INDONESIA'S STUDY — SERVICE SCHEMES: K.K.N. AND B.U.T.S.I.

A REPORT OF AN EVALUATIVE STUDY

By

INDONESIAN RESEARCH TEAM

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INDONESIAN RESEARCH TEAM

A U T H O R S

The study has been done and the report has been written
by the following team.

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FOREWORD

This report on KKN (Kuliah Kerja Nyata - Learning through Real Work) or Indonesia's National Study Service Scheme and BUTSI or the Indonesia Board for Voluntary Service program is a result of an eva luation study conducted in 1975/1976.

KKN is a form of community service integrated with education and research which is interdisciplinary and intended to be a part of the curriculum for all students, regardless of their field of study, and in the emphasis on its educational impact on the students taking part, universities' teaching staff and the community. This KKN is carried out principally by students with the guidance of their institutions of higher education and the local Government.

In 1976 all 40 (forty) Governmental and some of the Non-Govern mental institutions of higher education has joined the KKN program.

BUTSI program is also a national program on volunteers serving rural communities for university and college graduates. Both pro-grams are having some similar characteristics and therefore have been studied together.

This study has been designed mainly for the purpose of policy making related to the programs. It has been realised before that the success of the programs is not only depend on the conditions of the universities, students and volunteers, but also on the condi-tions of the local governments and rural communities being served. Accordingly this study has taken them as the sources of information. Nine out of the 26 provinces in Indonesia have been drawn as samples for this study.

The research team believe that the findings of the study will be very useful to the policy makers of the Department of Education and Culture as well as to the university administrators and BUTSI officers in developing the programs any further. Apparently some aspects of the scheme still need to be studied farther.

At this point the team would like to express their deep grati-tude to the International Development and Research Center (IDRC)

and the Government of Indonesia who sponsored and supported this
study right from the planning stage of the study.
The team would also, like to thank the Coordinating Committee on
Study-Service Research for their advices and valuable comments
given during the course of the study. However, the responsibility
on the content of this report remain on the Indonesian Research
Team.

Bogor, January   , 1978
Indonesian Team on Study-Service Research.

CONTENTS

I. INTRODUCTION

The Study-Service or KKN program enters the 4th year in 1974/
1975. This program has been conducted since 1971/72 by three Uni-
versities, and will be by twenty-eight universities in 1975/76.
In the future, this program will hopefully be conducted by all uni
versities, both public and private.

The KKN program has three main objectives :

1. To deepen the student's understanding of

    a. the relevance of his education to rural development ;
    b. development problems faced by the rural people ;
    c. mental satisfaction provided by working in the village ;
    d. the responsibility of educated citizens to the people in
       the rural areas ;
    e. interdisciplinary thinking and cross sectoral approach to
       problems.

2. To sharpen the problem-solving ability of the students thus
   enabling them to analyze community problems in the pragmatic
   way with scientific adequacy.

3. To provide certain skill to the students, thus enabling them
   directly and in a practical way, to implement village develop-
   ment programs.

Before the KKN program was conducted, the Government of Indo-
nesia has created "BUTSI" (Badan Urusan Tenaga Suka Rela Indonesia
or The Indonesia Board for Volunteer Service) in 1968, an organi-
zation which sends educated young people for a certain period of
time (2 years) to assist modernization and development programs in
rural areas. In 1974, BUTSI sent the sixth group of volunteer and
the number of participants was growing rapidly. The first group
consisted of only thirty volunteers in 1969; in 1974/75 there were
more than 1500 volunteers (sixth group) participated in the pro-
gram.

The BUTSI program has the following objectives :

1. Pioneering village-level extension works.

2. Catalysing better functional relationships between government agencies or offices and the rural people.

3. Training future government officials to accomplish better perception on rural development problems.

4. Accelerating the process of ruralization or to reduce "brain drain" from rural to urban areas.

5. To encourage migration from Java to other islands and cultural mixing among ethnic groups.

6. Developing a cross-sectoral approach to development.

7. To nurture the national educational system with field experiences.

The KKN and BUTSI officials have made several reports and evaluations on the implementation of the programs, which we might call process evaluation.
However, at this moment it is felt that the result evaluation of these programs is needed. This research project is aimed to such result evaluation, that is, to evaluate whether the programs have really attained the objectives set out, and to study the consequen ces of the programs. In addition to that, some qualitative aspect of the programs implementation will also be studied.

A. THE PURPOSE OF THE RESEARCH

To understand the impact and the consequences of the implementation of KKN and BUTSI programs and to know how far the objectives of the programs have been realized.

B. THE USES OF RESEARCH RESULT

1. It is hoped that the research findings may be used to improve the KKN and BUTSI programs.

2. The research findings will hopefully be used by the government officials, both central and regional, in making new policies with regard to utilization of young educated manpower, and to reformation of the educational system.

C. EVIDENCES TO BE COLLECTED

1. On KKN

a. How far the students really have a deeper understanding of development problems in rural areas.

b. How far the KKN students become more mature in their thinking on community problems compared with non-KKN students.

c. How far the KKN students acquire, through the programs, certain skill in developing rural areas.

d. The result of students' physical and non-physical (skill, knowledge, attitude toward development, organization, etc.), activities in the villages.

e. The impacts of students' activities in the villages as shown by the attitude and opinion of local officials (province, districts, sub-district and village) concerning the KKN program, the KKN students, and rural development in general.

2. On Butsi

a. How far can the BUTSI volunteers assist and stimulate development activities in the villages (physical and non-physical, economies and non-economies).

b. How far the BUTSI volunteers have successfully encouraged a more effective working relationship among government services, and the relationships between government services and the rural people.

c. How far BUTSI has been able to put ex-BUTSI volunteers into the civil service system, and how far is the relevancy between the jobs of ex-BUTSI volunteers and their rural experiences.

d. How far efforts being made in utilizing the experiences of BUTSI volunteers have brought changes into the existing educational system and how far are those successful.

e. How far the efforts of the BUTSI volunteers have assisted ruralization process or reduced the brain drain from the villages to the cities.

f. How far the BUTSI volunteers have successfully assisted and stimulated cross-sectoral approach to the development.

D. RESEARCH METHODS

1. Sampling method.
   Several samples were drawn from some populations originated from:
   a. Universities
   b. Local government and services
   c. Rural people
   d. KKN students and non-KKN students
   e. BUTSI volunteers and ex-BUTSI volunteers.

   1) Universities

      a) Institution

Universities which have already implemented the KKN program

	Java	Outer Islands	Total
	Number of University taken as sample		
(1) Implemented KKN program more than twice	1	2	3
(2) Implemented pro̲gram twice	1	2	3
(3) Implemented pro̲gram once	1	2	3
Total :	3	6	9

b) Leaders of the Institutions

    (1) Rector   : 1 person x 9 universities= 9 persons

    (2) Assistant Rector: 1 person x 9 universities = 9 persons

    (3) Dean   : 3 persons x 9 universities= 27 persons

c) Coordinators and supervisors of the KKN program

    5 person x 9 universities   = 45 persons

d) KKN students still in service or just finished serving

    20 person x 9 universities   = 180 persons

e) Ex-KKN student :

    last year (1974) or before

    20 persons x 9 universities   = 180 persons

                                Sub-total   = 630 persons

2) Local government and services

    a) Provincial government and services in 9 provinces where the 9 universities are located :

(1) Governors	: 1 person x 9 provinces	= 9 persons
(2) Head of Provincial services	: 3 persons x 9 provinces	= 27 persons

b) District (Kabupaten) government and services

One district from each province chosen :

(1) District Chiefs	: 1 person x 9 districts	= 9 persons
(2) Chief of the District level Services	: 6 persons x 9 districts	= 54 persons

c) Subdistrict (Kecamatan) government and services

2 subdistrict from each District chosen :

(1) Subdistrict Chiefs	: 1 person x 19 subdistricts	= 18 persons
(2) Subdistrict level services' officials	: 6 persons x 19 subdistricts	=108 persons

d) Village government

2 villages from each subdistrict chosen :

(1) Village Headmem	: 1 person x 36 villages	= 36 persons
(2) Other village government officials	: 3 person x 36 villages	=108 persons

Sub-total   =369 persons

Note : In choosing the samples, efforts will be made to choose the provinces, districts and subdistricts where KKN students and BUTSI volunteers are still or have been working. If this is not possible then one BUTSI subdistrict and one KKN subdistrict will be chosen.

3) The rural people Respondents are selected form people in the 36 villages.

a) Community key persons/leaders.

(1) Agricultural group	: 5 persons x 36 villages	= 180 persons
(2) Education and youth group	: 5 persons x 36 villages	= 180 persons

    (3) Religious and
        social group   : 2 persons x 36 villages = **72** persons

    (4) Trade group   : 2 persons x 36 villages = **72** persons

b) Common rural people.

    (1) Head of families
        (male)   : 5 persons x 36 villages = 180 persons

    (2) Housewives   : 5 persons x 36 villages = 180 persons

    (3) Youth (male and
        female)   : 5 persons x 36 villages = 180 persons

                          Sub-total   =1044 persons

4) BUTSI volunteers and ex BUTSI Volunteers

Respondents are selected from Volunteers in the 9 provinces.

a) BUTSI volunteers still in service

    (1) More than one year
        in the field   : 9 x 10 persons   = 90 persons

    (2) Less than one
        year in the field : 9 x 10 persons   = 90 persons

b) Ex BUTSI volunteers (taken from the

    population of $\pm$ 640 persons)

    (1) Those who go back to the universities = 50 persons

    (2) Those who are now employed   = 50 persons

                        Sub-total = 280 persons

Grand total of all respondents 630 + 369 + 1044 + 280 =

                                    2323 persons

2. Data Gathering Techniques

    a. Questionnaires and Interview schedules

        Data gathering is done mainly by using structured ques-
tionnaires. For the different groups of students and BUTSI
volunteers the questionnaire is filled in by the respondents
themselves.

Whereas for the other respondent groups the interview schedul
es is used. There are five sets of questionnaires and inter-
view schedules designed for different groups of respondents :

1) University Rectors (Model 1).
2) University Administrations, lecturers, KKN supervisors (Mo
   del 2) KKN students, non-KKN students, BUTSI volunteers
   (TKS) ex-KKN, students and ex-BUTSI volunteers (ex-TKS)
   (Model 3).
3) Local government's officials (Model 4).
4) The rural people (Model 5).

b. Field Observations

Field observations are done to gather more facts on the
results and impacts of the works done by the KKN and the BUTSI
volunteers, certain criteria and scale are developed for this
purpose.

c. Psychological evaluation

A pshychological test is implemented to measure the
changing attitudes of KKN participants in regard to the pro-
gram, rural development, and people. A smaller size of sam-
ple is selected for this purpose.
The test is held twice, before and after the participants
work in the field.

E. IMPLEMENTATION OF THE RESEARCH

1. Design of Questionnaire and Try-Out
   Based upon the data to be collected and the samples determi-
   ned in the terms of reference 5 models of questionnaires have
   been designed as follows :

MODEL	RESPONDENT	NUMBER OF RESP. PER PROVINCE	NUMBER OF ALL RESPONDENTS
a*	Rector	1	9*
b	Rectors, Deputy Rectors, Deans and Leaders of Study Service (KKN) Projects	10	90
c	KKN students, ex-KKN students, non-KKN students, BUTSI volunteers (TKS) and ex TKS	90/91	820
d	Government/provincial service/village services	41	369
e	Social leaders and common villagers	116	1044
			2332

* Model 1 contains questions regarding general information about KKN in the University and does not concern the personal opinion of the Rector. This Model 1 is not included in the sample size determined in the terms of reference, so that with its exclusion, the total becomes 2323 (which is in conformity with the terms of reference).

2. Try-Out Questionnaire

Questionnaire Model 2 was tried out on the lecturers who are leaders of the KKN projects from :

University of Indonesia	2 persons
Padjadjaran University	2 persons
Lambung Mangkurat University	2 persons

Interviews were conducted by members of the core team in Jakarta and Bogor in September 1975.

Questionnaire Model 3 was tried out on 20 students of the

University of Indonesia in September 1975.

Questionnaire Model 4 and 5 were tried out on respondents in district (Kabupaten) of Bandung in September 1975. Number of people interviewed in the try-out of Model 4 was 20 persons while that of Model 5 was 20 persons.

3. Multiplication of Questionnaires

Based upon the results of the try-out several corrections have been made in the questionnaire, after which they have been reproduced in the following amounts :
50 copies of, Model 1, 215 copies of Model 2, 935 copies of Model 3, 494 copies of Model 4, and 1169 copies of Model 5.

4. Training of Local Teams

The local university teams were trained how to collect the information by using the questionnaires.

Duties of core Team in Training :
1) To train the Local Team and the enumerators regarding :
   a. The aim and purpose of the Research,
   b. The design of the Research,
   c. The organisation of the Research,
   d. The models of the questionnaires,
      the ways of filling the questionnaires
      the modifications/corrections to be made in the question-
      naires.
   e. Coding/Data transfer,
   f. Sampling methods :
      + Kabupaten/subdistricts and villages shall be selected
        according to the following prerequisites :
        - operating/having operated Fieldstudies / Voluntary
          Workers Service,
        - if more than one villages meet the prerequisities the
          least developed among them shall be used as sample.

      + Local officials : Services shall be selected at random

from a list of services relevant with village concerned.
Village official : random.

+ Rural people :
  - Village leaders : Purposive/random in conformity
    with proposal.
    The village head shall make a list of all village
    leaders, select the most conversant with KKN/BUTSI
    activities.
  - Villagers : book for conversant with KKN/BUTSI (out-
    side the families who board KKN/BUTSI), random.

+ Students : stratified random.

+ TKS : through the local office of the Department of Man-
  power and with an accompanying letter from the BUTSI
  Secretary.

2) To explain the duties of the local teams :

a. Coordinator :

  + To coordinate and supervice the execution of overall da
    ta collecting.

  + To manage the administration of the research.

  + To interview the Governor, Heads of Services on Provin-
    cial level.

  + To Communicate with the local Regional Office of the
    Department of Manpower.

  + To transfer data.

b. M e m b e r s (2 persons) :

  + To supervise the collection of data in the field.

  + To interview the Bupati, Camat, Heads of Services at Ka-
    bupaten level and subdistrict level, the village heads.

  + To interview the students in the campus.

  + To correct the results of interviews of the enumerators.

+ To transfer data.

c. Enumerators (5 persons) :

+ To interview personel of the village administration, members of the village society (village leaders and com mon rural people, students and TKS working in the field, ex.TKS already with a steady employment.

+ To transfer data.

5. Data Collection in the Field.

1) GAJAH MADA UNIVERSITY

Date of Execution :

24 December 1975 through 28 February 1976.

Location of Survey.

District (Kabupaten) of Gunung Kidul :

a. Subdistrict (Kecamatan) of Patuk (location of Practical Field Study KKN), covering :

(1) the village of Nglanggeran

(2) the village of Pengkok

b. Subdistrict of Ngawen (location of KKN), covering :

(1) the village of Tancap

(2) the village of Watusigar

Constraints : Very difficult to meet ex TKS who returned to the University, only 4 persons available.

2) SAM RATULANGI UNIVERSITY

Date of Execution :

24 February 1976 through 10 March 1976.

Location of Survey :

District of H.S.T. :

a. Subdistrict of Labuhan Amas Utara :

(1) Village of Pamangkih Saberang

(2) Village of Sungai Buluh

b. Subdistrict of Batang Alai Utara :

   (1) Village of Dangu

   (2) Village of Telang

3) UDAYANA UNIVERSITY

Date of Execution :

28 January 1976 through 15 March 1976.

Location of Survey :

District of Tabanan :

a. Subdistrict of Kediri, covering :

   (1) the village of Banjar Anyar

   (2) the village of Pejaten

b. Subdistrict of Penebel, covering :

   (1) the village of Penebel

   (2) the village of Buruan

Constraints : Until 15 March 5 respondents officials ; viz.
the Governor, Bupati and 3 Kabupaten level
Service Heads have not yet interviewed.

4) ANDALAS UNIVERSITY

Date of Execution :

18 December 1975 through 20 March 1976.

Location of Survey :

District of Solok :

a. Subdistrict of Gunung Talang, covering :

   (1) the village of Talang (KKN)

   (2) the village of Kawi-Kawi (KKN)

b. Subdistrict of Sepuluh Kota Diatas, covering :

   (1) the village of Peninjauan (KKN)

   (2) the village of Kuncir (KKN)

5) HASANUDDIN UNIVERSITY

Date of Execution :

14 January 1976 through 15 March 1976.

Location of Survey :
District of Pintang

a. Subdistrict of Mattiro Sampe, covering :
   (1) the village of Mattongettongeng (KKN)
   (2) the village of Languaga (KKN)

b. Subdistrict of Patampanur, covering :
   (1) the village of Leppangeng (TKS)
   (2) the village of Teppo (TKS)

Constraint : None of the ex-TKS has returned to the Univer-
             sity to continue his study.

6) AIRLANGGA UNIVERSITY

Date of Execution :
7 February 1976 through 9 April 1976.

Location of Survey :
District of Tulungagung :

a. Subdistrict of Kalidawir (ex-KKN), covering :
   (1) the village of Kalidawir
   (2) the village of Domasan

b. Subdistrict of Pucanglaban (ex-TKS), covering :
   (1) the village of Kalidowo
   (2) the village of Sumberbundo

7) PADJADJARAN UNIVERSITY

Date of Execution :
21 January 1976 through 24 Mei 1976.

Location of Survey :

a. Subdistrict of Salawu
   (1) the village of Jahiang
   (2) the village of Cimanggu

b. Subdistrict of Karangnunggal
  (1) the village of Ciawi
  (2) the village of Cibatu

8) SRIWIJAYA UNIVERSITY

Date of Execution :
25 December 1975 - 6 March 1976.

Location of Survey :
1. Subdistrict of Liot   : a. village of Tanjung Agung
2. Subdistrict of KIKIM   : a. village of Bunga Mas Lahat
3. Subdistrict of Oku   : a. village of Kota Negara
                               b. village of Kota Agung

9) LAMBUNG MANGYURAT UNIVERSITY

Date of Execution :
12 March 1976 through 21 April 1976.

