in the community, accessing the expertise of the team from UI to work together with the community. It is expected that the team consists of experts from different fields that are related to the problem set to be solved.

**Curriculum-based community engagement project**

This scheme is designed to solve a problem in the community while at the same time providing students with opportunities to learn about real-world issues. These projects are required to be linked with a subject taught at UI and in this case the whole class becomes involved in the project. This scheme encompasses the same aims as the two previous schemes, with an addition of providing enrichment for students in connecting the theories they learn with practice while in the same time also benefitting the community they work with.

All proposals should involve more than one faculty member and at least two students, except for curriculum-based community engagement where the whole class should be involved.
Since 2013 (for 2014 CEGs), all proposals should address one of eight community engagement focuses set by UI through DRPM (Figure 5.7). These are: (1) poverty, (2) micro and small enterprises, (3) education and culture, (4) youth, (5) health, (6) marginal and vulnerable groups, (7) environment, and (8) science and technology transfer.

**Figure 5.7** Eight focuses of community engagement at UI

**Awards and Recognition**

UI holds a Best Lecturer with High Involvement in Community Engagement Award every 3 years in appreciation for faculty members who show their dedication in serving and working with communities.

**UI and Community Partnerships**

The CEGs programme aims to have a two way interaction between the university and the society. To ensure that there is knowledge exchange as well as involvement of the community in the programme, applicants need to provide a justification for the programme in their proposal. This section should inform whether they have discussed the issue with the community. Applicants need to also include a letter from their partner (e.g., community or other group) that states their involvement and contribution to the joint effort. In a number of cases, a participatory planning approach is adopted as the main activity of the programme in which the community shares their knowledge in planning, implementation and evalua-
tion of the programme. In Kampung Cikini, a densely populated area in Jakarta, three CEG programmes providing public facilities used this approach. This aim is so important that proposals can be funded only if the stakeholders and community are involved in its programme from the beginning. Partnership between the university and the community is the basis for each programme.

Starting in 2015, proposals are required to address three main factors:
1) The relevance of the programme with the community’s need
2) Multidisciplinarity
3) Sustainability

The process that has to be followed in starting a programme are:

1) Input: In this process, applicants should discuss the issue with the community in terms of identifying problems and courses of action. Applicants also must ensure that the programme is appropriate to the requirements of the community. After this, applicants are required to prioritize identified tasks. The faculty members involved in the programme should be those who have the relevant skills to solve the problem. In this stage, there should be agreement on who will contribute what in the process.

2) Process: At this stage, the planning should be done together, including the timeline. The programme needs to be broken down into two stages of five months duration. Targets and success indicators should be stated, as well as the outputs, the outcomes, and the expected impact of the programme. The plan should encourage active participation of all parties involved.

3) Output: Analysis of the success of the programme should be made at this stage. What went well, what needs to be perfected, and what needs to be done, and what needs to be altered, should be discussed at this stage.

4) Outcome: Achievements of the programme should be defined at this stage. An evaluation of the programme needs to be assessed by the community together with the faculty members involved. Did the programme solve the problem? Was it beneficial for the community? Was everybody happy with the process?

5) Impact: The impact of the programme should be discussed and stated at this stage.

Under the CEGs programme, some community-based research (CBR) was initiated even though this approach has not been officially addressed. The need to solve some problems has brought academicians working together with communities in community settings to collaboratively utilizing expertise from both sides to make positive social change and promote social equity and wellbeing through systematic methods. This reciprocal approach is carried out in all processes, starting from the design phase to its until its implementation and dissemination.
CSO and NGO Partnerships

NGOs play a major role in UI’s community engagement initiatives. The NGOs work with the university in reviewing proposals. They provided different but useful feedback for UI and the teams proposing the engagement programmes. In the first phase, they were asked to provide written feedback, and later during the selection stage, they provided verbal feedback to each team. Mid year, these NGOs were invited to evaluate the progress report. Finally, at the end of the year, they were involved in reviewing and evaluating the overall programmes.

