

ABSTRAK

AYU SULASTRI (1305098). PERAN PROGRAM KULIAH KERJA NYATA TEMATIK POS PEMBERDAYAAN KELUARGA (POSDAYA) DALAM PENGEMBANGAN *CIVIC PARTICIPATION* MAHASISWA (Studi Deskriptif pada Pelaksanaan KKN Tematik Posdaya UPI di Desa Gunajaya Kecamatan Manonjaya).

Mahasiswa sebagai generasi muda memiliki posisi strategis dalam pembangunan. Namun permasalahan mahasiswa dewasa ini menunjukkan gejala apatis dan kurang memiliki keterampilan partisipasi dalam kehidupan bermasyarakat. Penelitian ini bertujuan untuk mendeskripsikan peran program KKN tematik Posdaya dalam pengembangan *civic participation* mahasiswa. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif, karena itu data penelitian ini dihimpun melalui wawancara, observasi, dokumentasi dan studi literatur. Lokasi penelitian terletak di Universitas Pendidikan Indonesia dan di salah satu lokasi KKN tematik Posdaya di Desa Gunajaya Kecamatan Manonjaya yang didasarkan pada Posdaya tersebut dibentuk atas kerjasama dengan UPI dan masih memerlukan penguatan. Subjek penelitian terdiri dari unsur pimpinan LPPM UPI, Tim Pelaksana KKN LPPM UPI, dosen pembimbing lapangan dan mahasiswa KKN tematik Posdaya di Desa Gunajaya, serta pemerintah dan masyarakat Desa Gunajaya Kecamatan Manonjaya yang menjadi mitra KKN tematik Posdaya UPI. Hasil penelitian menunjukkan; (1) program KKN tematik Posdaya UPI diselenggarakan oleh Tim Pelaksana KKN LPPM UPI melalui beberapa tahapan yang telah baku yaitu tahap persiapan, pelaksanaan di lokasi KKN oleh mahasiswa, monitoring dan evaluasi, penarikan mahasiswa dan pelaporan yang merupakan rangkaian proses pengkondisian yang dapat mengembangkan *civic participation* mahasiswa dalam kehidupan bermasyarakat; (2) pelaksanaan program KKN tematik Posdaya telah mampu mengembangkan *civic participation* mahasiswa dalam kehidupan bermasyarakat. Adapun bentuk partisipasi mahasiswa terlihat dalam proses perencanaan kegiatan, pengambilan keputusan dan pelaksanaan kegiatan baik berupa tenaga, pikiran maupun materi yang memberikan perubahan sikap pada mahasiswa serta pada masyarakat sebagai mitra program; (3) hasil pelaksanaan program KKN tematik Posdaya terdiri dari adanya produk yang dihasilkan, penguatan dan pendampingan Posdaya, serta perubahan sikap, pengetahuan dan keterampilan yang dirasakan mahasiswa dan masyarakat; (4) kendala dalam pelaksanaan program KKN tematik Posdaya dalam pengembangan *civic participation* UPI di Desa Gunajaya berasal dari kendala internal mahasiswa seperti tujuan mengikuti KKN hanya sebatas mendapat nilai, kurangnya manajemen waktu dan kendala eksternal mahasiswa yaitu waktu KKN yang relatif singkat, kurangnya peran dosen pembimbing lapangan, serta kurangnya partisipasi masyarakat pada beberapa kegiatan; (5) upaya dalam mengatasi kendala pelaksanaan program KKN tematik Posdaya UPI di Desa Gunajaya yaitu saling mengingatkan antar mahasiswa, meningkatkan manajemen waktu, meningkatkan komunikasi dengan dosen pembimbing lapangan, mengadakan rapat evaluasi secara berkala oleh mahasiswa maupun bersama masyarakat atau pemerintah Desa, meningkatkan pendekatan kepada masyarakat dan memberikan rekomendasi kepada pihak LPPM untuk menambah jumlah kredit semester KKN tematik Posdaya di UPI agar waktu pelaksanaan pun bertambah.

Kata kunci : Kuliah Kerja Nyata Tematik, Posdaya, *Civic Participation*, Mahasiswa.

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ABSTRACT

AYU SULASTRI (1305098). THE ROLE OF COMMUNITY SERVICE PROGRAM THEMATIC FAMILY EMPOWERMENT POST (POSDAYA) IN THE DEVELOPMENT OF CIVIC PARTICIPATION STUDENTS (Descriptive Study on Implementation of Posdaya Thematic KKN at Gunajaya Village, Manonjaya District)

Students as a young generation have a strategic position in development. However, today's student problems show apathy and lack about skills of participation in community life. The aim of this study is to describe the role of community service program thematic family empowerment post (Posdaya) to the formation of civic participation This study used a qualitative approach with descriptive study method, therefore the research data was collected through interview, observation, documentation and literature study. The research location is located at Indonesia University of Education and in one location of Posdaya thematic KKN at Gunajaya Village, Manonjaya District, based on Posdaya was formed in cooperation with Indonesia University of Education and still require strengthening. The research subjects consisted of elements of the Leadership Institute of Research and Community Service of the UPI, Implementation Team of KKN LPPM UPI, field supervisors and students of Posdaya Thematic KKN in Gunajaya Village, Manonjaya District who became the partners of Posdaya Thematic KKN UPI. The results showed; (1) The program of Posdaya thematic KKN was conducted by Implementation Team of KKN LPPM UPI in collaboration with field supervisor and local government through several stages that have been standard that is preparation phase, implementation at the location by students, monitoring and evaluation, and reporting of student, which is directed into a conditioning process that can form student civic participation in public life; (2) the implementation of the Posdaya Thematic KKN has been able to develop the civic participation of students in the field. The forms of student participation in the process of planning activities, decision-making and implementation of activities either in the form of personnel, thoughts and materials that provide changes in attitudes to students and the community as partners; (3) the result of the Posdaya thematic KKN program consists of the products produced, strengthening and assisting Posdaya, as well as changes in attitude, knowledge and skills perceived by the students and the community; (4) difficulties in the implementation of the program Posdaya Thematic KKN in the village Gunajaya derived from internal constraints student as destination following the KKN thematic merely got value, lack of time management and external constraints such the relatively short KKN time, lack of field supervisors' role, and lack of community participation in some activities; (5) the efforts made in overcoming the obstacles of the implementation of the Posdaya Thematic KKN of UPI in Gunajaya Village must be the responsibility of all related parties, namely to remind each other among the students, to improve the time management, to communicate with the field supervisor, hold evaluation meetings held regularly by students and with the community or village government, improve approaches to the community and partner activities and provide recommendations to the LPPM UPI to increase the number of semesters KKN Thematic in UPI for the implementation time is increased.

Keywords: Community Sercive Program Thematic, Posdaya, *Civic Participation*, Student.

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