Location :
District of H.S.T.

a. Subdistrict of Labuah Amas Utara
  (1) the village of Pemangkih
  (2) the village of Sungai Buluh

b. Subdistrict of Batang Alai Utara
  (1) the village of Telang
  (2) the village of Dangu

c. Subdistrict of Batang Alai Selatan :
  the village of Kias (TKS)

Number of completed questionnaire received :

UNIVERSITY	MODEL					TOTAL NUMBER
	1	2	3	4	5	
UNSRI	1	7	78	41	116	243
UNSRAT	1	10	85	41	116	253
U G M	1	10	90	39	116	256
U K U D	1	10	76	41	116	244
UNAND	1	10	86	41	116	254
UNAIR	1	10	86	39	116	232
UNPAD	1	10	72	40	116	239
UNLAM	1	8	39	41	116	255
UNHAS	1	10	85	41	116	253
TOTAL NUMBER	9	86	727	364	1044	2229

6. Pshychological evaluation

The Psychological evaluation was conducted by Drs. Sukiat,
lecturer of Fac. of Psychologi U.I. by using two kinds of
measuring instruments, i.e. Edward's Personal Preference Scale
(EPPS) and the Hand Test. The measured aspects of personality
will be explained in the chapter on results of psychological
evaluation.

Execution of Psychological evaluation

Applied to KKN students of University of Indonesia in Jakarta
and Gajah Mada University in Yogyakarta.

UNIVERSITY	1st. test (before training)		2nd. test (after working in the field)	
	Date	No. of tested students	Date	No. of tested students
Univ. of Indonesia	15 Dec.75	33	17 June 17 July 1976	18
Univ. of Gajah Mada	7-10 Jan 1976	45	10 May 1976	33
T o t a l		78		51

II. GENERAL DESCRIPTION OF THE KKN PROGRAM AT EIGHT UNIVERSITIES

A general description of the KKN program for each of the eight universities is given in Appendices A, B, C, ..., H.

1. Participation, Number of Sites, and Supervision of the KKN program

The number of students participating in the study ser vice program were increasing during the academic year 1972- 1976 (see Table 1), especially in 1975/1976 the increase was very significant. The significant increase of the num- ber of participants in 1975/1976 was primarily due to the encouragement of the government by supplying more budget for conducting the program. In some universities, i.e. An- dalas, Padjadjaran and Lambung Mangkurat University the KKN program has already been incorporated in their curricula by 1975/1976, so that the students were required to partici- pate. While in other universities the KKN program was on voluntary basis but still the increase of participants in 1975/1976 was very significant.

Besides the increase of the number of participants, the number of villages used as the sites of the KKN program, and therefore, the number of university staff members engag ing in the program were also increasing accordingly (see Table 2). Although the number of participants and the num ber of villages used as the sites of the program were in- creasing, the intensity of supervision in each university was maintained at the same level.

2. Training Period, Length of Fieldwork, and Report Preparation

The eight universities implemented the KKN program in various length of time ranging from 2.5 to 7 months, with the average of 5 to 6 months.
The length of field works were also different from one uni- versity to another ranging from 1.5 to 6 months, but mostly within 3 to 6 months.

The training of participants before they work in the villages were given two to three weeks on the average, however there were universities that trained their participants in one week or even less (see Table 3).

The implementation of the KKN program in 1975/1976 seemed to be appropriate and well-planned since the allocation of time for training, fieldworks and report preparation were propely distributed, except Sam Ratulangi University that did not allocate time for report preparation by the students. Probably the students wrote their report during the fieldwork in the villages so that no need to provide extra time for report preparation, or the students were not required to write a report.

3. Total Cost, Average Cost per Student, and Average Cost per Student per Month

During 1972 - 1976 the total budget spent by a university on the KKN program was increasing each year (see Table 4). Since the primary source of the budget was the central government (see Table 5), it means that the Ministry of Education and Culture provided more and more budget. This policy was based on the increasing demand from the universities to imple ment the KKN program.

The total budget spent by a university on the KKN program during 1972 - 1976 was varying from Rp. 600.000.00 for Andalas University in 1972/1973 to Rp.16.700.000.00 for Gadjah Mada University in 1975/1976.

However, if we look at Table 4, the average cost per student participating in the KKN program varies from Rp. 20.800.00 for Gadjah Mada University in 1973/1974 to Rp. 291.700.00 for Airlangga University in 1974/1975. Some universities such as Airlangga in 1974/1975 and 1975/1976, Padjadjaran University in 1973/1974 spent the budget very inefficiently (more than Rp. 200.000.00 per student) compared to other universities.

Different costs per student in different universities were due
to different costs in transportation, overhead costs, number
of supervisors, length of the program, living costs, and train
ing activities.

4. Sources of Budget

Table 5 revealed that the primary source of the budget
for the KKN program was the central government, i.e. the Minis
try of Education and Culture.

However, in later years some local governments were in-
terested in the program and contributed considerable amount of
budget. In some universities the local governments were so
impressed by the KKN program as shown by their contribution
which is as much as or even more than the central government's
budget for the KKN program (Andalas University in 1974/1975,
Airlangga University in 1975/1976. Lambung Mangkurat Universi-
ty in 1973/1974 and 1974/1975, Hasanuddin University in 1974/
1975, and Sam Ratulangi University in 1974/1975).

But Table 5 also reveals that the university cannot rely
on the local government's contribution for the KKN program
continuously every year, since it depends on the availability
of the budget and most likely the KKN program is not ranked as
a program of high priority by the local governments. In some
cases, the government's contribution could be obtained if
there was a good relation between the university and the local
government which was determined primarily by the officials
from both sides.

Although the contribution from other sources were almost
none, but it should be noted that it existed in some universi-
ties. Sources classified as "others" in Table 5 are private
sectors, students, etc.

Table 1. Number of Students Participating in the
Study Service Program, and the Student
Body (within brackets)

University	Academic Year			
	1972/1973	1973/1974	1974/1975	1975/1976
1. Andalas University	6 (2985)	24 (3024)	37 (2881)	242 (2924)
2. Padjadjaran University	18 (8382)	15 (8191)	89 (8829)	- b - c
3. Gadjah Mada University	- a (14790)	36 (14577)	30 (14479)	176 - c
4. Airlangga University	- a (-)a	- a (-)a	12 (5000)	45 (5000)
5. Udayana University	- a (-)a	21 (2431)	20 (2598)	38 (3082)
6. Lambung Mangkurat University	- a (-)a	27 (1850)	41 (1520)	76 (1730)
7. Hasanuddin University	10 (5180)	10 (5758)	40 (5861)	150 (6045)
8. Sam Ratulangi University	- a (-)a	15 (1915)	45 (2133)	102 (2936)

a. The study service program had not yet been conducted in that
corresponding year.

b. Data were not supplied since the program had not yet been
completed when the survey was conducted.

c. Data were not supplied.

Table 2. Number of University Staff Members Engaging in
the Study Service Program, Number of Villages
Used as the Sites of the Program, and Frequency
of Supervision per Student during the Program
(the first, the second and the third number,
respectively).

University	Academic Year			
	1972/1973	1973/1974	1974/1975	1975/1976
1. Andalas University	2, 1, 35	6, 4, 7	7, 5, 7	15, 30, 14
2. Padjadjaran University	5, 20, 6	5, 16, 6	13, 126,3	-, -, - b
3. Gadjah Mada University	-, -, - c	9, 6, 12	10, 15, 24	13, 22, - c
4. Airlangga University	-, -, - a	-, -, -a	8, 6, 12	7, 19, 12
5. Udayana University	-, -, - a	11, 13, 13	14, 5, 13	13, 30, 13
6. Lambung Mangkurat University	-, -, - a	9, 27, 4	12, 41, 6	18, 76, 7
7. Hasanuddin University	8, 1, 6	8, 5, 6	7, 20, 12	7, 84, 10
8. Sam Ratulangi	-, -, - a	15, 15, 5	6, 42, 5	7, 99, 5

a. The program had not yet been conducted in the corresponding
academic year.

b. The program had not been completed when the survey was conduc-
ted.

c. Data were not supplied.

Table 3. The Training Period, Length of Field Work, and Report Preparation (the first, the second, and the third number, respectively) during the Study Service Program in Eight Universities.

University	Academic Year			
	1972/1973	1973/1974	1974/1975	1975/1976
	days			
1. Andalas University	3	4	10	15
	135	131	140	135
	30	30	30	30
	168	165	180	180
2. Padjadjaran University	30	30	30	
	120	120	120	- b
	60	60	60	
	210	210	210	
3. Gadjah Mada University	- a	14	14	56
		45	90	160
		15	30	20
		74	134	236
4. Airlangga University			21	14
	- a	- b	90	90
			30	30
			141	134
5. Udayana University		30	30	30
	- a	163	163	163
		21	21	21
		214	214	214
6. Lambung Mangkurat University		7	8	8
	- a	180	180	180
		21	21	21
		208	209	209
7. Hasanuddin University	14	14	14	21
	104	104	150	130
	0	0	15	21
	118	118	179	172
8. Sam Ratulangi University		14	14	21
	- a	90	150	150
		0	0	0
		104	164	171

a. The study service program had not yet been conducted in that corresponding year.

b. Data were not supplied since the program had not yet been completed when the survey was conducted.

Table 4. Total Cost, Average Cost per Student During the Program, and Average Cost per Student per Month (the first, the second, and the third number respectively) in Conducting the Study Service Program in Eight Universities.

University	Academic Year			
	1972/1973	1973/1974	1974/1975	1975/1976
		thousand rupiahs		
1. Andalas University	600 100.0 17.9	1.751 78.0 13.3	4.190 113.2 18.9	- b
2. Padjadjaran University	900 50.0 7.1	3.400 226.7 32.4	13.320 149.7 21.4	- b
3. Gadjah Mada University	- c	750 20.8 8.4	2.000 66.7 14.9	16.700 94.9 12.1
4. Airlangga University	- a	- a	3.500 291.7 62.1	10.703 237.8 53.2
5. Udayana University	- a	1.367 65.1 9.1	2.495 124.7 17.5	- b
6. Lambung Mangkurat University	- a	2.150 79.6 11.5	4.500 109.8 15.8	12.390 161.8 23.2
7. Hasanuddin University	- c	750 75.0 19.1	1.000 25.0 4.2	3.800 25.3 4.4
8. Sam Ratulangi University	- a	750 50.0 14.4	4.110 91.3 16.7	13.350 130.9 23.0

a. The study service program had not yet been conducted in that corresponding year.

b. Data were not supplied since the program had not yet been completed when the survey was conducted.

c. Data were not supplied.

Table 5. Percentage of Budget for Conducting the Study Service Program in Eight Universities.

University	1972/1973			1973/1974			1974/1975			1975/1976		
	Central gov'nt	Local gov'nt	others	Central gov'nt	Local gov'nt	others	Central gov'nt	Local gov'nt	others	Central gov'nt	Local gov'nt	others
1. Andalas University	100	0	0	51	42	7	48	48	4	81	19	0
2. Padjadjaran University	90	0	10	61	36	3	100	0	0	- b	- b	- b
3. Gadjah Mada University	100	0	0	100	0	0	100	0	0	100	0	0
4. Airlangga University	- a	- a	- a	- a	- a	- a	70	30	0	54	46	0
5. Udayana University	- a	- a	- a	68	18	14	80	16	4	- c	- c	- c
6. Lambung Mangkurat University	- a	- a	- a	40	60	0	40	60	0	75	25	0
7. Hasanuddin Universitas	100	0	0	100	0	0	52	48	0	100	0	0
8. Sam Ratulangi University	-	-	-	100	0	0	50	50	0	74	26	0

a. The study service program had not yet been conducted in that corresponding year

b. Data were not supplied since the program had not yet been completed when the survey was conducted

c. Data were not supplied.

III. THE KKN AND BUTSI SYSTEM

As described before in the item about "Necessary evidences to be collected" the KKN/BUTSI system is one of the cases of which the data have to be collected. There arouses a question about whether the system on going is proper enough or whether there are still some lacks. If so, in which cases should improvements be made.

For the purpose, 4 groups of respondents from different environments have been questioned about their views on the system. General questions consist of 2 important parts, i.e. :

1. How is the present system as far as the respondent's insights concerned, and

2. What is the best system for the future according to the respondents' opinions.

The four groups of respondents are the followings :

1. The KKN students, Ex KKN students, Students Non KKN, and ex TKS students (from here on to be called "Students/TKS").

2. University Administrators and Lecturers who lead the program. (from here on to be called "University Administrators and Lecturers").

3. Provincial Government Officials (from here on to be called "Officials").

4. Other Community Leaders and Community Members (from here on to be called "Community").

It is suggested that the responses to be analyzed separately, but it seems from the data there is not enough TKS samples that it will be very hard to make conclusion out of such a "small sample size".

Accordingly, the analysis of TKS/BUTSI is combined with the KKN analysis, provided that, if possible there should be

a special discussion about the TKS drawn from the most evident data.

Cross tabulation among the four groups of respondents would always be done on the analysis as far as it is possible.
This cross tabulation will be very important to see the existence or non existence of perception consistence of perception consistence and the ideas about the various KKN/BUTSI systems of the respondents.

The existence of the perception consistence will obviously strengthen the truth of a fact and the existence of consistence will convince us that a view, a hope or an idea is really worth being considered. On the other hand, inconsistences will force us to look into the causes further ahead.
What are the causes of those difference of perception and views?
Could they be the differences of classes in the community or could they be other factors?
An effort will be made to discuss the matter theoritically in the following analysis in case there is inconsistence.
It will be the hope of this research that after the following analysis, we will be able to reach a point where conclusions can be drawn, implication towards the present and future considerations and the most desirable is to reach the point where recommendation for action can be submitted to the Government.

a. Result of the research and discussion
   The results of the research of the KKN/BUTSI system will be divided into 13 categories, each of which will be redivided into subcategories. Those 13 categories are as follow :
   1. Location of the KKN/BUTSI
   2. Facilities
   3. Project Funds
   4. The term at the field
   5. The characteristic of the KKN
   6. The participating students
   7. Training Program
   8. Cooperation with the Local Government

9. Reports

10. Explanations to the Community

11. Follow-up

12. The placement of KKN/BUTSI Participant in the field

13. Evaluation

As far as it is considered necessary, a breakdown will be made especially from the student respondents about "which respondents give certain answers". It can be, that a respondent, brought up in the country will prefer to have a choice working in the country after graduating.
Either can it be that the students from certain faculties have the tendency to make this KKN program an intra-curricular activity. These kinds of breakdown will be useful for further research on the bases or motivation of the question of the backgrounds that force a respondent to choose an answer. This breakdown will only be practiced especially on student respondents, the reason being :
the Students are the subject of the KKN and BUTSI programs.

1) Location of KKN/BUTSI

The table below shows the differences of opinions between the student respondents and instructor respondents about the location of the KKN/BUTSI. There are two parties of student respondents of almost equal numbers who are prepared to be placed either in the surrounding villages or in other provinces. While the instructors prefer to have the KKN/BUTSI to be conducted in their own province.

Table 1. Frequency of responses concerning proper location of
the KKN/BUTSI

Location	Students	Univ.Adm & lecturers	Gov.Officials KKN	BUTSI
		———— % ————		
(1) In surrounding villages				
In their own province	48.4	98.0	52	25.7
(2) In other province	51.6	23.0	7.3	24.5
(3) In both (1) and (2)	-	-	4.6	49.9

Meanwhile, we can see in table 1. that some respondents seem to give
an uncertain response. Quite a large number (about 50%) responded
that both kinds of locations are possible for the BUTSI as well as
for the KKN program. But for the KKN program it seems that it is
better to place the students in their own provinces.
This might be right if viewed from the technical points : i.e. how
difficult it must be to place students outside their own province,
mainly if the place is isolated or is located at a very long distance;
the more limited budget and time allocation for KKN compared to BUTSI.

The teachers' preference for the placement of students in their
own province, might be based on the same reasons as well as based on
the fact that control will be very difficult too.
For the TKS there are not too many problems since the working organi-
zation of BUTSI is centralized for the whole country besides the fact
that BUTSI has rather different objectives than the KKN.
From the student respondents who think that it is preferable to have
the location in other provinces some reasons have been brought up as
the following (based on the frequency) :

(1) That the students/TKS might be able to help found the nation
(97%)

(2) That they know other ethnic groups (91.7%)

(3) That they can visit their families (78.8%)

(4) That they can see other places.

On the other hand it is evident that the following <u>are not the</u> <u>reasons</u> :

(1) That they can have more expenses (less than 90%)

(2) That they can travel by air or by sea (less than 90%)

(3) That they can go to their hometown (less than 90%)

It is clear that from above frequencis, the <u>real purpose</u> "the unity of the nation" is the main factor for the necessity of the KKN location in other provinces, while other backgrounds the more practical it is the fewer chance it will have to be accepted as reason. Especially reason concerning individual benefit.

To the question about which kind of village should the students be placed in, there exists a consistent view among the respondents (stu dents, instructors, as well as government officials), that is, that they all agree to have the KKN/BUTSI be conducted in isolated villages, far from the cities. (see table 2).
Nevertheless, it is important to note that quite a lot of students' interests are focussed on the villages in or near their town. In other words, there are quite many students who prefer a town village rather than an isolated village.

Table 2. Frequency of responses concerning the choice of village for the KKN/BUTSI.

Type of village	Students	Univ.Adm & lecturers	Gov.Officials KKN	TKS
		%		
Isolated villages	95	98.0	96.4	93.3
Villages surrounding the city (near by villages)	80	21.0	23.0	29.6

Apart from the urgency that may be determining for the founding of the town-village it seems all parties hope that priority be given to isolated villages.

2) Facilities

a) Facilities obtained by the students/TKS seem not to be uniform. As an example we can see that not all students/TKS received pocket money. Only 84% admitted to have received pocket money. Important to note in the answer of respondents coming from one university which are not uniform.

At the universities, eventhough most of the respondents said as to have received pocket money, there are some of them who denied. Another question that rises is whether the distribution of the pocket money is not uniform in the same university. Is there a misunderstanding among the students concerning the word "pocket money", for there are possibilities that the universities concerned not use this term.

The same indication can be seen in the question about other facilities.

Table 3. Frequency of responses concerning facilities obtained by the students

	Students		Univ. Adm & lecturers		Gov. Officials		
	Facts	Ideal	Facts	Ideal	Facts	Ideal KKN	TKS
				%			
Pocket money	84	93	86.0	96.0	*	92.7	*
Accomodation	65	90.6	84.0	97.0	*	84.7	84.1
Transportation	62.6	93.3	82.0	96.0	*	92.2	89.1
Clothing/Shoes	57.7	86.7	*	*	*	84.7	87.6
Working tools	27	90.9	*	*	*	86.4	89.4
Health and Accident Insurances	57.5	94.7	26.0	79.0	*	92.2	94.4
Salary	*	*	*	*	*	*	59.4
Personal needs	*	*	53.0	76.0	*	*	*

* not asked .

According to the respondents it will be idealistic if most faci-
lities be extended to the students/TKS. Each subject is expec-
ted by most of the respondents. Therefore it is necessary to
think of an attempt for a more possible way to give facilities,
such as working tools or health insurance and accident insuran-
ce, if the hopes of the respondents would be fulfilled.