Involvement of Students

Students play a crucial role in this programme. UI is currently preparing an academic credit system for student involvement in community engagement programmes. The K2N (Kuliah Kerja Nyata) or “Students’ Community Engagement” elective programme provides academic credits for the students. In addition, CEGs curriculum-based programme is embedded in a course, so students get credit for their work.

Impact Evaluation

A crucial process in this programme is the measurement of impact evaluation of the engagement initiatives. Each year, the university conducts a selected monitoring and evaluation programme called “site visit”. During this visit, the university, through DRPM, talk with the people in the community about a programme that was implemented and listen to their feedback. All beneficiaries of the grants are required to write progress and final reports followed by a session with reviewers to discuss the progress and evaluation of the programme. Community members and partners of the programme are also invited to this discussion.

The university is very open to requests from its stakeholders regarding the co-construction of research to solve problems. Some examples include:

- a peace education programme in a conflict area in Maluku was implemented some years ago based on requests from the local NGOs and communities.
- a national NGO, Dompet Dhuafa, replicated an initiative in different places to help local fishermen increase their income through changing their fishing practices.
- a post-disaster mitigation by Aksi Cepat Tanggap (ACT) Foundation
- the NGO PATTIRO (Pusat Telaah dan Informasi Regional) or “Center for Regional Information and Studies” is exploring the use of modules from previous initiatives, especially those related to health, engineering, and education/training for local governments.
Case Study 2: Universitas Gadjah Mada (UGM)

Unlike UI, UGM focuses more on community engaged teaching and learning. The university is very famous for its KKN (students’ community engagement). This section will describe KKN’s history in UGM.

History

The history of KKN can be traced back to 1951 when UGM mobilized its students to set up a high school outside Java where they also helped with the teaching there. Implemented just two years after the university was founded, this was the first form of UGM’s community service. For the next ten years, they set up 109 high schools outside Java Island and involved 1,218 students as volunteers in the process. This programme ended ten years later due to the country’s financial problems.

In 1962, two years before the school projects ended, UGM started a water provision project in three villages at the foot of Mt. Merapi, where people faced clean water shortages. Spring water was located four km away from the villages and people had to pass a deep ravine that in some places was as deep as 150 meters. The objective of this project was to build pipelines for the villages.

At around the same time, UGM’s students started working in areas where outbreaks of infectious diseases often occurred. The cases of outbreak they worked on were smallpox and dysentery outbreaks in Central Java, and some infectious disease outbreaks in Southern Sumatra. They were also involved in a vaccination programme in Yogyakarta. They worked on this issue for around four years, from 1961 to 1964. Starting 1964, students from Faculty of Agriculture were sent to various villages in Java and Sumatra Islands to be involved in the extension programme to promote green revolution, focusing on increasing rice production and the processing of agricultural products.

Based on these experiences, a UGM scholar, Prof. Koesnadi Hardjasoemantri UGM initiated a KKN programme in 1971. This was a compulsory programme for students in their 4th year for which they earned three credits. The KKN was organized in teams of twenty to thirty students. Each team had students with different backgrounds: infrastructures, socio-economic and culture, health, and agricultural related fields. They stayed and worked with the community for two months to solve problems together. The programme is now known as Kuliah Kerja Nyata-Pembelajaran Pemberdayaan Masyarakat (KKN-PPM: “Students’ Community Engagement-Community Empowerment Learning”).

The programme is expected to be a means for students to transform their knowledge into skills and to train them to use their creativity to solve problems. One of its aims is to produce young leaders that have high concern for people with disadvantages, especially economically. The programme is expected to mediate knowledge transfer and be beneficial for the community in which they live and
work. The programme emphasizes themes such as co-creation, win-win solutions, co-finance, sustainability, and flexibility.

It aims are (1) to raise students’ empathy and compassion, (2) to use science and technology to solve problems, (3) to increase the spirit of teamwork and multidisciplinary works, (4) to provide opportunities for students to learn to be a scientist and researcher, (5) to train students to work collaboratively with various stakeholders (university, government, private sectors, NGOs, and communities), and (6) to promote experience-based learning processes.