It is necessary to note that Univ. administrators & lec-
turers respondents are less interested in the helath and
accident insurance funds and personal needs, while official
respondents don't emphasize the necessity of personal needs,
but give stress on the importance/urgency of the health/accident
insurance.

b) About the sum received by the students in the form of money,
there seems to be a difference in perception and opinions bet-
ween students and lecturers as stated in table 4.

Table 4. The quantity of money received by each student
according to the students and instructors' opinions.

	Students		Univ. Adm & lecturers	
	Facts	Ideal	Facts	Ideal
Rp.	10.000	18.000	10.685	16.562

It shows that according to the instructors the students get,in
fact, Rp. 10.685 per month, while according to the students
the sum they get is only Rp. 10.000 per month (the lecturers
perception is higher than that of the students'). On the other
hand, according to the Univ. Administrators & lecturers the sum
should be raised to Rp. 16.562, while the students hope to get
Rp. 18.000 a month (the instructors' aspiration is lower than
that of the students).
The difference of perception concerning the facts is possibly
caused by the lecturers' calculation about the "over-head

cost", while the students see what they really get. The dif-
ference of aspiration can also be easily understood, since the
students who live straight on the field see many difficulties
to be overcome, so that hope the funds will be larger to solve
those problems that may rise on the field.

However, the difference is not so great, that for the future
program it can be proposed a larger sum for the students so
that it will be about Rp. 17.000,- a month, if the government
fund allows it.

3) Project Funds

About the funds given to the students to help build projects in co-
operation with the village (rural) communities, only 12.5% of the
students admitted to have received it, while the number of respon-
dents expecting it are about 55.4%. Student/TKS respondents who
really feel that they need the funds are those from social-sciences
such as Art, Law, Economics etc.

While students/TKS from exact sciences are not so much interested.
The difference of perception is still difficult to explain since
there are not enough data from the research.

Table 5. Frequency of answers on the Projects and Funds for
the students.

Kinds of answer	Students/TKS		Gov. Officials			
	Facts	Ideal	Facts		Ideal	
			KKN	TKS	KKN	TKS
				%		
Yes	12.5	55.4	18.1	66.9	12.3	63.5
No	71.3	31.2	55.2	26.2	52.7	24.6
No opinion	16.1	13.4	26.7	7.0	34.9	12.0

In this matter, the students/TKS and the officials are of the same
opinion, that is : it should not be necessary to finance the whole
projects; it should only finance some parts of the project so that

It will attract the public's spirit to build the village. This has been expressed by the data on table 6.

Table 6. Frequency of answer on the ideal use of funds to assist projects.

Kinds of answer	Students/TKS	Gov. officials
		%
Not for the whole project (to stimulate the public's spirit)	87.5	93.3
For the whole projects	33.8	27.0

The source of the funds is expected mostly from the local government, and from the universities or even from the BUTSI itself.

Table 7. shows the existence of need for funds by the students/TKS. However, the number of officials stressing the urgency of the funds has decreased.

On the other hand, however, the students notice that the source of funds from the community can be expected, for, in fact, up to the moment, most of the project funds have come from the community. This has been expressed by the data on table 7.

Table 7. Frequency of responses concerning the Project Aid Funds.

Source of funds	Students/TKS Facts	Ideal	Official Facts KKN	TKS	Ideal KKN	TKS
			%			
Provincial government	14.0	91.7	32.6	31.8	83	86.2
Government services	34.9	77.8	19.1	28.6	67.2	67.9
Private/personal/ Individual	12.5	61.1	13.1	19.8	48.4	48.9
Community resources	65.6	83.3	40.9	57.6	59.8	61.9
University/BUTSI	53.8	72.2	30.1	40.5	73.3	70.9
Students/TKS pocket	37.5	25	11.8	15.8	11.2	12.7

No differences are seen about the students' and the officials'
views concerning the funds coming from the provincial government,
especially from the point of idealism. The fact that only a small
quantity comes from this side forces us to search more intensively
in the future.

We can do this by connecting the students'activities with the de-
velopment program of the village sponsored by the government.

The difference of views of the sources of funds from the community
is seen mainly from the point of idealism. The students and TKS
have the tendency to regard the community as the source of the
funds.

The officials, however, find it better not to expect the community
as the source of funds for projects accomplished by students and
TKS.

The difference of opinion might be due to the officials' judgment
that such kinds of projects should be something that will arouse
the people's spirit and accordingly prefer that the funds come
from another sources rather than from the people. The students
find that the best time to receive the funds is after the student's
arrival in the village (60.70%). Actually, they get the funds af-
ter their arrival in the village (69.8%). The idea to receive the
funds before their arrival cannot be accepted since they find it
important to know and to discuss the project with the community
first, before receiving something.

If ever happens, that the funds be given before the student's
arrival in the village, it should be extended partly only and the
rest should be given after arrival in the village. (34.4%)

4) Term of Assignment on the Field

The term of service for the KKN students alters between 2 and 6
months. The percentage of the student respondents answering the
questions about the term is as follows :

(a) 6 months   : 34.5 %

(b) 3 months   : 32.8 %

(c) 5 months   : 22.6 %
(d) 4 months   : 5.5 %
(e) 2 months   : 4.4 %

The universities below give their respective answers about the
real term on the field :

Andalas university	: 5-6 months
Sriwijaya university	: 5-6 months
Padjadjaran university	: 2-3 months
Gajah Mada university7	: 3 months
Airlangga university	: 3 months
Lambung Mangkurat university	: 5-6 months
Hasanuddin university	: 4-5 months
Sam Ratulangi university	: 5-6 months

There is obviously a variation, and in this variation we can see a
grouping on the term of 6 and 3 months. It seems that both terms
are the most practiced by most universities. However, if we ask
the students for an ideal term the tendency will be centered on
the 3-month term (70.7%). Parts of them (24.1%) wish to have a 4-
month term but there is no demand for a longer term.

This is something that needs to be considered in determining the
term on the field by the Government services as well as by the
Universities.

It is important to note that the ideal term is 3 months. Those
who suggest a 4-month term are people born or brought up in the
village.

Thus, they have the desire to stay longer in the village. Such a
case is seldom seen among respondents born and brought up in town.
There is no problem about the ideal and real term for the TKS for
the two-year term has already been the government policy, and in
accordance with the characteristic of the BUTSI and the time avai-
lable for the TKS, the 2-year term is considered sufficient.

5) The Characteristics of the KKN program

The students have also been asked questions about the characteristic of the program. Here under is an illustration of their responses :

a) The program should be wholy volunteer and is not a requirement for graduation (48%)

b) The program should be an obligation but not a requirement for graduation (25.2%)

c) The program should be an obligation and a requirement for graduation (26.7%)

The last response comes from respondents of / from

(1) agricultural, medical and economical fields

(2) graduate students

(3) students of the following universities : Andalas and Sriwijaya.

Agriculture, medical science and economics are fields which have direct contact with the village problems, while the graduate students have already deeper understanding about the importance of the program in connection with their knowledge and education. As far as the university of Andalas and the university of Sriwijaya are concerned, their choice, might be due to the firm policy of their rectors so that the students feel that the KKN program is a compulsory.

But if we now turn to the lecturers' views, we can see that there is a quite obvious difference, in which their preference to make the program an obligation is much stronger.
The table below shows the difference mentioned.

Table 8. Frequency of responses about the characteristic of the program.

Characteristic of the program	Students	University adm. & lecturers
	%	
Volunteer and not a requirement for graduation	48.0	11.0
Compulsory but not a requirement	25.2	40.0
Compulsory and a requirement	26.7	88.0
Ommitment of the KKN program	*	21.0

* not questioned

The views of the University administrators and lecturers are rather unexpected, for generally people think that there are still lecturers who are againt the KKN as intracurricular activity. Nevertheless, it can not be concluded that their agreement is absolute. It is also possible that most lecturers only principally agree that the KKN program be included into intracurricular activity, but for the accomplishment we still need other conditions such as the adaptation of the curriculum etc.

6) Participating students in the KKN

The student respondents find it best that the program be applied on the graduate students. Those students are considered more mature in knowledge and experience, so that they will be more ready to face the village problems.

Those who do not agree are working students (72 % do not agree). Their daily tasks might be a burden to the working students. On the other hand it must be deeply considered that, if a working students is released from the program (mainly at universities where the program is an obligation) this will be unfair for the other students.

7) Training Program

    a) Distinguishing the difference of perceptions and opinions of the student/TKS, University authority/Instructor and Gov. official respondents regarding the course in the KKN/BUTSI training, both in facts and ideals, we come to the following conclusions :

        (1) All groups of courses in connection with village problems in general should be given during the training program, even there are some which are given more intensively (such as Rural Community Development) and there are some which are given less intensively (such as Public Employment)

        (2) It is obvious that for the University Authorities/Instructors as well as for government officials, all groups of courses are important and therefore they all have to be instructed in the training. But the students/TKS find that not all courses are of equal importance.
From table 9 it is evident that for students/TKS, the courses on Rural Community Development, Agriculture and Health are more important than the courses on Cooperatives and Public Employment. It proves that the students are more selective in determining their idea concerning the training.

Table 9. Frequency of responses concerning the group of
courses on the KKN/BUTSI training.

Groups of training courses	Students TKS		Univ.adm & lecturers		Gov.official	
	Facts	Ideal	Facts	Ideal	Facts	Ideal
			%			
Rural Community Development	92.6	61.5	90.0	100.0	99.0	99.0
Education	94.1	37.1	65.0	97.0	84.0	83.0
Health	91.5	50.2	84.0	99.0	99.0	98.0
Family planning	90.6	45.1	84.0	99.0	98.0	98.0
Agriculture	94.5	59.6	89.0	99.0	99.0	99.0
Public Employment	53.6	29.9	67.0	95.0	90.0	93.0
Cooperatives	77.0	39.6	78.0	99.0	9.0	98.0

In arranging the future training courses it is advisable to
take into consideration the preference proposed by the students,
for if their preference is proper (based on practical experien-
ce on the field), we can compose a more efficient training pro-
gram in the sence of expenses and timing.

b) Differences of perception between students/TKS and lecturers
exist concerning the whole course, whether they will be enough
or whether is still something lacking.

Table 10. Frequency of responses concerning the training

Kind of response	Students & TKS	Univ. Adm & lecturers
	%	
More than enough	1.9	41.0
Enough	50.5	44.0
Not enough	42.2	11.0
Poor	5.5	1.0

Above table shows the students' views about the training which
they find "not sufficient" while the instructors' views

consider it as "sufficient" and "more than sufficient". The practical experience on the field gained by the students may be the cause why the students find the training incomplete (per-haps less effective), even the course are more than sufficient.

c) About the relevancy of the training courses and the problems on the field the students still notice the irrelevancy of the train ing (24.9%), while none of the University administrators and lec turers have such an opinion.

Table 11. Frequency of responses concerning the relevancy of the training courses to the village problems.

Relevancy of courses	Students	University Adm & lecturers
	%	
Very relevant	9.3	3
Sufficiently Relevant	65.8	94
Not relevant	24.9	0

Above discoveries, make us look over the training program for the future KKN program.

As for the BUTSI, it can be suggested here that the entire TKS respondents (100 %) are of similar opinion : that the training on the BUTSI is relevant.

It is acceptable since BUTSI has more experience than KKN and the term (two years) is longer than that of the KKN program.

d) It will be very ideal that the training be given theoritically (expressed by 98.2 % of the student respondents) and practically (expressed by 97.3 % of the student respondents). In fact, only 90.9 % of the student respondents want practical training, while 97.3 % of the student respondents want practical training. This indicates that practical training should be given much more in the future.

About the instructors of the course, in comparison between ideal
and facts there is a description of 3 categories of respondents.

Table 12.   Frequency of responses concerning the Training
Instructors for the students/TKS.

Training Instructors	Students/TKS		University adm/ lecturers		Gov.official	
	Facts	Ideal	Facts	Ideal	Facts	Ideal
				%		
University staff	69.4	92.3	88.0	99.0	*	96.3
Central Government Officials	18.4	56.5	22.0	43.0	*	55.3
Head of the local authority (Governor/Head of District)	25.8	77.7	30.0	73.0	*	78.7
Officials of Gov./ Services	90.4	95.6	86.0	91.0	*	93
Experts	36.2	89.9	44.0	81.0	*	82.1
Skilled common people	12.5	66.7	14.0	67.0	*	69.7
Ex KKN/Ex TKS	54.4	86.0	56.0	90.0	*	85.5

* not asked

The table shows the most expected persons to give the training
are the officials of the gov. service and the university staff.
They are really capable in their own fields and particularly
the officials of the gov. services have more experience in the
village problems and in the development program of their own
area.

e) The place of training is done mostly on the campus and in the
capital of a province. This is in line with the ideal.
However, besides this, many respondents idealistically hope
that the training should be given in the villages while in
reality training in villages is seldom done.

Table 13. Frequency of responses concerning the place of
training of the KKN/TKS.

Place of Training	Students & TKS Facts	Ideal	Gov. officials Ideal	
			KKN	TKS
---------------- % ------------------				
Village	29.6	66.3	39.5	41.3
Sub District town	21.6	58.1	43.4	45.0
District town	18.7	58.9	54.6	58.6
Provincial town	58.0	68.8	64.4	68.9
Universities	58.6	68.9	82.0	65.6

The government officials prefer the training not to be done in
the village. The basic consideration of the officials' opinion
is not so clear in this research, but the students' opinion ba-
sed on experience on the field has to be taken into considera-
tion.

f) Duration of training (especially for KKN) alters around 3 - 4
days (45.o % of the student respondents) and 7 days (31.6 % of
the student respondents).

A picture of the respondents' views concerning the duration of
training at each university are as follow :

Andalas university	4-5 days
Padjadjaran university	4 days
Gajah Mada university	3-4 days
Airlangga university	4 days
Udayana university	4 days
Lambung Mangkurat university	7 days
Hasanuddin university	4 days
Sam Ratulangi university	4-5 days and 7 days (2 groups).

The students' responses seem not to be similar to those given
by the university administrators and lecturers. According to

the university administrators and the lecturers, the average term of training is in reality 15 days, while ideal it should be 21 days. The difference should be taken into consideration by the central management of the KKN.

8) Cooperation with the local government.

In implementing the KKN/BUTSI program on the field,the KKN/BUTSI supervisor, the head of the sub-district and the "lurah" give direction and operational guidance to the students. Idealistically, these three components are the most expected persons to give operational guidance.

Further, it is important to note and to improve the role of the officials of the gov. services in guiding the students for there are quite a number of official respondents who wish it.

There is a difference of perception among the students, lecturers and official respondents regarding the form of cooperation with the local government. The students see the cooperation as to be implemented through a special team appointed by the local government, while the university administrators and lecturers and the government officials see it to be done through government services without a special team. On the other hand there is a uniformity of answers of the respondents about the ideal form of cooperation that is through a special team appointed by the local government.

Table 14. Frequency of responses students, instructors and officials concerning the form of cooperation

Form of cooperation	Students and TKS		Lecturers		Officials	
	Facts	Ideal	Facts	Ideal	Facts	Ideal
	%					
Through a special team appointed by the provincial government	58.2	*	11.0	57.0	18.9	64.1
Without a special team	18.7	*	59.0	32.0	18.0	11.4
Through gov. services	21.9	*	28.0	11.0	37.7	22.3

* no data

The existence of similarity in responses supports us to accomplish the idea of the establishment of a special team by the provincial government to help smoothen the KKN program/BUTSI.

Table 15. Frequency of response concerning the guidance of supervisor on the field.

Kind of Supervisor on the Field	Students		Univ. Adm & Lecturers		Officials	
	Facts	Ideal	Facts	Ideal	Facts	Ideal
			%			
KKN/BUTSI supervisor	89.0	96.6	89.0	98.0	78.4	95.8
Officials of the gov. services	48.1	85.2	51.0	78.0	55.0	83.5
Head of the sub-district	72.3	92.0	66.0	88.0	73.6	69.9
Lurah (Head of the village	69.3	86.6	69.0	87.0	73.0	86.5

9) Reports

The respondents have also been questioned about the report to be written by the students. This includes the problem of the report frequency, the form of the report and the persons to whom the report should be submitted.

Table 16. Frequency of responses concerning the period of the periodical reports

Frequency of report	Students & TKS		Univ. adm & lecturers		Officials	
	Facts	Ideal	Facts	Ideal	Facts	Ideal
			%			
Weekly	12	79.9	18.0	43.0	13.7	33.6
Monthly	90.2	90.6	49.0	71.0	53.5	92.6
Final report	91.3	94.2	64.0	87.0	52.0	92.6

a) The table above shows that almost all of the students/TKS agree that a monthly report and a final report are factually written.

On the other hand, the number of instructors respondents who know about the existence of such reports are much fewer. And only half of the official respondents know about the monthly and final reports. This explains that the involvement of instructors and especially officials in the program is still smaller than the students/TKS. This is an undesirable factor, since the instructors and officials should be able to act and to use the spirit of the students to involve themselves in the program.

The lack of involvement of the lecturers and the officials can be seen from the aspiration of those who only expect the final reports (instructor respondents) or only the monthly reports (official respondents). Whereas the student respondents realize the importance of weekly reports as well to enable them to follow the day to day development in the village.

Viewed from the points of efficiency and effectiveness the lecturers' and officials' opinions about the triviality of the weekly report might be true, but the students enthusiasm to submit weekly reports has to be taken into consideration. Perhaps by adding the number of instructors to guide them the weekly report could be implemented.

b) Written reports by students are done by individual rather than by a group but the respondents find both reports to be the same importance (82.7 %). University administrators/lecturers as well as officials give the same opinions.

c) Reports should be submitted to the university and BUTSI (expressed by 98.5 % of the student respondents) as mother institutions of the students/TKS and to the Head of the local gov. (expressed by 79.4 % of the student respondents) and other Gov. service (expressed by 21.7 % of the student respondents). But idealistically, reports to Head of the local gov. have to be improved (expressed by 92.6 % of the student respondents) and reports to the head of services should be more done (expressed by 55.5 %

of the students respondents) than what have been done now.
Instructor respondents and official respondents give similar
opinions.

10. Information to the community

a) The degree of success of the KKN program will be determined
among others by the cooperation of the community and local govern
ment officials. Their views and assistance depend on their con-
ception about the KKN and the BUTSI program. Here is the im-
portance of information to the community. This research tries
to measure the process of the information.
Explanation to the community has been regarded absolutely neces-
sary by the student respondents (99.7 %) and this is the first
thing done by most students (97.0 %). The communication is
carried out those who have direct contact with the respondent's
task.
The idea is supported by the official respondents who admit
(75.6 %) having received the information. Obviously, to have a
succesful KKN/BUTSI, the number of the officials who receive the
information should be increased.

b) The object of the information is illustrated in the following
table :

Table 17. Frequency of responses concerning the subjects of communication about the KKN/BUTSI program.

Subject of communication	Student/TKS Facts	Ideal	Univ.adm & lecturers Facts	Ideal
		%		
Governor	9.0	38.2	*	76.0
Head of District	39.9	58.9	*	98.0
Head of the sub districts	68.7	80.4,	*	98.0
Head of the village	96.6	97	*	99.0
Government services	69.5	84.5	*	86.0
Community leaders	96.0	90.6	*	89.0
Community organizations	87.8	94.3	*	79.0
The Armed forces	51.0	71.2	*	73.0

* not questioned

The Above table shows clearly that the students prefer to give information directly to the community while the lecturers prefer to give it to the officials. The difference of orientation may be based on different positions and experiences.

c) There is also a variable sight about "How to give introductory information in the most proper way". Students and Community respondents give their preference to oral and individual approach, while official respondents prefer the use to the mass media.

Table 18. Frequency of responses concerning the way of
extending the introductory information.

Way of extending the information	Students & TKS		Officials		Community	
	Facts	Ideal	Facts	Ideal	Facts	Ideal
			%			
Individual/oral approach	96.3	98.0	56.9	73.7	*	97.9
Lecturers	86.4	92.6	67.5	93.2	*	*
Radios	12.7	67.0	38.5	87.5	*	*
TVs	5.7	49.7	10.4	65.9	*	*
Letters/pamphlets	19.4	50.7	43.0	81.3	*	*
Magazines	13.1	57.7	22.4	74.9	*	*
Newspapers	15.1	66.5	39.1	82.1	*	*
Other written materials	22.1	67.2	22.3	76.1	*	*

* not questioned

Considering the fact that officials as well as community are
very useful in gaining the success of the program it is advi-
able to practice both methods of mass media and individual ap-
proach in the introductory information program.

11. Follow Up

As decribed before, one of the main objects of the KKN program is
to stir the community's spirit for their village development.
Hence we can realize how important the follow up of the students'
activities in the development will be for the success of the deve-
lopment as well as for the success of the program itself.
The research has also tried to gather information concerning the
follow up activities.

Table 19. Frequency of responses concerning the follow up of
the KKN and BUTSI programs.

Follow up	Students & TKS		Officials		Community	
	Facts	Ideal	Facts	Ideal	Facts	Ideal
			%			
Continued by the next KKN/BUTSI	*	75.3	48.3	91.0	70.4	*
Continued by KKN/TKS in the nearby villages	11.7	51.7	14.0	64.9	*	*
Continued by gov. services	39.1	79.8	36.6	79.3	*	*
Continued by the village	81.9	98.0	68.6	95.3	95.3	92.8

* not questioned

The follow up of the development activities pioneered by the students should idealistically be executed by the village cadres themselves.

It is hoped that the village can improve and develop itself after the students' departure from the village. Practically, the follow up has been done by the cadres which means there is a conformity between hope and fact.

However, there are many who hope the participation of the Government services in the follow up activities. It is important to note that the role of the government services in the follow up program accomplished by the students should be improved.

That the students direct their efforts to the community participation in the development program can be seen in most of the community respondents responses (96.7 %), who admitted that the students have made them participate in their activities, and that the number of villagers' participation in the village development are "sufficient" or "more than sufficient" (expressed by 94 % community responses).

12) Placement of the KKN/TKS participant in the field

The placement of the students in the village has caused problems

which are significant enough to look into since there must be at least two conflicting objects. The program at one point is aimed at the improvement of the student's leadership while at the other point it is aimed at the improvement of the interdisciplinary work pattern. In the beginning it has been assumed that the placement of one student in one village will help attain the improvement of leadership. But practically, the placement of one student only who is physically separated from his student fellows will arouse psychological problems which are very difficult to solve. More over, the effort for the improvement of an interdisciplinary work pattern needs the existence of interaction of more than one person originating from a different scientific disciplines.

The result of the research in the placement will be pressed in the following.

At the time of the KKN it is best to place two students in each village (expressed by 52.3% student respondents). However, some prefer to have 3 students placed in each village, especially respondents who have lived in large towns (expressed by 21.2% student respondents).

It seems that students prefer to have more companions in the village. The working area of each student/TKS should be village for one student (expressed by 83.2% student respondents) but as always there are some who have other ideas, i.e. one student serves more than one village :

2-5 villages (expressed by 17 % student respondents).

It might be due to the efficiency, but, if the area allows, one student will be given the responsibility of developing more than one village. Practically, only 5 persons are placed in one district (36.6%), whereas the average of two students/TKS per district has been suggested by 36.6 % of student respondents.

With a variation of the following numbers :

3 students/district (by 12 % students respondents) and

4 students/district (by 2.4 % students respondents).

It is evident that there is a lack of students power/TKS so that
not all but only certain selected villages can be developed.
It is suggested that students placed in a same working area should
come from different fields of science. (See table 19). This is
the idea of most respondents. Practically this has been accomphlis_
ed. This explains the importance of an interdisciplinary approach
of the village problems.

Table 20. Frequency of responses concerning the placement of
students and their field of study in one/two districts.

Field of study	Students		Officials	
	Facts	Ideal	Facts	Ideal
		— % —		
Same field of study	8.9	7.2	16.1	11.6
Interdiscipline	91.1	91.5	65.4	85.2

13) Evaluation

It is very common that every activity ought to be evaluated.
The problems in the evaluation of KKN/BUTSI are "Who should do
that evaluation of the individual activities in the village", and
"Who have to evaluate the success of the KKN/BUTSI as a government
program".

In the evaluation of the effects of each student/TKS' activity
there exists a conformity between facts and expected tendencies.
In general, direct evaluation is done by the university concerned
or by the BUTSI itself. The village community have also been
asked to participate and the students/TKS have to evaluate them-
selves too.
Among the officials, evaluation is done by officials who have
close contact with the community.

Table 21. Frequency of responses concerning the evaluation on
the result of the students/TKS' activities.

	Students/TKS		Univ.adm & lecturers		Officials	
	Facts	Ideal	Facts	Ideal	Facts	Ideal
			%			
University/BUTSI	87.5	97.3	91.0	98.0	72.5	93.1
Head of the village	74.2	87.6	22.0	90.0	62.0	95.5
Head of sub-district	82.4	90.4	65.0	90.0	67.0	96.9
Head of district	58.4	76.6	45.0	66.0	43.6	92.2
Governors	37.2	63.1	*	*	19.6	81.8
Gov.services	39.2	65.0	34.0	70.0	33.0	81.8
Village community	76.4	87.1	53.0	73.0	60.9	82.9

* not questioned

It is obvious that direct contact with the student's activities
decrease by the ranking of the position of the officials so that
the higher the position the less asked for evaluation.

If we now look at the ideal frequencies of evaluation on the indi-
vidual achievement we will see the same tendency in spite of the
larger persentage of each.

The conformity tendency between facts and ideal can be seen in the
evaluation on the KKN/BUTSI program. We can also see here that
those who have direct contact with the projects, such as the uni-
versity/BUTSI, the community and the students/TKS, are in fact the
main evaluators on the KKN/BUTSI projects in which they idealis-
tically should be.

Among the officials, the head of the village is considered to have
more involvement in the activities and accordingly they are asked
for their evaluation more than the governor from whom only little
can be expected.

The complete order of persons to evaluate the KKN/BUTSI program
are :

Table 22. Frequency of responses concerning the program
evaluators.

Evaluator	Students & TKS		Officials	
	Facts	Ideal	Facts	Ideal
University/BUTSI	95.9	97.3	63.2	96.4
Head of village	73.1	87.1	53.8	83.7
Head of Sub district	70.5	85.1	52.4	83.7
Head of district	62.3	80.4	41.5	90.7
Governors	51.5	71.6	23.6	82.6
Gov. services	48.5	72	25.9	81.2
Village community	61.3	78.4	47.0	74.9
Students/TKS	69.4	72.4	34.2	64.2

b. Conclusions

A general conclusion can be drawn from the above mentioned
analysis :
that the KKN program as a voluntary program will not have any pro-
blems.
Students, instructors, officials as well as the community positively
welcome the program. They principally even accept the program as an
intracurricular activity. In this case, however we'll have to face
lots of problems since the implementation of the system at present
is practically still for from what is expected. Let's have the
"pocket money" as an example. The program executed so far supplies
each student with a monthly pocket money of Rp. 10.000,-. But the
research shows the students' expectance is Rp. 18.000,- a month/ a
student. Is the Government able to afford the amount especially if
all students have to join the program as a requirement? Students
who feel "forced" to joint will be more reluctant with only
Rp. 10.000,- except volunteers with their motivation "to work in
the village".

The differences of opinions and views of the students,

lecturers and officials should be cleared so that all individuals involved in it are able to cooperate with each other based on one idea and one principle. Without clearing the problems, undesired conflicts can be expected in the implementation of the program, chiefly if it is an intracurricular program. Just take the training course for example.

Some subjects are considered unnecessary by the students, while the instructors find all subject of equal importance. This will rouse problems in the future, e.g. the students' motivation will decrease. The research does not show many problems concerning the BUTSI.

c. Suggestions

In brief we can re-list the suggestions which are worth being submitted according to the result of the research, as follows :

1) KKN location : in the province where the university is located.
   BUTSI location : in other province/everywhere in Indonesia.

2) Priority is given to isolated villages.

3) Facilities should be given to the students, while health and accident insurance should be also considered.

4) The pocket money for a KKN student is proposed to be Rp.17.500,-/ a month.

5) Funds which can stimulate the village development project should be available. The funds is expected to come from the provincial government but in fact a sufficient amount has been contributed by the community.

6) The funds in item 5) should be obtained after the students' arrival in the village and after the projects has been clearly established.

7) The term on the field for the KKN : 3 months (in line with the students' expectance). For TKS : 2 years.

8) The status of the KKN : the students want it to be a voluntary
   activity, but the lecturers prefer it as a compulsory.
   A selected course with certain credits can be considered as an
   alternative.

9) The program is exclusively for graduate students.

10) The subjects in the training should be taken into consideration
    in order to attain a higher efficiency, chiefly for the KKN pro-
    gram (for BUTSI it is sufficient).

11) The practical subjects in the training ought to be improved in
    order to be in line with the theoritical subject.

12) The instructors should be from the gov. service or university
    staff.

13) The location of the training should be in the village (country).

14) The training period for the KKN : 7 days.

15) Operational guidance on the field should be done by the KKN/
    TKS instructors, head of sub district, Head of Village and staff
    of the gov. services.

16) A weekly report should be considered besides the monthly and
    the final reports.

17) A group report should be considered besides individual reports.

18) Reports should be submitted to the university/BUTSI, to the
    Governor and to the government services.

19) Propagation to the community should be forwarded through the
    mass media and oral/individual approach.

20) It should be cleared between the students and instructors as to
    who should be the major object to the introductory explanation,
    the officials or the community.

21) The follow-up should be done by the village cadres.

22) The placement of the students should be :

one or two students in one village and 5 students in one Sub district.

They have to be from different fields of study.

23) The evaluation of the KKN/BUTSI program should be made by the university/instructors as well as by the officials (village and sub district level).

IV. M O T I V A T I O N

As we know, the implementation of the KKN/BUTSI program have involved students/TKS as well as government officials, community and university/instructors/staff members. We also know that the program has been effective for a relatively short period only, whereas the implementation is not uniform, since some universities consider it a compulsory for the students but some others regard it as a voluntary activity.

The fact stimulates us to do a more thoroughful investigation about the background, reason and motivation of the students'/TKS' willingness to carry out the program, the attitude of the provincial officials and the community towards the students. By knowing it, we hope to know how far the program is supported by persons involved, and at the same time it will be used as material of consideration in determining our further steps towards the improvement of the KKN/ BUTSI program in the days ahead.

Though the team of surveyors realize how important the motivation is, it is very hard to know the motivation and its magnitude.

Because motivation as a driving-force of the human behaviour is an abstract factor and can only be identified or measured through deed, attitude, speech or other forms of expressions. Further there are still problems on measuring the motivation. Particulary towards adults, for their speeches as well as their overt expression are not always the same as their inner feelings or the real motivations.

Based on this fact, an indirect way through certain indications is used in the survey of motivation and its magnitude of individuals involved in the program. Cross checking among other respondents' responses has also been tried, namely between Students/TKS and Instructors, and between the Officials and Community.

The following are the main points to be looked over in the survey of motivation :

- The group of respondents (KKN, ex KKN ex TKS), the facts that drive them to join the program (KKN/BUTSI).

- The group of respondents supervised by the university and instructors :

  their evaluation on the students' motivation to participate in the KKN program.

- The group of government officials :

  the motivation of their willingness to accept and receive the students in their village.

- The group of community :

  the motivation of their willingness to accept and receive the students in their village.

1. The result of the research and discussion

    In discussing the motivation of each group of respondents, we have to distinguish the group of university administrators & lecturers from the community (officials and community members).

    This is very important since there are, besides the difference of questionnaires between the two groups, there is also a different necessity about the KKN/BUTSI program.

    If we compare the students/TKS' motivation why they join the KKN/ BUTSI program with the evaluation of the university and instructors about the students' motivation to join the KKN program, we get the following illustration :

Table 1. Frequency of responses concerning the background of the students/TKS is joining the KKN/BUTSI program.

Motivation	Students & TKS	Univ.adm & lecturers
	%	
a. unemployment/in need of a job/as a pastime	32.9	*
b. financial need	19.7	31.0
c. outsiders' influence	11.2	36.0
de.for experience	90.5	75.0
f. to see and to know other parts of the country	73.0	76.0
g. interest in the village problem	77.0	*
h. to know the relationship of education and village problem	77.0	*
i. avontourism	14.8	*
j. ordered by the university	*	55.0
k. others	27.3	36.0

* not questioned

The table above illustrates the conformity of the students/TKS and the lecturers' responses about the students' motivation to join the KKN program namely that they do this because of the desire to "serve the development of their country" and the "desire to gain experience". Both motivations can support the smoothness of the program (KKN/BUTSI). However, there are other motivations, even in a small degree, which are :
"financial need" and :outsiders' influence" and "university compulsory".

The university administrators & lecturers' impression is that the students are enthusiastic enough to join the program (80 %), and the students'/TKS' respondents also admit that the KKN/BUTSI program is of great importance. (56.3 %) or quite important (43.7 %). Nevertheless, there are many students who do not want their

assignment term in the village to be extended, as illustrated in table 2.

Table 2. Frequency of responses concerning the students/TKS' willingness to extend their field assignment term.

Responses	Students & TKS	Responses	Univ.adm & lecturers
	%		%
a. really willing	5.4	a. A large number are willing	1.0
b. willing	33.3	b. Quite many are willing	17
c. not willing	40.0	c. A small number only are willing	48
d. wholy unwilling	1.6	d. Almost everyone is unwilling	17
e. Don't know	19.7	e. Don't know	17

We can see here that there are quite many students/TKS who are not willing to extend their field assignment term. This might be be caused by their status as students wishing to finish their study and to get a job in the shortest time. In spite of this, it is very interesting to note that the University administrators & lecturers' responses regarding the matter are smaller than those of the students/TKS'.

Further, if we look more deeply into the students' motivation by connecting the possibility of getting a job in the village after graduating, they all seem obviously to be willing to work in the village.

But this is still doubtful since none the students (ex KKN) have ever applied for a job in the country. This might be caused by the facts that KKN students are supposed to return to their college. But what more important is the existence of opinions and issues which can be disadvantageous for the KKN program, especially if connected with the idea to have a university graduate work in the village.

Their opinion is : "The future of their career in the village might be very limited and not promising or even there might be no future at all for their career (54.4 %); "To work in the village is not challenging/ the problems to face are all routine" (40.5 %); "No intention to work in the village" (39.6 %). Since those responses are submitted by Students ex KKN, there is a possibility that the accomplishment of the KKN program which they have experienced are not what they hope to be, or it can be that they see nothing interesting to do in the village.

But on the other hand, the data show that the students/TKS as well as the University & Instructors generally agree to the idea of having a university graduate work in the village.

Table 3. Frequency of responses concerning the agreement of the rule which requires the service of graduates for a certain period.

Responses	Students/TKS	University adm & lecturers
	%	
a. fully agree	28.0	14.0
b. agree	47.0	64.0
c. don't know/doubtful	8.1	10.0
d. not agree	14.9	12.0
e. do not agree at all	1.0	0.0

If we compare the official respondents with the community respondents we notice that the frequency of responses of the community are higher than that of the officials even though both parties generally accept the idea of the program and are willing to receive the students in their village.

Table 4.   Frequency of responses concerning the effect of the
           students' service to the community.

Responses	Officials	Community
	%	
a. very useful	36.8	95.7
b. useful	57.8	2.7
c. no use	0.3	0.0
d. don't know	5.3	1.6
e. disadvantageous	0.0	0.0

The same occurs when they are questioned about their feeling of
satisfaction concerning the result of the students/TKS service.
There appears to be an inconformity between the officials' and
the community's responses. See table 5.

Table 5.   Frequency of responses concerning the result of the
           succes gained by the students/TKS.

Responses	Officials	Community
	%	
a. Satisfied	27.6	80.5
b. Almost satisfied	65.6	16.8
c. Not satisfied	1.9	0.0
d. Don't know	5.0	2.7

The difference of opinion ought to be thoroughly considered.
The cause is perhaps the different criteria between the officials
and community in determining their opinion whether the result of
the students/TKS presentation is satisfactory.
We notice that the officials judge that success of the students'/
TKS' accomplishment depends on the existence or non existence of a
concrete effect of the physical work. Whereas the community use
a different judgment such as their knowledge in a certain field.

But, apart from these, the judgment about the KKN/BUTSI program
and about the willingness of the students/TKS in the village are
quite sufficient. Both groups of respondents, for example, want
the students assignment to be extended.

This has been expressed by 81.4 % of respondents (officials) and
(93.0 % (community). In this case, it is important to note that
about 15.5 % of the official respondents do not agree to the ex-
tension of the students' assignment in the village. Nevertheless,
if the official respondents are questioned about their opinions
of the rule which requires that the students or graduates ex KKN/
TKS should work in the village for a certain period, 90.5 % of
them express their willingness to agree. This is an evidence that
they sense the need for educated and skilled labour in developing
the village.

This has also been illustrated in their motivation regarding their
willingness to accept the KKN/TKS students, see table 6.

Table 6. Frequency of the officials' motivation to accept
students KKN/TKS in their village.