The focuses of interest of this programme are: (1) education improvement in remote areas, (2) community based health policy, (3) women’s empowerment, (4) disaster early warning system and mitigation, (4) cultural and local wisdom-based natural resources conservation, (5) cultural based conflict resolution, (6) rural governance and administration, (7) law and political awareness, (8) small and medium enterprises development, and (9) sustainable agricultural production.

Funding for this programme comes from the state, the university, and its sponsors.

**STAR Programme**

In 2008, UGM initiated a learning model called STAR (Student Teacher Aesthetic Role-Sharing) as an extension of SCL (Student-Centered Learning) method. The STAR programme combines approaches in SCL, *Patrap Triloka* philosophy and 6 other philosophies. *Patrap Triloka* Philosophy was founded by an Indonesian scholar, Ki Hajar Dewantoro, that consists of three leadership principles: (1) *Ing Ngarso Sung Tuladha* (at the front act as a role model), (2) *Ing Madya Mangun Karsa* (in the middle motivating), and (3) *Tutwuri Handayani* (at the back providing constructive support). The other 6 philosophies are (a) *Niteni* (to observe intentionally), (2) *Niroke* (to imitate constructively), (3) *Nambahi* (to add, modify, and develop), (4) *Nularake* (to disseminate), (5) *Nutugake* (to continuously improve), and (6) *Ngrembakake* (to grow and multiply benefit).

The STAR programme is an effort to build a better culture in education. This programme is done gradually to achieve three major aims: (1) form a conducive academic atmosphere, (2) create creative, innovative, and independent students, and (3) increase teachers’ attention and concern on their students’ academic achievement.
Structure

Community engagement in UGM is managed under *Lembaga Penelitian dan Pengabdian Kepada Masyarakat* (Institute for Research and Community Engagement) that was founded in 2006. It was previously two separate bodies, *Lembaga Pengabdian Masyarakat* (LPM: Institute of Community Engagement) and *Lembaga Penelitian* (LP: Institute of Research). It is under the coordination of Vice Rector on Research and Community Engagement.

UGM’s KKN PPM is managed collaboratively between faculties, the Directorate of Academic Administration, the Directorate of Finance, the Directorate of Assets’ Management and Maintenace, and the Gadjah Mada Medical Center.

Discussion and Conclusion

Even though community engagement is very deeply embedded in university life, both structurally and institutionally, support for it needs to be demonstrated in the higher level structures of HEIs. Even though UI provides generous funding support, compared to other universities in Indonesia, the phrase “community engagement” or “*pengabdian masyarakat*” does not appear in the name of high ranking positions in UI. In other HEIs the structure is in place to manage community engagement in high ranking positions, but there is a lack of funding and willingness to initiate impactful community engagement.

The next challenge is determining how to create impactful community engagement initiatives and how to measure community impact. An impact evaluation would be beneficial for the community to show that they have achieved progress and improvement, and for the HEIs themselves to show how effectively it uses its funding. Impact evaluations of community engagement in HEIs should also be made available for the public.

The other challenge is the sustainability of the programme, in terms of funding, programming, and the creation of agents of change. Most funding mechanisms are based on the fiscal year. This leads to short term approaches for community engagement initiatives while most problems need a multi-year approach. Some HEIs have started to shift to multi-year approaches, for which there should be incentives and other supports since long term initiatives need proper planning and budgeting. Otherwise, the initiatives might be multi-year, but the impact is low. The principle of sustainability is very important in this instance. Planning should include the creation of agents of change in the community so when the project finishes, the community can stand on its own feet.

Solving problems in communities requires a multidisciplinary approach. A solution should come from different perspectives and approaches. More effort is needed to bring experts and people from different backgrounds together to promote mutual understanding. Collaboration within and between HEIs or even between HEIs from different countries should be considered and explored.
The last challenge is considering the academic impact of community engagement initiatives. It is to find or create a red line connecting teaching, research and community engagement. There have only been a few in Indonesia that have successfully linked these three elements.

As a conclusion, we can safely say that even though Indonesia has a long and mostly successful history of engagement between universities and communities, reaching the main goal of having better livelihoods in communities throughout the country through equal partnerships with universities is still a long way away. It is a bumpy and long journey, but one that we should enjoy in our every single step.

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