Responses	%
a. The community are in need of the students service in their village	29
b. Students/TKS should help develop the village	16.6
c. In order that the community know the students life	36.1
d. To accelerate the village development	0.8
e. So that more students/graduates can be interested in the development problems in the village	16.9
f. Miscellaneous	0.6

2. Conclusion

a. In general, all groups of respondent support the idea of the
KKN/BUTSI program with a different intensivity of support.

b. Different responses about the students/motivation in joining
   the program exist between the University administrators & lec-
   turers respondents and the student respondents. Although not
   desired, in fact, some of the University administrators & lec-
   turers as well as the students are still of the opinion that
   one of the motivation is "financial need".

c. There also exists a difference of responses between the of-
   ficial and community responses about their judgment in accept
   ing the students in their village. Principally both groups of
   respondents support the KKN/BUTSI program, are willing to
   accept the students in their village and need their skilled
   service for the development of the village or for the improve-
   ment of the social growth.
   The officials are in general not fully satisfied with the re-
   sult of the students' service compared with the community.
   This is due to their different criteria in determining the
   success of the students' assignment.

3. Suggestions

   a. The improvement of KKN program should be stressed on the imple-
      mentation rather than on the concept.

   b. Priority of motivation efforts should be given to the Univer-
      sity administrators and lecturers (from the University side)
      and Government officials (from the community side).

V. THE METHOD OF COMMUNITY APPROACH

Principally, what the student (KKN/BUTSI) have to face during their stay in the village is the community with their problems. The word "community" here means the people living in a certain social environment. Technology and ideas possessed by the students are massages to be forwarded to the community so that they will be able to solve the problems they have to face. For the purpose the students' ability in methods of approaching the community is very important. The success of the KKN as well as the BUTSI program depends on the students' and TKS' ability in approaching the community.

Based on the pattern of the above ideas, the students are not the main actors in the rural development. The main actors in this case are the community, whereas the students act as motivator, catalyst and initiator. To fulfil the three functions properly the students should have the ability to choose and to use the exact method of approaching the community on which their success depends. That is why the method of approaching the community gets the most interest and important place in the research.

In designing the research we assume that an educative and or persuasive approach is better than a compulsive or coersive approach. Nevertheless, the research has in fact been able only to make an inventory of social approach methods which are practiced, but has not succeeded yet in connecting the method, with the results they have gained.

1. The results of the Research and the Discussions

The results of the research about the social approach method has been split into five categories, which are the ideas of the various groups of respondents concerning :

a. Direct and persuasive method;

b. Indirect and persuasive methods;

c. Direct and coersive method;

d. Indirect and coersive method;

e. Democratic and autocratic method. The result of the research
   on the five methods will respectively be presented here under.

1) Direct and persuasive approach methods.
   a) The students (KKN and TKS) seem to be very active in ap-
      proaching the community by visiting the people's houses
      to have informal talks about their daily family problems.
      This has been confirmed by the data on Table 1., which
      show almost the whole groups of respondents admit that
      the students and TKS used to visit the houses, most of
      them even admit paying frequent visits to the houses.

   Table 1. Frequency of responses concerning the visit
            done by the students (KKN and TKS) to discuss
            the people's daily problems.

Group of respondents	Frequency of visits			Don't know
	Often	Something	Never	
	%			
University Adminis-trators and lecturers	- (87)*	-	1	12
Students and TKS	71 (96)	25	3	1
Gov.functionaires	64 (89)	25	2	9
Rural Community	60 (86)	26	9	5

   * Figures in brackets are the total of "often" and
     "sometimes"

   This has been very inspiring since the social gaps bet-
   ween the intellects and the community who are in general
   less educated is able to be bridged by the KKN and TKS
   students' visits to the houses. This is a very important
   fact which is also beneficial for both parties involved in
   it. In this way, the students and TKS will be able to
   know and sense the way of life of a village family, and
   the people can solve the problems of psychological cons-
   trains in order to cummunicate with people of "the other

class". Whatever they have been discussing during the
visit will not decrease the value of the direct contacts
which occurs because of the visit.

b) The students (KKN and TKS) also seem to have often given
speeches or lecturers and information about various
events to the village community, especially by holding
meetings at certain places such as at the village hall or
at other kinds of meetings places, school etc. The data
pressented in table 2. illustrate that most respondents
admit having such meeting.

Table 2. Frequency of responses concerning the meetings
with the people who will be given lectures and
information by the KKN/TKS students.

Group respondents	Frequency of meeting			' Don't
	Often	Sometimes	Never	know
		%		
Univ. Administrators' and lecturers	–	–	–	–
Students and TKS	' 35 (34)	49	15	1
Gov. officials	' 64 (92)	24	2	6
Rural Community	' 47 (86)	39	9	5

This kind of social approach is usually very effective
and efficient in explaining and solving the various pro-
blems of the people, for example the explanation of the
government program to the community and the effort to
inspire them to participate in it.

This kind of method is not strange for the students and
graduates, but to conduct it they really need courage and
mental preparation. Viewed from the educational point,
the method is really of great importance for the students
to develop their personality.

c) Community approaches have been done at religious places
and other social ceremonies such as "slamatan", "wedding
ceremonies" and others.

Those informal approaches are simple to be done, but of
no less importance for the social approach. In such an
informal and relaxed sphere the discussions can be more
flexible, but what is more important is the sense of
nearness/closeness with the community, for only in such
a situation can the people's heart open to listen to new
and important things.

Table 3. shows the distribution of the respondents' res-
ponses concerning the social approach.

Table 3. Frequency of responses concerning the commu-
nity approach at religious places and other
social ceremonies by the students/TKS.

| Groups of respondents | Confirmation of approach | | | 'Don't |
	Often	Sometimes	Never	'know
	%			
University Adminis-trators and lecturers	-	-	-	-	-
Students and TKS	67 (95)	28	4	1
Gov. officials	54 (88)	34	4	8
Community	60 (88)	28	5	7

The above data shows that the respondents' responses are
not so striking, instead they show that the respondents
notice the same facts about this kind of approach.

d) Another direct approach usually done by the students is
joining formal ceremonies such as the celebration of the
anniversary of the Independence Day and others. On such
occasions the people's spirit or enthusiasm is usually
very great. The occasion can be used beneficially by
the students such as by contributing their ideas about

programs which will be enthusiastically welcomed by the community. Unfortunately, more detailed information about the students' role in such occasions are not found in this research. The data in Table 4. show the distribution of the respondents' responses of which the distribution is similar to the previous ones.

The facts that the students have participated in the formal ceremonies will inspire us to use them more as means of our purpose which is relevant to the purpose of the the KKN and BUTSI program. We can make those occasions as a top of the people's movement organized in the form of games.

Table 4. Frequency of responses concerning the students'/TKS' participation in joining formal ceremonies.

Groups of respondents	Confirmation of attending ceremonies			'Don't 'know
	Often	Sometimes	Never	
		%		
University Administrators and lecturers	–	–	–	–	–
Students and TKS	54 (85)	31	14	1
Gov. officials	60 (85)	25	3	12
Rural Community	54 (89)	35	4	7

e) Films have also an attractive power on the village community. Accordingly, the films can also be used as a mean of approaching the people. It is regretted that the research has found out only little of this kind of method is done by the KKN/TKS students.

Table 5. Frequency of responses concerning the performances of films by TKS.

Groups of respondents	Performed			Don't
	Often	Sometimes	Never	know
		%		
University Administrators and lecturers	-	(31)	-	45	24
Students and TKS	4	(23)	19	76	1
Gov. officials	4	(14)	10	68	18
Rural Community	5	(16)	11	77	7

Films can be used as a mean to facilitate the students in approaching the community, and films will also facilitate them to explain their ideas and technology which will be presented to the community, as a as the films are relevant to the same subject.

That the method is seldom used can be simply explained, namely because there is a lack of facility or because there is no facility at all.

This should be considered in the future, that cooperation with agencies who own such facilities has to be developed.

2) Indirect and persuasive approach methods

a) The method has been sufficiently practiced by the students and TKS.

They often give suggestions to the head of the village or government officials and other community leaders that they hold meeting with the people in order to discuss certain problem.

Such informal meeting are usually limited to certain classes of people who are concerned with the problems to be discussed. For example, meetings with women only, or with the youth, and so on.

The data on table 6. show the distribution of frequency

of responses by the groups of respondents concerning the
students' activities in practicing the above method.

Table 6. Frequency of responses concerning the
students' suggestions to the head of the
village to invite the women, the youth and
others for informal meeting.

Groups of respondents	Confirmation of accomplishment			Don't know
	Often	Sometimes	'Never'	
		%		
University Adminis- trators and lecturers	--	-	-	-	-
Students and TKS	43	(88)* 45	11	1
Gov. officials	40	(77) 37	8	15
Rural Community	49	(83) 34	6	11

*) The figures between brackets are the total numbers of
"often" and "sbmetimes"

This kind of method is often very helpful and effective,
especially if the sense of leadership of the students and
TKS has not yet adequately developed and/or if the Head of
the Village or the government officials and all community
leaders have great influence on the people. The students'
and TKS's sense of leadership will not be improved if
their stay in the village is top short or if there are
other psychological and social constrains, or it can also
occur because the students' ability in the social approach
is still unadequate.

Although by this method the students do not have direct
contact with the people, it does not mean that their role
is of no importance, for in this case, their role can be
such as that of a director of a play or of a movie making.
Much have of course been done by the students before the
meeting. For example telling ideas which are considered
right and convincing the Head of the Village about the

necessity of diffusing the ideas to other community members. The students and TKS should perhaps assist the head of the village in obtaining other information, such as from other sources outside the village, to support the students' ideas.

This kind of approaching method can be socio-physiologically more accepted and educationally it can be one of the many ways to develop the local leadership which in the program becomes one of the object to be thoughtfully handled.

b) Demonstration is a persuasive approaching method.

Demonstration done by local people usually has a greater and quicker influence. Therefore, it is very fortunate that the research has found that the students have given suggestions to the Head of the Village to carry out demonstration projects.

The data on Table 7 show the frequency of activities concerned.

Table 7. Frequency of responses concerning the suggestions to the Head of the Village to carry out demonstration projects.

Groups of respondents	Confirmation of execution			Don't
	Often	Sometimes	Never	know
		%		
University Administrators and lecturers	-	-	-	-	-
Students and TKS	52	(91) 39	9	10
Gov. officials	51	(78) 27	8	14
Rural Community	48	(74) 26	7	19

In the adoption process of an idea or a certain practice, the demonstration is very important as an aid and at once as an object to be evaluated by the community before

adopting it. It is very evident that the role of such
demonstration method will be very effective to stir and
inspire the people's participation in the development pro-
gram. Nevertheless, facts have proved that the accomplish-
ment of such demonstration in the village was very scarce.
The students and TKS' role in this scheme was very great,
in preparing ideas and needed material for the demonstra-
tion as well as in training the people who will act as
demonstrators or contributors.

In order to enable the students to do their role properly,
they have also to be well prepared, in technical as well
as in social handiness.

3) Direct and coersive approach methods

a) As expressed earlier compulsive or coersive method is con-
sidered in efficient, and therefore it is not expected
that the students use it. The research has found out
that there seem to be quite a number of students, however,
who practiced the direct and coersive methods.

The data in table 8 show the distribution of responses
from various respondents.

Table 8. Frequency of responses concerning the meetings
with the people who will be given instructions
by the students.

Groups of respondent	Done Often	Sometimes	Never Done	Don't know
		%		
University Adminis-trators and lecturers	-	(50) -	28	22
Students and TKS	17	(63)*) 46	36	1
Gov. officials	10	(24) 14	56	20
Rural Community	35	(70) 35	22	8

*) The figures between brackets are the total number of
"often" and "sometimes"

The figures above are quite interesting to discuss. First of all, most respondents, except the officials, admit that students/TKS like to hold meetings with the people in which they gave instructions about something that people have to do.

This is more obvious for 63 % of the student respondents and 70 % of the community respondents (both groups of respondents being directly involved in the process) admitted that this has indeed been done. The second interresting case is that only 24 % official respondents admitted it. It is important to note that of the official respondents were those from the District and village level, so that they should have known more precisely what has been done by the students and TKS. There are two possibilities which can be the background of the above data. Firstly, the respondents do not fully understand the questions which have been brought forward to him. Secondly, they do fully understand the meeting of the questions. Since the researcher did not know which possibility has really happened, both will be discussed here to make it clear.

The question presented in the questionnair was as follow :
"Do the students themselves gather the people to be given instruction"

The researcher realized just too late the ambiguity of the question so that it gives a different meaning to each respondent. The question above does in fact conceal two important things :

"to gather the people by themselves" and "be given instructions". The community respondents are most probably more interested in the second meaning, which is "be given instruction". And it is perhaps true that they were often given instructions by the students or TKS.

On the other hand, the officials' interest is more

focused on the first part of the question, the words "gather the people themselves".

They apparently denied since the students seldom acted by themselves without consulting the village authority or other officials in gathering the public.

The question now is the students' and TKS' interpretation of the question.

It is supposed that they find the first part of the question of greater importance, e.g. "gather the people themselves".

The facts that in most areas they get more freedom to have direct communication with the people, is the cause of their inclination to give an approving response on the question; although perhaps, without the intention to give instruction.

Another assumption is that another part of students/TKS feel it necessary to give instructors straight to the people, since they feel the urge to do this without an education or persuasive process.

This group of students are also inclined to give an approving response on the question. The truth of both assumptions has to be proved in the next research.

b) Another direct and coersive method is to summon rural people to do development projects.

There was also a visible difference between the officials, the community and the students, as seen in Table 9.

Table 9. Frequency of responses concerning the effort
to summon people to do development projects.

Groups of respondents	Done		Never	Don't know
	Often	Sometimes		
	---------------- % ----------------			
University Adm. and Lecturers	50 (50)*)	-	28	22
Students and TKS	37 (79)	42	20	1
Officials	5 (12)	7	72	16
Rural Community	38 (71)	35	18	11

*) The figures in brackets are the total number of
"often" and "sometimes".

Although the method was not really coercive, it was not
educative persuasive either. Nevertheless, 50 % of the
university and instructors respondents admit that stu-
dents and TKS have used the method. The number of stu-
dent/TKS respondents and the community respondents who
give an approving response is even higher : 79 % and
71 % respectively. The last two groups of respondents
are those who are directly involved in the process. If
we rely to their responses we will come to the conclusion
that the method has been much done by the students/TKS.
In spite of this, something that arouses a question is
the inconsistency of responses given by the official res-
pondents and other groups of respondents as seen in
table 9.

The striking difference of responses is supposed to be
caused by the following. It is true, that according to
their responses, the people are often summoned to carry
out the development projects. In this connection, the
community believed the students/TKS to be their summoner
since they were always involved in it or because they
who summon the people since it was they who often took
the initiative and who urged the head of the village

to make the people participate in the project. On the
other hand officials, especially from the district and
village levels, had another idea. They are the local
authority and at the same time the caretakers of all deve-
lopment activities in their areas. Therefore, on such
occasions, in which the people are summoned to participate
in development projects, whoever the organizer, is, it is
always they who feel responsible, and therefore they stat-
ed that it is not the students who summon the people.
Whoever did it, the research discovers that in connection
with the KKN program, the above matter has really been
done. This is more important for this will have implica-
tion to further development.

4) Indirect and coercive method

a) Contrary to the afore mentioned method, there was a kind
of consensus among the various groups of respondents in
regard to this method.
The KKN/TKS students often asked for the cooperation of
the village head to summon the people in carrying out a
project. This kind of approach belongs to the indirect
method because the process is done through the village
headmen and is rather coercive for the people's partici-
pation in the development project is compulsory. The da-
ta in table 10 show the distribution of responses.

Table 10. Frequency of responses concerning the request
of students/volunteers for cooperation to the
village headman to coerce the community in
carrying out a development project.

Groups of respondents	Done		Never done	Don't know
	Often	Sometimes		
		%		
University Adm. and Lecturers	--	(72)	13	15
Students and TKS	42	(83)	41	16	1
Officials	52	(81)	29	6	13
Rural Community	34	(64)	30	12	24

*) The figures in brackets are the total number of
"often" and "sometimes"

Something quite interesting to discuss is the data con-
cerning the community responses. Compared with the res-
ponses of other groups of respondents, the number of
community respondents giving an approving response is lo-
wer (64 %).

Where as 12 % of them responded with "never" and the re-
maining 24% are "don't know". This indicates that parts
of them, 12% plus 24%, have never felt summoned or
coerced to work for the accomplishment of a development
project in their village. This is of course a very
inspiring evidence and it will be much better if the num-
ber of such responses increase.

b) In many cases, the development really demands the commu-
nity participation on a large scale. A persuasive ap-
proach is often considered to take time too long and slow
in progress. Therefore there is always an inclination
to create rules which might be able to oblige and to for-
ce to participate in certain development programs.
In this event the researcher tries to question the

respondents whether the students (KKN and TKS) have ever asked the village headman to set up a rule regarding the execution of a development project. Table 11 show that the tendency also exists among the groups of students, even though the number was not so great.

Table 11. Frequency of respondent concerning the request of the students/volunteers to the village headman to set up a rule regarding the execution of the development.

Groups of respondents	Done		Never done	Don't know
	Often	Sometimes		
		%		
University Adm. and Lecturers	--	(33)	--	37	30
Student and TKS	17	(48)	31	51	1
Officials	15	(34)	19	37	29
Rural Community	16	(32)	16	25	43

*) The figures in brackets are the total numbers of "often" and "sometimes".

In this case, the coercive method is not quite proper if the purpose of setting the rules is to formulate a "rule of the game" which will emphasize the roles of each party who will be involved in the development process concerned. Almost half of the students and TKS (48%) admit having ever or often done it. This explains that in a situation like this where almost everybody's interest is focused on the development, the existence of a "rule" which can settle the role of each party is a necessity just to inspire the increase of the people's participation in the process. The students who are aware of the needs of such "rule" should be given attention and support.

c) The last method worth our interest in the research is the students' effort to ask the village headman to punish

people who refuse to participate in the development program.

The data seen in table 12 show that the method has ever been executed although the frequency is very low. The method is supposed to be adopted as a reaction against a deviation or sabotage intentedly done by certain persons. But this need not be regarded as something unusual since every change caused by the development can always be rejected by certain parties, mainly by those who feel to be hurt by the change.

Table 12. Frequency of responses concerning the reguest of students/volunteers to the village headman to punish people who refuse to participate in the development.

Groups of responses	Done		Never done	Don't know
	Often	Sometimes		
		%		
University Adm. and Lecturers	-	-	-	-
Students and TKS	4	(19)* 15	79	2
Officials	3	(7) 4	72	21
Rural Community	3	(8) 5	73	19

* The figures between brackets are the total number of "often" and "sometimes".

The term "punishment" used here is not always a heavy physical, social or economical sanctions; it is only a warning light sanctions. Those sanctions are often necessary just to straighten the development process.

5) Democratic and autocratic approach

The research interest on the social approach is to study the necessity of rural people to participate in the planning village development. In this study the process of involving

people to take part in planning is called a democratic ap-
proaching. Contrary to the above method is called an "auto-
cratic" approach. It has been assumed in the research that
the first mentioned approach is better than the second one
in motivating the people's participation in the development
program.

During the research, respondents have been questioned about
the most proper approach to be used in attaining better
effects on the development. Two kinds of questions have
been given to every group of respondents and they are ex-
pected to give a response to each question. The distribu-
tion of responses can be seen on Table 13 and Table 14.

Table 13. Frequency of responses concerning the people's
participation in the development program.

Groups of respondents	Kinds of responses		
	Yes	No	Don't know
	%		
University Adm. and Lecturers	98	1	1
Students and TKS	97	2	1
Officials	92	3	5
Rural Community	94	2	4

The data above indicate the existence of consensus among the
groups of respondents who are aware of the need of people's
participation in the development program so that the deve-
lopment can really fulfill the people's need and on the other
hand it can also inspire the people's participation in the
development.

The second question in relation to the autocratic approach
seems to have different response, as listed on table 14.
The responses of the University staff are divided into two
groups of almost equal numbers.

Half of them find that the people should be summoned to participate in the development program while the rest believe contrarily. The three other groups of respondents are mostly of the opinion that the people should directly be inspired and moved by the KKN/TKS students to execute the predetermined development program.

Table 14. Frequency of responses concerning the students' direct effort to move the people in executing the predetermined development program.

Groups of respondents	Kinds of responses		
	Yes	No	Don't know
	%		
University Adm. and Lecturers	45	49	6
Students and TKS	75	22	3
Officials	79	14	7
Rural Community	82	9	9

The data on the last two tables seem to be contradictory and unsuitable.

The data apparently need a more intensive study. Questions regarding the democratic and persuasive approaches are strongly supported by all groups of respondents. However, it needs to be considered that not the entire community should participate in the planning process of community developments. Only their respresentatives should. The second question is relevant to the accomplishment of the program. The people often need to participate in the development program and for this they need organizers and initiators. The development program itself is said to be the ideas of the upperclass, in this case, the community leaders or representatives.

Although the program has been designed by the higher hierarchy outside the village, their representatives take part in the decision. If we look at the problem in that

way, we shall not find any difference of opinion at all. On the other hand, there are two separated cases which need not be connected with the same groups of people. In designing the program certain groups of people should be involved, while in the accomplishment the other groups of people should be summoned, in this case, by the students and volunteers.

2. Conclusions.

If we examine the "Yes" responses on table 1 up to table 12 we shall have the following recapitulation.

a. **Direct and persuasive method.**

		Average frequencies of all respondents (%)
1)	Visits to the people's houses	89,5
2)	Giving lecturers	87,3
3)	Approach on religious places	90,3
4)	Joining formal meetings/ceremonies	86,3
5)	Movies (films about development)	21,0
	The average of Method I :	74,88

b. **Indirect and persuasive method :**

6)	Suggestions to the village headman to hold meetings	82,7
7)	Suggestions to the village headman to have demonstration projects	81,0
	The average of Method II :	81,9

c. **Direct but coercive method :**

8)	Giving instructions straight to the people	51,7
9)	Summoning the people	53,0
	The average of Method III :	52,35

d. **Indirect and coercive method :**

10)	Request to the village headman to summon the mass	75,0
11)	Request to the village headman to set up a rule	36,8

12) Request to the village headman to
    punish the people who refuse   11,3
                              . The average of Method IV   : 41,0

From the average numbers a conclusion can be drawn that most of
the students use the indirect and persuasive method (expressed by
an average of 91.9 % of respondents). The second most practical
method is the direct and persuasive method (an average of 74.8 %
of respondents). The lower figure of the second method than the
first is caused by the scarcity of facilities to show films.
The above figures also explain that coercive methods are used
fairly often by the students. The direct and coercive method is
expressed by an average of 52,3 % of all groups of respondents,
where as the indirect coercive method appears to be also frequent-
ly practiced (expressed by an average of 41 % of all groups of
respondents).

The above conclusion imply to two important facts. Firstly, the
KKN program and the BUTSI program can be proud of the fact that
the students and the volunteers who take part in both program have
been using much the approaching method which should be improved in
rural areas in order to increase the community's participation in
the development.

Secondly, both KKN/BUTSI program also prove that a coercive app-
roach or a ''semicoercive'' approach is still necessary to be prac-
ticed. This has been proved by the high frequency discovered in
the research. It is not suprising, however, since the process of
the development, ought (in some cases) to be hasten while the per-
suasive approach needs a longer period of time to be effective.
It is thus very common that the officials and or the students can
not avoid using the coercive method. Nevertheless, the practice
of this kind of method should not be continued or increased. The
method should be gradually decreased while the persuasive method
should be increased.

3. Suggestions.

The first suggestions is that the students and the volunteers who
will take part in the KKN/BUTSI program should be provided with
more understanding and skill of the persuasive approaching method.
This is intended to improve the people's dynamism in their parti-
cipantion in the development. Facilities that will support the
adoption of the method should be made available.

The second suggestion is the program evaluation through research
in the future. The research now has not been able yet to discover
the connection between the practiced approaching method and the
possible result.

This has not found out the kinds of projects which need a coercive
approach. All of these should be intensively studied in the near
future.

VI. THE STUDENTS' CONCEPTION CONCERNING THE RURAL DEVELOPMENT

Rural development is a complex problem to accomplish.
Although rural development must be done by the local community, but
they must be led and coordinated. Sometimes they also need physical
and financial aids.

So far, the students/TKS knowledge about rural development were
mostly gained from the courses, or lectures and other reading mate-
rials, or from the mass media and other kinds of information. They
are generally ignorant of the real rural problems, especially those
who have never lived in rural areas.

The KKN/TKS program enables the students to study the rural pro-
blems intensively besides their role as technological carrier and
their task to arouse the people's enthusiasm in developing their
village. To do this a student ought to sense the development pro-
blems and to be able to approach the people in forwarding their ideas.

One of the many cases that is interesting to know the KKN/BUTSI
program is the students' conception regarding rural developments,
based on the university administrators and lecturers' opinion as well
as the KKN/TKS students'.

1. Result of the Research and Discussions

According to university administrators and lecturers (76 %
of the respondents) the 'subjects given in classrooms are more or
less related to rural problem; the same opinion was also expressed
by the KKN/TKS students (85 % of the respondents).
The number of students/TKS who expressed this opinion is relati-
vely higher than that of the university administrators and lec-
turers; this might be explained by the students' experience during
their stay in the village, and their awareness of the need of their
knowledge to assist the village community.
That the rural community need the service of university graduates
in the accomplishment of the rural development, is the general
opinion of the university administrators and lecturers (63 %)

while the percentage of the students who think so is 77 %. The university administrators and lecturers (73 %) find that the students generally can sense the problems of rural development.

Some KKN/TKS students (42 %) believe that rural developments are simple the problem is mostly lack of funds and technology; while other KKN/TKS students (46 %) believe that rural developments are complex, but can be solved.

If the second idea can be accepted as a reflection of the better conception of the students, this means that only 46 % of them are able to sense the problem of the rural development. The different views regarding the students' conception of the rural development problems between the University administrators/ lecturers and the student respondents is due to the different criteria used by the two groups of respondents in evaluating the conception of the KKN/TKS students.

About the contentment of intellectual persons, in case they are placed in the village, 48 % of the students believe that they will be as satisfied as working in town, even 21 % say they will be more satisfied working in the village than working in the city. Only 11 % of the students express that working in the village does not give individual contentment. Students with this opinion are usually from the fields of medicine, economics and law.

Further, it seems that respondents who have ever lived or have been brought up in a village or small town are inclined to be more satisfied if they have to work in rural areas after graduation than respondents who have never lived in small towns.

Table 1. Frequency of the KKN/TKS Students' Responses Concerning the Contentment of Working in Rural Areas

Kinds of responses	%
More content than working in cities	21
As satisfied as working in cities	43
Unsatisfied	11
Don't know	20
Total	100

Table 1. explains an inspiring illustration of the KKN/TKS students' attitude towards the placement in rural areas. Students who·express their unsatisfaction working in the village might be still ignorant of the socio-economical opportunity in the village, something which is in line with their hopes and images.

How far the influence of the KKN/BUTSI program is on the the above mentioned attitude has not yet been found out from the data.

The university administrators and lecturers (87 %) believe that the presence of the students in the village can stimulate the rural developments and none of them (0 %) think that the students/TKS' presence in the village will be an obstruction to the develop ment (see Table 2).

Table 2. Frequency of the university administrators and
lecturers' responses concerning the Influence of
the Students' presence in the village

Influence on rural developments	Percentage
Most stimulating	10
Stimulating	77
Not stimulating, but also not obstructing	6
Obstructing the process of the rural development	0
Don't know	7
Total	100

The students' presence that can stimulate the development is due to their adequate degree of intellectuality about the rural community development.

2. Conclusions

The subjects instructed at the university are more or less relevant to the rural problems in the sense that the students' can perceive the rural development problems. The village community is really in need of the service of educated persons in accomplishing the development.

The students/TKS' presence in the village can stimulate and support the development. The contentment of working in the village is not less than that working in the city.

3. Suggestions

The socio-economical opportunity for the young scholars working in the village has to be improved.

VII. THE EFFECT OF THE KKN PROGRAM ON THE EDUCATIONAL SYSTEM/CURRICULUM.

The program requires that the students stay in the village community environment for about 3-6 months. The accomplishment of the program will accordingly effect the educational system.

This chapter is explaining the result of the research concerning the advantage of the KKN program for the community, the students and the University according to the university administrators and lecturers' opinion.

If the program is beneficial for the community, the students as well as the university concerned, the university is prepared to carry on the program and try to decrease the negative effects of the program, among others by adapting the educational system/curriculum. Results of the research and discussions about it will be presented as follows.

1. The results of the research and discussions

All university administrators and lectuers believe that the KKN program will be beneficial for students, and 86 % of them are of the opinion that the program is most beneficial.

There seems, however, to be a different view between the instructors and the students regarding the necessity of the change of the educational system/curriculum. 80 % of the university administrators and lecturers are of the opinion that the educational system/curriculum should be changed, while only 44 % of the students are of the same opinion and 38 % believe that the change is unnecessary.

This might be caused by the different interpretation about the change of the educational system/curriculum. The addition of subjects concerning rural developments is considered as a change in the curriculum (88 % of the university administrators and lecturers think that it is necessary to change the curriculum by adding some subjects about rural developments), however, there are still students who do not think that the addition of subjects as a change of the educational system/curriculum. In fact, 74 %

of the student respondents find it necessary to add subjects about rural planning.

Other changes about the educational system/curriculum considered necessary by the university administrators and lecturers are :

a) to add more practical works and field courses in the village (77 %),

b) conducting more discussions on rural problems (87 %),

c) relating the existing courses more to rural development problems (86 %), and

d) extra-curricular activities of students should be more oriented to rural problems (83 %).

The university administrators and lecturers' impression about the students' condition after the program is over compared to their condition before participating in the program are expressed as follows :

a) Their knowledge in the village problem has increased (93 %)

b) They are more anthusiastic in the organization (61 %)

c) They are able to take initiative (74 %)

d) They are more mature in thinking (88 %)

e) They are more critical (78 %)

f) They have more capability in discussion/debates (79 %)

g) Their conception of their study is increased (35 %)

2. Conclusions

The KKN program is very beneficial for the community, the students, and the universities. The changes in the educational system/curriculum need to be done, especially by relating the subjects instructed in the classrooms to the development problems. The subject about rural development, if not yet included, should be added in the curriculum.

3. Suggestions

The adaption of the educational system/curriculum by

incorporating the KKN program should be considered by all parties who are responsible for the higher education.

The change of the curriculum should not be done by just adding some new subjects and leaving the present subjects unchanged, so that the period of their study will not be extended. The change should be done by lessening the less relevant subjects and adding some courses which have more relevancy to rural development problems.

VIII. THE RESULT OF THE KKN/ BUTSI PROGRAM.

The aim of the KKN/BUTSI program are in fact, to inspire the rural people's initiative in utilizing resources and funds with helps from outside (technology and new knowledge) in line with the purpose of the development according to certain space and time. The KKN/TKS students who come to the village are expected to make changes for the improvement and development of the village and its community. However, the change shoul not be a one-side's deed, it ought to be the result of interactions among the components who are communicating with each ther : the community, the government officials, the KKN/TKS students and the University.

The result of the KN/BUTSI programs should be measured by considering the evaluation given by the above components on the changes, non-physical and physical as well as non-economical and economical. The changes are supposed to be the effect of the systems, motivations, attitude and the students' social approach method. The result of the KN and BUTSI programs should be able to explain the relationship of the above mentioned variables. However, the report has only been able to present the final results of the above relations being the evaluation and the opinion or ideas of the components in the N/BUTSI programs.

1. The results of the research and discussion

As described before, changes that occured after the students' activities are the improvement of the community's living, and not a disvantage changes.

The evaluation of the respondents on the results and achievements of the J N/TKS students are illustrated on table 1. As many as 99 % of university administrators and lecturer respondents and 96.3 % of the community respondents expressed their approval of having such changes, while only 1.0 % respectively did not agree.

Table 1. Frequency of responses concerning the evaluation of the results and the students' achievements on the improvement of the community's living.

Kinds of respondents	Responses			
	Useful	Useless	Disadvantegous	Don't know
	percentage			
1. Universities Adm and Lecturers	99.0	1.0	0	0
2. Students (KKN/TKS)	–	–	–	–
3. Gov. Officials	–	–	–	–
4. Community	96.3*)	1.0	0	2.7

*) Explanation : 18.9 % = very good)
               32.7 % = good) total 96.3 %
               44.7 % = quite good)

The figures on table 1. show that the KKN/BUTSI programs have apparently succeeded in improving the community's living. The degree of their success is further expressed by the community respondents who admit that their success is "very good" (18.9 %), other responses are "good" (32.7 %) and "quite good" (44.7 %). The data on table 1 appear to be considered consistent with the evaluation of the university administrators and lecturers on the reaction of the community towards the KKN program as seen on table 2. 93.0 % of university administrators and lecturer respondents explained that there is a "positive" community's reaction, 1.0 % "negative" and 6.0 % "don't know".

The negative and don't know responses though only few in numbers, need to be studied; they might be caused by lack of information or lack of involvement of the respondents. The unfavourable responses might be due to an unpleasant event experienced by those concerned. The responses that the KKN/BUTSI program are beneficial for the community as illustrated on table 1. are caused, among others, by the students' behavior which influenced the

community.

The student's behavior differs from the rural people's in terms of physical appearance, personal attitude, intelligence and social culture (table 3).

Table 2. Frequency of responses concerning the evaluation of the University Administrators and Lecturers on the community's reaction towards the KKN program.

Kinds of reaction	%
1. Negative	1.0
2. Indifferent	0.0
3. Positive	93.0
4. Don't know	6.0
Total	100.0

Table 3. Frequency of responses concerning the community's evaluation on the differences of students' behavior and the effect on the people's life.

Kinds of behavior	The existence of behavioral differences			Effect of the behavioral differences		
	Yes	No	Don't know	Good	Disadvantegous	Don't know
			percentage			
1. Physical appearance (clothes, hairstyle, cleanness, etc)	54.9	42.7	2.4	83.1	0.9	16.0
2. Personal attitude (habit, manners, kindness, etc.)	55.8	42.2	2.0	86.6	0.1	13.3
3. Intelligence (speech deed, etc)	85.8	9.8	4.4	95.4	1.0	3.5
4. Social culture (religion, faith, activity, vitality	58.0	32.7	8.4	87.7	0.3	12.0
Average	63.8	31.8	4.4	88.2	0.6	11.2

.Table 3. shows the community's discovery of the differences of behavior (63.8 %), especially the intelligence factor which is expressed by 85.8 % of community respondents. It appears that the students' intelligence is considered having good influence by 95.4 % of the community respondents and other factors, the physical appearance, personal attitude and social culture are 83.1 %, 86.6 % and 87.7 % respectively. The weight of the attitude factors are equal, accordingly the average evaluation expressing "good" is expressed by 88.2 % of community respondents. Further it can be seen on Table 3 that 0.6 % of the community consider the effects of the differences in behavior as "disadvantegous". This might be caused by an unpleasant event experienced by the community during the students' stay in the village.

Nevertheless, from table 3 we can draw a conclusion that in general, the KKN/TKS students have succeeded in bringing good influence caused by their striking intelligence reflected in the results during the execution of the program in the village.

Evaluation on the impacts of the KKN and BUTSI programs has been done by the groups of respondents through this research, e.g. by the University Administrators and Lecturers, KKN/TKS students, government officials and community, mainly on the development in the fields of :

a. Village administration/management

b. Education and training/upgrading courses

c. Social, Mental and Spiritual development

d. Health, Nutrition and Family Planning

e. Infrastructures and facilities

f. Agricultural product and industry/home industry.

1) The impact of the KKN and BUTSI programs on the development of the village administration.

One of the many factors which gets the most interest in the improving KKN/BUTSI programs is the improvement of the village government's administration which includes activities

of improving the working sphere among the government officials and the village organizations, village planning library and administration development (to fill in the "village book", to write village monography, statistics of the community and the village and monetary administration. The village government administration is the machinery which runs the village development. Therefore, it is very natural that it is the concentration of interest of the KKN/BUTSI programs.

Table 4. shows that more than 60 % of respondents notice the result of such activities except of the library development (32.4 %) and monetary administration (35.4 %).
This is almost the same opinion as that of the other respondents (officials, KKN/TKS students, university administrator and lecturers). The cause is perhaps the great funds needed for library, whereas the village monetary administration is very sensitive to be touched by outsiders.

In general, from table 4, we can see that in all there is a different evaluation on the existence of such activities among the respondents, namely 70.4 % university administrators and lecturers, 64.7 % KKN and TKS students, 63.4 % officials and 52.9 % community.
The above figures show that the university/lecturers are inclined to admit the existence of the activities in the village administration, while the community's evaluation is lower.
The research team found that the responses of the KKN/TKS students and the officials were more realistic, because both groups have more connection with the village administration. 35.0 % of the community, 23.6 % of the officials and 20.8 % of the university/instructors are "ignorant" of the activity, because the activity has been less communicated.

Table 4. Frequency of responses concerning the non-economical result of the program in the development of the village management/administration.

Kinds of activities in village administration	University/Lecturers			Students/TKS			Officials			Community		
	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know
						percentage						
a) The improvement of the working system of the village organizations	83.0	5.0	12.0	75.2	24.8	0	73.1	9.5	17.4	68.8	5.3	25.9
b) Village programming	83.0	5.0	12.0	75.4	24.6	0	76.5	10.6	12.9	68.5	5.4	26.1
c) Library development	59.0	11.0	30.0	34.2	65.8	0	50.8	25.8	23.3	32.4	34.9	32.6
d) Village administration:												
(1) Filling the villa-ge registration book				85.5	14.5	0	74.7	5.9	19.4	65.9	4.5	29.6
(2) Village Monography				71.7	28.3	0	74.2	8.1	17.7	64.1	6.4	29.4
(3) Population statistic	85.0	1.0	14.0	84.6	15.4	0	82.0	1.7	16.3	71.8	4.1	24.1
(4) Village statistic				75.4	24.6	0	77.2	4.2	13.6	66.2	6.4	27.3
(5) Monetary administration				50.7	49.3	0	51.0	22.8	26.2	35.4	8.9	55.7
e) Miscellaneous	42.0	22.0	36.0	29.6	70.4	0	15.3	28.8	55.9	3.0	33.0	64.1
Average	70.4	8.8	20.8	64.7	33.1	0	63.4	13.0	23.6	52.9	12.1	35.0

2) The impact of the KKN and TKS program on the fields of education and training.

   As in the evaluation on the village administration, it also appears in the development of education and training that the community's favourable responses are relatively smaller (average : 43.4 %, university administrators and lecturers are larger (average : 68.6 % whereas the students'/TKS' and the officials' evaluation is 51.2 and 51.9 % respectively (See Table 5).
   On table 5 we can see that training activities on skill development, youth and boy-scout organisations and sports get a higher evaluation from all groups of respondents.
   Thus, those activities get an equal frequency of evaluation. While other activities in connection with education and training are relatively fewer. This is because the activities which get the most evaluation do not need a great amount of funds, can be done freely and can be easier accepted by both parties, students as well as the community themselves, and also because the impacts can be felt and enjoyed together at once.

3) The impact of the KKN/TKS program on the social, mental and spiritual development.

   The groups of respondents expressing "yes" in the social, mental and spiritual evaluation are respectively : 37.8 % of community, 45.8 % of officials, 48.4 % of KKN/TKS students, and 55.8 % of university and lecturers (see Table 6).
   The activities in the development of Village Social Organizations (LSD), the cooperation among government agencies, and the utilization religious values get the highest evaluation from all groups of respondents (more than 50 %). Those three activities are most important and relevant to the condition of the village community in general and can possibly stir the people's vitality and their cooperation spirit in social responsibilities.
   Table 6. shows that the activities to improve the effecti-

Table 5. Frequency of responses concerning non-physical impact of the K.K.N. & TKS on the educational and training development.

Kinds of activity in education and training	University/Lecturers			Students/TKS			Officials			Community		
	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know
a) Assisting teaching at schools.	76.0	17.0	16.0	42.8	57.2	0	47.6	30.7	21.6	39.9	38.8	21.3
b) Introducing better teaching method	40.0	29.0	31.0	30.1	69.9	0	39.9	32.9	26.2	25.6	37.7	36.7
c) Introducing new teaching material	39.0	32.0	29.0	28.0	72.0	0	29.0	31.2	39.8	25.0	37.9	37.2
d) Combatting illiteracy	60.0	25.0	15.0	34.8	65.2	0	42.3	33.7	24.0	24.7	54.7	20.6
e) Skill trainings	80.0	11.0	9.0	66.2	33.8	0	70.7	14.1	15.2	66.8	21.5	11.7
f) Leadership/Cadres development	77.0	9.0	14.0	70.9	29.1	0	66.3	16.0	17.7	59.1	20.0	20.0
g) Gardening and farming at school yards	79.0	2.0	19.0	62.3	37.7	0	56.9	22.4	20.7	53.7	28.5	17.8
h) Organizing youth/boy scout activities	87.0	5.0	8.0	72.9	27.1	0	74.3	11.3	14.4	62.6	21.9	15.5
i) Sports	79.0	10.0	11.0	81.4	13.6	0	81.8	6.9	11.3	73.9	15.1	11.0
y) Arts performances	78.0	7.0	15.0	50.0	50.0	0	61.9	21.3	16.9	43.9	37.8	18.3
k) Miscellaneous	–	–	–	23.4	76.6	0	9.8	27.8	62.4	2.8	37.5	59.7
Average	68.6	14.7	16.7	51.2	48.8	0	51.9	11.6	25.5	43.4	32.0	24.6

Table 6. Frequency of responses concerning the non physical effect of the KKN/TKS on social, mental and spiritual fields.

Kinds of activities in social, mental, and spiritual fields.	University/Instructors			Students			Officials			Community		
	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know
a) Development of Village Social Institutions/ Organizations	86.0	4.0	10.0	81.5	18.5	0	69.7	12.8	17.5	54.7	10.5	34.8
b) Improvement of co-operation among the Government agencies	60.0	8.0	32.0	63.0	37.0	0	56.7	23.1	20.3	51.6	9.8	38.6
c) Identification of religious values which support development programs	*	*	*	60.6	39.4	0	54.0	19.9	26.0	50.4	17.8	31.7
d) Establishment of religious places	63.0	15.0	22.0	51.5	28.7	0	55.3	25.0	19.7	46.0	34.2	19.8
e) Education and care of orphans	17.0	41.0	42.0	9.0	91.0	0	15.8	54.8	29.4	10.8	65.7	23.5
f) Development of radio listener groups	67.0	10.0	23.0	52.6	47.4	0	54.9	25.5	18.7	44.8	32.3	22.6
g) Development of local culture	*	*	*	55.2	44.8	0	51.9	25.3	22.8	42.6	31.0	26.4
h) Development of transmigration spirit	42.0	25.0	33.0	*	*	*	*	*	*	*	*	*
i) Others	*	*	*	14.0	86.0	0	8.2	27.2	64.7	1.8	34.5	63.7
Average	55.3	17.2	27.0	84.4	49.1	0	45.8	26.8	27.4	37.8	29.5	32.7

* not questioned

veness of "listeners groups" to rural broadcasting radio, and the development transmigration spirit are activities which need to be more considered so that they will be performed to a larger extent in the future since those activities give a positive contribution to the rural development. Other activities are not given enough evaluation by all groups of respondents; perhaps because they are too expensive to be performed by the students and volunteers.

4) The effects of the KKN/TKS on the fields of health, nutrition and family planning.

The evaluation of all groups of respondents on the effects of the KKN/TKS program in the fields of health, nutrition and family planning is in general sufficient (more than 50 %) as seen on table 7. All groups of respondents evaluate the activities in physical and environmental health extension education, courses in nutrition improvement and family planning with a frequency of more then 70 %. This is in line with the government program in those fields.

The activity of P3K (First aid to accidents) and medicine supply has not been done in the KKN/BUTSI programs, eventhough 56.0 % of the university/instructor respondents said "Yes" in their evaluation. This is caused by the meager availability of funds for this purpose. In spite of this the KKN/TKS students can cooperate with the PUSKEMAS (Community Health Centers) in the district where the students are located, in the improvement of P3K cadres and the supply of medicine.

5) The results of the KKN and TKS on the development in the fields of infrastructures and other facilities.

The fundamental facilities in development are among others infrastructures and other facilities. On table 8. we can see that quite a large number of respondents said that the KKN/TKS took part in the development of village bridges and roads (expressed by more than 50 % respondents), and in the

Table 7. Frequency of responses concerning the physical and non-physical effects/results of the KKN/BUTSI programs on the development in the fields of health, nutrition and family planning.

Kinds of activities in the fields of health, nutrition and family planning	University/Instructors			Student KKN/TKS			Officials			Community		
	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know
a) Extension education on physical and environmental health	95.0	1.0	4.0	91.0	9.0	0	33.0	5.6	11.4	30.6	9.5	9.9
b) Nutritional improvement courses	89.0	4.0	7.0	82.3	17.7	0	79.2	8.0	12.7	74.2	14.7	11.1
c) Drink water supply	82.0	12.0	6.0	49.0	51.0	0	57.2	21.4	21.4	54.1	31.7	14.2
d) Family Planning Courses	88.0	7.0	15.0	77.6	22.4	0	77.3	8.3	14.4	78.2	10.9	10.8
e) Establishment of hygienic housing samples (bathrooms, lavatories)	78.0	12.0	10.0	54.0	46.0	0	49.6	31.3	19.1	58.6	28.5	12.9
f) Establishment of water works	-	-	-	55.4	44.6	0	53.9	25.6	20.6	64.5	22.8	12.7
g) P3K (First aid to accidents) and Medicine	56.0	21.0	23.0	-	-	-	-	-	-	-	-	-
h) Others	-	-	-	20.3	79.7	0	3.7	27.4	63.9	3.3	27.2	59.5
Average	81.3	9.5	9.2	61.4	38.6	0	58.4	18.2	23.4	59.0	22.2	18.8

Table 8. Frequency of responses concerning the physical results of
the KKN/BUTSI programs in the fields of infrastructure and
other facilities.

Kinds of activities in the fields of infrastructure and other facilities.	University/Instructors			Students KKN/TKS			Officials			Community		
	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know
Assist the establishment of :												
a) Roads	84.0	5.0	11.0	70.6	29.4	0	76.9	7.6	13.3	74.4	16.6	9.1
b) Bridges				43.8	56.2	0	62.7	20.7	16.6	51.7	33.4	14.9
c) Dams, irigation channels	81.0	8.0	11.0	39.8	60.2	0	58.2	24.4	17.5	44.7	38.6	16.7
d) Markets				26.4	75.4	0	34.3	43.9	21.9	22.2	60.8	17.0
e) Public Halls				49.7	50.3	0	54.7	27.9	17.4	54.7	32.4	12.9
f) School buildings, Religious school				51.8	48.2	0	50.4	29.1	20.5	47.7	34.6	17.7
g) Cooperative buildings	72.0	12.0	16.0	11.4	88.6	0	19.4	56.4	24.2	14.2	61.6	24.1
h) Village Social Institution buildings				39.2	60.8	0	32.2	46.7	21.1	38.1	39.2	22.7
i) Agricultural product tools and industrial tools	39.0	30.0	31.0	*	*	*	*	*	*	*	*	*
y) Terracing, reforestration	60.0	20.0	20.0	37.0	63.0	0	46.7	35.8	17.5	42.3	37.9	19.8
k) BIMAS/IMAS organizations	68.0	17.0	15.0	54.0	45.2	0	58.5	21.6	19.9	59.7	20.0	20.4
1) Others	26.0	17.0	57.0	14.7	85.3	0	3.7	28.3	68.1	6.8	33.8	59.8
Average	61.4	15.6	23.0	39.7	60.3	0	45.4	31.1	23.5	41.5	37.2	21.3

* = Not questioned

accomplishment of the Bimas/Inmas programs (more than 50 %).
Both activities are very important in supporting the improve-
ment of production and productivity programs and the smooth-
ness of the village economics.

Nevertheless, table 8 shows that the evaluation of the
community, official and KKN/TKS student respondents on the
above activity is generally still insufficient, respectively :
41.5 %, 45.4 % and 39.7 %. This may be caused by the insuffi-
cient funds, or another possibility is that those facilities
are already available in certain villages so that not much
activities are required in this case.

The table 8 also shows that agricultural production tools
and village industrial machinery have not yet been introduced
by the students.

6) The effect of the KKN/TKS program on the development in the
fields of agricultural production and home industry.

The agricultural production and home industry are the
most important activities in the village development. The eva-
luation of KKN/BUTSI in this fielt was limited to the BUUD/KUD*
program, demonstrations on agricultural techniques and the im-
provement of animal production, fisheries and home industries.

Table 9. shows that demonstrations on high yield varieties
of paddy, vegetables/fruit (horticulture) and improvement of
animal husbandry are evaluated as "high" by the community res-
pondents (more than 50 %). Whereas the home industry is lowly
evaluated (less than 40 %) by all groups of respondents, except
by university and instructors (59.0 %).
This is in line with the purpose of the village development
which gives more emphasis on the fields of agricultural pro-
duction and related industry in the form of home industries.
The relative evaluation as presented in table 9 shows that the
results of the KKN/BUTSI programs on the fields of agricultur-

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*) BUUD/KUD = Rural Cooperative.

Table 9. Frequency of responses concerning the economical and non-economical effects of the KKN/BUTSI programs on the development in the fields of agricultural production and home industries.

Kinds of activities in the fields of agricultural production and industry	University and Instructors			Students			Officials			Community		
	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know
a) Improvement of the BUUD/KUD*	76.6	10.0	14.0	40.9	59.1	0	38.8	36	25.2	28.9	39.1	32.1
b) Field Demonstrations of :												
1) High Yielding Paddy)				40.6	54.0	0	48.6	31.5	19.9	56.3	29.3	14.5
2) Sorghum)				10.9	89.1	0	11.9	61.8	26.3	4.3	69.2	26.5
3) Corns)				30.3	69.7	0	32.3	45.6	22.1	40.2	45.0	14.7
4) Cassave)				26.6	73.4	0	41.6	37.1	21.3	47.8	38.6	13.6
5) Peppers) 80.0	5.0	15.0		26.6	73.4	0	28.5	49.6	21.9	36.5	48.2	15.3
6) Onions)				16.3	83.7	0	24.7	53.7	21.6	28.8	56.6	14.7
7) Beans)				23.8	76.2	0	31.8	66.5	22.2	35.8	51.4	12.9
8) Peanuts)				29.7	70.3	0	39.2	40.3	20.4	46.8	39.3	13.9
9) Other commercial plants)				49.2	50.8	0	44.4	28.7	26.9	35.6	30.5	33.9
c) Field Demonstrations of vegetables, fruit.	*******			65.1	54.9	0	61.3	20.3	18.4	59.1	26.9	14.0
d) Improvement in :												
1) Animal production)				64.4	35.6	0	64.4	19.1	16.6	58.6	27.2	14.2
2) Fisheries) 85.0	5.0	10.0		48.5	51.5	0	55.5	25.4	19.1	44.5	39.2	16.2
3) Industries/) Home industries) 59.0	16.0	25.0		37.4	62.6	0	44.0	31.2	24.8	36.3	43.5	20.2
e) Others	*******			14.8	85.2	0	5.4	27.2	67.3	3.1	36.9	60.0
Average	75.0	9.0	16.0	35.4	64.6	0	38.1	36.9	25.0	37.5	41.4	21.1

******* not questioned

al production and home industries is still low; this also
might be due to the insufficient funds.

2. Conclusions

From the research data and discussions the following con-
clusions can be drawn :

a. In general, the evaluation on the effects and results of the
   KKN and BUTSI programs are different according to the groups
   of respondents. The KKN Students/Volunteers and official res-
   pondents are more realistic compared with the community and
   university respondents.

b. The village people's reception of the KKN/BUTSI programs in
   their village is favorably positive (96.3 %).

c. Generally, the performance and the achievements of the KKN/
   BUTSI programs have brought changes towards the improvement
   of the rural community's standard of living. This is mainly
   due to the KKN/TKS students' intelligence.

d. The relative evaluation of all groups of respondents on the
   effect and results of the KKN/BUTSI programs in the improve-
   ment of the rural administration, education and training, so-
   cial, mental and spiritual, health, nutrition and family
   planning, infrastructure and other facilities, agricultural
   production and home industry that are important factors in im-
   proving the people's standard of living, is fairly good.
   There were, however, some differences of emphasis adapted to
   the community and local rural situation and condition, where
   the KKN/BUTSI programs are executed and the power and funds
   are available.

3. Suggestions

From the result of the research on the effects of the KKN
and TKS can be suggested the following :

a. To increase mutual understanding among the groups of res-

pondents i.e. the university and instructors, KKN/TKS students, officials and rural people of the concepts and the objectives of KKN/BUTSI.

b. To conduct further research on the influences of each variable and of sets of variables of KKN/BUTSI systems, motivation, attitude and social approach methods to the effectiveness of KKN/BUTSI programs.

IX. PSYCHOLOGICAL EVALUATION

1. The purpose of the study :

   To investigate whether KKN program has some effect to the student's particular aspects of personality after taking part in the program.

2. Method of evaluation :

   a. Test-retest : some students are given particular psychological tests before they attend KKN training and the same group of students will be given the same series of tests after they come back from the field.

   b. Sampling : Quota sampling. The proposed quota is 200 students consist of students of the University of Indonesia (100 students) and Gajah Mada University (100 students).

   c. Instruments (psychological test batteries) :
      1) Edwards Personal Preference Test
      2) The Hand Test.

3. Theoretical Backgroud :

   The Hand Test :

   This test is a projective test to evaluate one's personality, particularly concerning its interaction with the environment. According to the founder of the test, Dr. Edwin, E. Wagner, there are some different kinds of interaction between human being and his environment which are as follows :

   a. interaction with other living organism or other human being

   b. interaction with objects

   c. maladjustive interaction with the environment either with human beings or objects. It usually belongs to neurotic personalities.

   d. withdrawal from the environment, usually among psychotic personalities.

   To evaluate those interactions mentioned above, Dr. E.E. Wagner has developed a test which consists of 10 cards. Each card contains a picture of a hand in a particular position.

The 10 cards have 10 different positions of the hands. Respondent
is supposed to give his response after seeing each card. He is
supposed to say what each hand is doing or intending to do. As
the hands are the most important part of body in social interac-
tion, Wagner uses those pictures of hands to measure social in-
teraction.

Responses to the cards can be classified into the following
categories :

1) Affection
2) Dependence
3) Communication
4) Exhibition
5) Direction
6) Aggression
7) Acquisition
8) Active
9) Passive
10) Tension
11) Crippled
12) Fear
13) Description
14) Bizarre
15) Failure

The responses are then to be administered and evaluated, to
investigate whether the interaction of the subject's personality
with his environment is mainly interpersonal or objective or
maladjustive or withdrawal.

Edwards Personal Preference Scale (EPPS) :

This test is designed by Allen L. Edwards to measure 15
needs within one's personality. By knowing the most dominant
needs, one could get more self insight. This test is used main-
ly for counseling purpose and based on Murray's theory of per-
sonality.

The needs to be measured in this test are :

1) Achievement
2) Defference
3) Order
4) Exhibition
5) Autonomy
6) Affiliation
7) Introception
8) Succorance
9) Dominance
10) Abasement
11) Nurturance
12) Change
13) Endurance
14) Heterosex
15) Aggression

4. Execution of the test :

Time schedule : 1st. test (before training) :

University of Indonesia : 15 December 1975

Gajah Mada University : 7 January 1976

2nd. test (after coming back from the field) :

University of Indonesia : 17 June - 17 July 1976

Gajah Mada University : 10 May 1976

Sample sixe : 1st. test :

University of Indonesia : 33 students

Gajah Mada University : 45 students

2nd. test :

University of Indonesia : 18 students

Gajah Mada University : 33 students

The proposed quota is not achieved due to difficulties in the field.

When the retest in Gajah Mada University was carried out some of

the students were still in the field. The retest in U.I. was carried out one month after the students came back from the field so that it was difficult to contact them.

5. Analysis of the Edwards Personal Preference Schedule test (E.P.P.S. Test)

The students participating the KKN program, whether from the Gama or the U.I., showed an increased inclination to more, an increased need for affiliation and also increased need for dominance within their group.

The major part of the students from Gama are now more disposed towards autonomous duties, while they have less interest in matters which stress orderliness. They are also not favourably disposed to be put in situations which can produce stress and disappointments (their endurance has been reduced). They have also the inclination to help others or to act generously (nurturance), about are not so inclined to accept the less pleasurable consequences when their group do something not so very favourable (abasement).

On the other hand the U.I. students show in majority a reduced inclination of doing autonomous duties, but are more disposed to accept support from their environment if they are in situation which need decisions (deference).
They have now more enurance in stressing and disappointing situations. They have also an increased desire to help others (nurturance) and they are more ready to accept less pleasurable consequences of their groups' mistakes (abasement). A large part of them have the tendency to become aggressive. They demostrate also the desire follow changes in conformity with the prevailing progress.

6. Conclusion :

It becomes obvious that before and after following the KKN program changes take place in the students from Gama as well as from the U.I., with regard to their inclinations, demonstrated

in the increase need for achievement and for affiliation and an inclination to dominate.

The changes in the other inclinations are going parallelally between the students from Gama and U.I. The reason of this is not yet evident and various assumptions can be made, e.g. the possibility of difference in their respective work areas and the difference in approach between the KKN leaders of Gama and U.I.

As a whole the KKN program exerts an influence upon the students in that they become more achievement-oriented and their increased readiness to help the society at large even if their attitude is dominant.

The inclination to become dominant is probably caused by the level of their age and their experience which is still at the development stage.

7. Analysis of the hand test :

a. Students of Gajah Mada University.

In general it can be said that after taking part in the KKN program there are changes in the interaction pattern of the students with their environment. Their involvement toward the objective world (jobs, projects etc.) increased, emotional obstacles influencing interaction decreased and they became more communicative and active in expressing their ideas. There is a tendency that they became more task oriented. Pathological indication decreased drastically. In general they had more ability to interact with the environment after they accomplished their jobs in the field.

b. Students of the University of Indonesia :

There is indication that the te iency to interact with other human beings is increased. Also there is increase in the involvement with the task or work.

On the other hand emotional obstacles also increase. In other words, the students became more emotional. In general the students became more communicative and active in expressing their ideas.

c. General conclusion :

In general, there are positive tendencies within the students'
interaction pattern after they attended KKN program, UI stu-
dents and GAMA students both became more communicative and ac-
tive. They became more task oriented.
Students of UI became more sensitive emotionally, while the
students of GAMA had less handicaps in their emotional life.
There is also a therapeutic effect among the students of GAMA,
since the pathological indactions decreased drastically.

References :

1) Cronbach : Eseential of Psychological Testing, Narper and
   Brothers, 1960.

2) Wagner, E.E. : The Hand Test, Western Psychological Services
   Manson, Western Corporation, 1971.

X. CONCLUSIONS AND RECOMMENDATIONS

The following points are some general conclusions and recommendations which could be drawn from the analysis of the findings.

1. KKN (Indonesia's Study Service) as a concept is widely accepted by university students and staff, government officials, and rural community in general. They even agreed with the idea of making the KKN as an intra-curricular activity instead of optional or voluntary program.

   However, some differences of opinions and views on how the concept should be worked out into a program still exist among students, university staff and government officials. Consequently some problems arose during the process of programming and during the process of execution of the program. Those problems, however, should be considered as "natural" in character since the concept itself is covering a wide aspects of education and development, but is still relatively new. The solution to the problems will be part of the process of developing the program. Therefore it is recommended, that special efforts should be done to reformulate a guide book of how the concept of KKN should be implemented as an educational program for students as well as a development program for the community. The dessimination of the idea of KKN and the methods of implementation should be done intensely so that the key persons among students, university staff, government officials and rural communities perceiving the proper idea and methods of KKN. BUTSI as a volunteer service, on the other hand, has no relevant problem of this nature.

2. In regard to the location of KKN and BUTSI programs priority should be given to isolated rural villages which have the least facilities and need the most help. However, the actual choice of location should be based also on the problem of practicality of the implementation and on the problem of complexity of community problems to be solved through the programs. KKN and BUTSI is not only a developmental program but also an educational program,

therefore both character should be considered in choosing the location for the program.

3. To be successful both KKN and BUTSI programs should be provided with minimum facilities, such as living allowance, transportation cost, health and accident insurance, pocket money, and fund to stimulate a small village development project.

4. The KKN students expect that the length of time to serve in the village should not longer than 3 months. Consideration should be given, however, to the educational effects which could be received by the students by staying in the village within such short period of time. A recommendation is given here to study the effects or impacts of staying 3 months in village to students, whether it create good understanding of development needs of rural people or also create good understanding of the difficulties of solving rural problems, or even creating something else.
Eventually the length of time should be decided in relation with achieving the basic objectives of KKN program. To this respect the 2 years period for BUTSI volunteers is completely appropriate in terms of both development and education.

5. To get maximum usefulness KKN should be offered to graduating students on compulsory basis.

6. Pre-service training for KKN and BUTSI is extremely important. It should be given in such form and methods so that the trainess will be able to see community's problem by inter-diciplinary approach, conceptually and practically. The training should be given by both university staff and government officials.

7. Field supervision is another key to the success of the program. It should be done not only by university staff but also by field government officials, government's change agents, Head of Subdistrict government, and Village Headman. In this supervision emphasis should be given more on guiding than on controling.

8. Reporting system should be developed within the program to become a tool of monitoring field activities, a tool of individual and program evaluations, and tool of institutional communication. So far this reporting system is not developed in appropriate way. Evaluating the individual student's performance and achievements could not be neglected if the program become intra-curricular. More roles should be given to local officials to evaluate the programs.

9. There was sufficient evidence that among volunteers and students "financial motive" is predominant to their total motivation to participate voluntarily in the program. Eventhough this is not necessarily to be looked as a negative thing, effort should be seek to change the dominant factor of their motivation. As KKN, for example, changing from voluntary to compulsary program will change the financial motive from dominant to minor factor.

10. Both community members and government officials responded favorably to KKN and BUTSI programs, and they are willing to accept the present of student and graduate in their village. The main reason of this is the need of local community for better source of information and new ideas, for better motivator, and for better organizer. Local people and officials realized that student and graduates are potential in carrying out those roles for the community. This conclusion suggests the programs to be serious in preparing the students and graduates to becapable performing those expected roles.

11. In performing their roles the students and graduate have to contact people to communication problems and ideas. For this purpose the ability of students and graduates to approach the community is very important. Analysis of the research data lead to a conclusion that most students and graduate volunteers have been using more persuasive approach to the community than any other social approach. Some facilities, however, are very scarce to maximize the effect of approach. Motion picture and project slides, for example, are

believed very effective aids for persuasive approach. The utiliza-
tion of such facilities is very rare due to some extent coercive
and semi-coercive approaches are still necessary to be used to in-
crease people's participation to achieve urgent development goals.
It is suggested also here that social approach methods should be
important subject to be taught at preservice training, and some
audio-visual aids should be made available for these programs.

12. The rural community is really in need of the service of educated
persons to stimulate, expedite and support the accomplishment of
rural development. To attract such persons the socio-economical
opportunity for young educated people working in rural area has to
be improved.

13. The KKN program is very beneficial for the community, the students
and the universities. A change in educational system, especially
in curriculum, need to be done by relating the subjects intructed
in the classrooms to rural development problems. Subject matter
dealing with rural community development should be part of higher
learning curriculum.
The change of curriculum may also be done by lessening the less
relevant subjects and adding some courses which have more relevan-
cy to development problems.

14. Psychologically KKN program exerts influences upon the students in
that they become more achievement-oriented, and their readiness to
help society increase, even there is an inclination to become do-
minant. There are also positive tendencies within the students'
interaction pattern after their participation in KKN program. They
become more communicative and active, and more task oriented. Some
students become more sensitive emotionally, but the rest have less
handicaps in their emotional life. Apparently KKN program also
has a therapeutic effect to the students since pathological symp-
toms decreased drastically.

15. Although there are some disagreements on the way people perceived
the effects or impacts of KKN and BUTSI on the community, they

generally agreed that those programs are having positive impacts in terms of bringing changes toward the improvements of rural life.

The achievements of KKN students and BUTSI volunteers on various fields and aspects of development were evaluated as fairly good. It is suggested here that measurement to the impacts and effects of KKN and BUTSI programs to rural life be done in more accurate ways in the near future.

16. The above mentioned conclusions lead to this last conclusion. The concepts of KKN and Graduate Volunteerism in Indonesia have been tested in the field for several years and are proved to be good. Some improvements still have to be done in the implementation of the programs, but there is no reason to stop the program. In the contrary, based on the research findings, both KKN and BUTSI programs should be continued and extended.

APPENDICES

Appendix A. General Description about the Study Service Program
Conducted by Andalas University, Padang

Items	Year of program conducted			
	72/73	73/74	74/75	75/76
1. Total number students	2 985	3 024	2 881	2 924
2. Number of students partici-pating in the study service Program	6	24	37	242
3. Year of study (level) of participants	5	5	5	4
4. Number of staff members engaging in the study service program	2	6	7	15
5. Number of villages used as the location of the study service program	1	4	5	30
6. Frequency of supervisions per student during field work (on the average)	35	7	7	14
7. Training period before field work (days)	3	4	10	15
8. Length of field work (days)	135	131	140	135
9. Report preparation (days)	30	30	30	30
10. Total cost (Rp. 1.000,-)	600	1 751	4 190	?
11. Persentage of central govern-ment's contribution	100	51	48	81
12. Percentage of local govern-ment's contribution	0	42	48	19
13. Average cost per student during the program (Rp. 1.000,-)	100.0	73.0	113.2	?
14. Average cost per student per month (Rp. 1.000,-)	17.9	13.3	18.9	?

- 123 -

Appendix B. General Description about the Study Service Program
Conducted by Padjadjaran University, Bandung.

Items	Year of program conducted			
	72/73	73/74	74/75	75/76 a
1. Total number of students	8 382	8 191	8 829	-
2. Number of students participating in the study service program	18	15	89	-
3. Year of study (level) of participants	4,5	3,4,5	3,4,5,7	-
4. Number of staff members engaging in the study service program	5	5	13	-
5. Number of villages used as the location of the study service program	20	16	126	-
6. Frequency of supervisions per student during field work (on the average)	6	6	3	-
7. Training period before field work (days)	30	30	30	-
8. Length of field work (days)	120	120	120	-
9. Report preparation (days)	60	60	60	-
10. Total cost (Rp. 1.000,-)	900	3 400	13 320	-
11. Percentage of central government's contribution	90	61	100	-
12. Percentage of local government's contribution	0	36	0	-
13. Percentage of others' contribution (students, private company, etc)	10	3	0	-
14. Average cost per student during the program (Rp. 1.000,-)	50	226.7	149.7	-
15. Average cost per student per month (Rp. 1.000,-)	7.1	32.4	21.4	-

aData were not supplied since the program had not been completed when the survey was conducted.

Appendix C.   General Description about the Study Service Program
Conducted by Gadjah Mada University, Yogyakarta.

Items	Year of program conducted			
	72/73a	73/74	74/75	75/76
1. Total number of students	14 790	14 577	14 479	?
2. Number of students participating in the study service program	–	36	30	176
3. Year of study (level) of participants	–	4,5,6	4,5,6	3,4,5,6
4. Number of staff members engaging in the study service program	–	9	10	13
5. Number of village used as the location of the study service program	–	6	15	22
6. Frequency of supervisions per student during field work (on the average)	–	12	24	96(?)
7. Training period before field work (days)	–	14	14	56
8. Length of field work (days)	–	45	90	160
9. Report preparation (days)	–	15	30	20
10. Total cost (Rp. 1,000,)	–	750	2 000	16 700
11. Percentage of central government's contribution	–	100	100	100
12. Average cost per student during the program (Rp 1.000,-)	–	20.8	66.7	94.9
13. Average cost per student per month (Rp. 1.000,-)	–	8.4	14.9	12.1

aThe study service program had not yet been conducted in 1972/1973
by Gadjah Mada University.

Appendix D. General Description about the Study Service Program
Conducted by Airlangga University, Surabaya.

I t e m s	Year of program conducted			
	72/73a	73/74	74/75	75/76
1. Total number of students	-	-	5 000	5 000
2. Number of students partici-pating in the study service program	-	-	12	45
3. Year of study (level) of participants	-	-	3,4,5	3,4,5,6
4. Number of staff members engaging in the study service program	-	-	8	7
5. Number of villages used as location of the study service program	-	-	6	19
6. Frequency of supervisions per student during field work (on the average)	-	-	12	12
7. Training period before field work (days)	-	-	21	14
8. Length of field work (days)	-	-	90	90
9. Report preparation (days)	-	-	30	30
10. Total cost (Rp. 1.000,-)	-	-	3 500	10 703
11. Percentage of central go-vernment's contribution	-	-	70	54
12. Precentage of local govern-ment's contribution	-	-	30	46
13. Average cost per student during the program (Rp. 1.000,-)-	-	291.7	237.8
14. Average cost per student per month (Rp. 1.000,-)	-	-	62.1	53.2

[a]The study service program had not yet been conducted in 1972/1973
and 1973/1974 by Airlangga University.

Appendix E. General Description about the Study Service Program

Conducted by Udayana University, Denpasar.

Items	Year of program conducted			
	72/73a	73/74	74/75	75/76
1. Total number of students	–	2 431	2 598	3 082
2. Number of students partici-pating in the study service program	–	21	20	38
3. Year of study (level) of participants	–	3,4,5	3,4,5	3,4,5
4. Number of staff members engaging in the study	–	11	14	13
5. Number of villages used as location of the study service program	–	13	5	30
6. Frequency of supervisions per student during field work (on the average)	–	13	13	13
7. Training period before field work (days)	–	30	30	30
8. Length of field work (days)	–	163	163	163
9. Report preparation (days)	–	21	21	21
10. Total cost (Rp. 1.000,-)	–	1 367	2 495	?
11. Percentage of central go-vernment's contribution	–	68	80	?
12. Percentage of local go-vernment's contribution	–	18	16	?
13. Percentage of others' con-tribution (students, private company, etc)	–	14	4	?
14. Average cost per student during the program (Rp.1.000,-)	–	65.1	124.7	?
15. Average cost per student per month (Rp. 1.000,-)	–	9.1	17.5	?

[a]The study service program had not yet been conducted in 1972/1973 by Udayana University.

? = Data were not supplied.

Appendix F. General Description about the Study Service Program
Conducted by Lambung Mangkurat University, Banjarmasin.

Items	Year of program conducted			
	72/73a	73/74	74/75	75/76
1. Total number of student	-	1 850	1 520	1 730
2. Number of students partici- pating in the study service program	-	27	41	76
3. Year of study (level) of participants	-	3,4	3,4	?
4. Number of staff members engaging in the study service program	-	9	12	18
5. Number of villages used as the location of the study service	-	27	41	76
6. Frequency of supervisions per student during field work (on the average)	-	4	6	7
7. Training period before field work (days)	-	7	8	8
8. Length of field work (days)	-	180	180	180
9. Report preparation (days)	-	21	21	21
10. Total cost (Rp. 1.000,-)	-	2 150	4 500	12 390
11. Percentage of central govern- ment's contribution	-	40	40	75
12. Percentage of local govern- ment's contribution	-	60	60	25
13. Average cost per student during the program (Rp. 1.000,-)	-	79.6	109.8	161.8
14. Average cost per student per month (Rp. 1.000,-)	-	11.5	15.8	23.2

[a]The study service program had not yet been conducted in 1972/1973
by Lambung Mangkurat University.

Appendix G. General Description about the Study Service Program

Conducted by Hasanuddin University, Ujung Pandang.

| Items | Year of program conducted | | | |
	72/73	73/74	74/75	75/76
1. Total number of students	5 180	5 758	5 861	6 045
2. Number of students partici- pating in the study service program	10	10	40	150
3. Year of study (level) of participants	3,4,5,6	3,4,5,6	4,5	4,5
4. Number of staff members engaging in the study service program	8	8	7	7
5. Number of village used as the location of the study service program	1	5	20	84
6. Frequency of supervisions per student during field work (on the average)	6	6	12	10
7. Training period before field work (days)	14	14	14	21
8. Length of field work (days)	104	104	150	130
9. Report preparation (days)	0	0	15	21
10. Total cost (Rp. 1.000,-)	?	750	1 000	3 800
11. Percentage of central go- vernment's contribution	100	100	52	100
12. P Percentage of local go- vernment's contribution	0	0	48	0
13. Average cost per student during the program (Rp. 1.000,-)	?	75.0	25.0	25.3
14. Average cost per student per month (Rp. 1.000,)	?	19.1	4.2	4.4

Appendix H. General Description about the Study Service Program
Conducted by Sam Ratulangi University, Menado.

I t e m s	Year of program conducted			
	72/73a	73/74	74/75	75/76
1. Total number of students	-	1 915	2 133	2 936
2. Number of students participating in the study service program	-	15	45	102
3. Year of study (level) of participants	-	3,4,5,6	3,4,5,6,7	4,6,6
4. Number of staff members engaging in the study service program	-	15	6	7
5. Number of villages used as the locating of the study service program	-	15	42	99
6. Frequency of supervisions per student during field work (on the average)	-	5	5	5
7. Training period before field work (days)	-	14	14	21
8. Length of field work (days)	-	90	150	150
9. Report preparation (days)	-	0	0	0
10. Total cost (Rp. 1.000,-)	-	750	4 110	13 350
11. Percentage of central government's contribution	-	100	50	74
12. Percentage of local government's contribution	-	0	50	26
13. Average cost per student during the program (Rp. 1.000,-)	-	50	91.3	130.9
14. Average cost per student per month (Rp. 1.000,-)	-	14.4	16.7	23.0

aThe study service program had not yet been conducted in 1972/1973
by Sam Ratulangi University.

Note : SRIWIJAYA UNIVERSITY DID NOT SUBMIT MODEL 1.