



# **RESEARCH AND SERVICE MONITORING REPORT 2023**

**QUALITY ASSURANCE UNIT OF THE  
FACULTY OF TEACHER TRAINING AND  
EDUCATION**

**UNIVERSITAS LAMBUNG MANGKURAT  
2024**

## **ENDORSEMENT PAGE**

Stating that the Monitoring and Evaluation Report of Research and Community Service in 2023  
FKIP Lambung Mangkurat University is made with truth.

Banjarmasin, September 2024

Knowing, Dean of  
FKIP ULM

Chairman of UPM FKIP ULM

Prof Dr Sunarno Basuki, Drs, M.Kes, AIFO

Dr Ananda Setiawan, M.Pd

## **FOREWORD**

Praise be to Allah SWT for all His mercy and grace because the Quality Assurance Unit (UPM) can complete the preparation of the 2023 Academic Year Research and Service Monitoring and Evaluation Report. The preparation of this report is inseparable from the assistance of various parties, especially the Quality Assurance Group (GPM) within the Faculty of Teacher Training and Education, Lambung Mangkurat University (FKIP ULM). Other support that is no less important is from the Dean and Vice Dean of FKIP ULM. Therefore, the drafting team would like to express their gratitude to all parties involved and support the process of preparing this report.

FETT continues to strive to encourage the quality of the tri darma of higher education in terms of research and service under the supervision of LPPM. It is hoped that the quality of the implementation of research and service programmes carried out by Sociology Education lecturers can be improved both funds sourced from internal universities and from outside.

This report contains the results of monitoring and evaluation that we conducted by asking for input from the Sociology Education academic community and externally. The results of this report are then processed and analysed, then will be followed up with policies that ultimately improve the quality of the lecturers' research.

Thus, this report is submitted to the relevant parties. Hopefully it will be useful in order to improve the quality of research within the scope of Lambung Mangkurat University.

Banjarmasin, September 2024  
Head of Quality Assurance Unit FKIP ULM

## **CHAPTER I**

### **INTRODUCTION**

#### **1. Background.**

Law of the Republic of Indonesia Number 12 Year 2012 on Higher Education Article number 53 explains that the quality of higher education is a systematic activity in an effort to improve the quality of higher education in a planned and sustainable manner. This aims to enable the community to obtain quality education. The quality assurance system in higher education must include an internal quality assurance system (SPMI) and an external quality assurance system (SMPE). The external quality assurance system is carried out through the accreditation process, while the internal quality assurance system (SPMI) is developed independently by higher education institutions based on quality standards that have been set by higher education institutions by referring to the national standards. Each university is authorised autonomously to control and improve the implementation of sustainable higher education. Therefore, SPMI is made into several cycles including Planning (establishment of SPMI), Implementation, Evaluation, Control and Development (PPEPP). These cycles must be carried out by study programmes and universities in order to achieve the milestones of vision, mission, goals and strategies set.

The Tri Dharma of Higher Education has been stated in the National Education System Law No. 20 of 2003 must run in every university, including carrying out research and community service. Research is a way of discovering truth or solving problems that is carried out scientifically, is an investigative activity carried out according to systematic methods to find new information. Research must be carried out by lecturers and will eventually produce output in the form of publications. University research is directed to develop science and is in line with the vision and mission of the university. Therefore, the quality of research and the achievement of its outcomes are of great concern. As an effort to improve quality standards in research, with the aim of fulfilling and improving the quality of research that ultimately produces reputable publications. To review the achievement of this quality, internal monitoring and evaluation or monev is carried out.

Research has multiple benefits, in addition to demonstrating and improving one's competence and capacity as a lecturer, this activity is useful for broadening the lecturer's knowledge so that when giving lectures or guiding students, they can explain lecture material more comprehensively. Thus, the quality of graduates will be more qualified in science so that they are more competitive to be able to compete with other university graduates.

A new paradigm of community service activities has begun to be implemented by universities as a manifestation of the community service programme launched by the Directorate of Research and Community Service of the Ministry of Research and Technology in the form of the Community Partnership Programme (PKM). This paradigm is based on the fact that community service activities must be problem-solving, comprehensive, meaningful, complete, and sustainable with targets that are not single. The target audiences of PKM are 1) economically productive people; 2) people who are not economically productive, but have a strong desire to become entrepreneurs; and 3) people who are not economically productive (general / ordinary people).

The results of PKM activities are expected to make universities closer to the community and continue to provide tangible benefits. In addition, the PKM programme can be a test vehicle for service implementers to continue to get products, both goods and services that are efficient and effective. In connection with the problems that occur in the wetland environment in South Kalimantan seen from the perspective of the scientific field, real solutions and solutions are needed from the three PKM target audiences above. For this reason, in 2022, ULM allocates funds for community service activities through LPPM so that the number of service titles is increased with the hope that in addition to the number of PKM activities, and the outputs produced according to SN Dikti, PKM results are expected to contribute to solving problems that are solutive for PKM partners.

## **2. Destination**

Internal monitoring and evaluation carried out on research and community service activities at FKIP ULM generally aims to determine the extent of achievement and conformity of research with the vision and mission of ULM, FKIP, and study programmes. Specifically, internal monitoring and evaluation has the following objectives:

- a. Controlling the research process so that it can be carried out effectively and efficiently during one academic year.
- b. Measuring the achievement of output targets achieved based on proposals that have been prepared during one academic year.
- c. Exploring information related to the management of the research and its results, and obtaining information material for the continuation of the research process in the future.

### **3. Benefits**

The implementation of internal monitoring and evaluation of research and community service at FKIP ULM is beneficial:

- a. As a form of supervision of lecturers and students involved in research.
- b. As an evaluation of the achievement of output targets that have been achieved in accordance with the plan in the proposed research proposal.
- c. As information related to the management of future research.
- d. As material making decision based on evaluation research that has been carried out.

### **4. Target**

Internal monitoring and evaluation are carried out in the field of research and community service in 2023. The targets are the research team lecturers and students involved in the research and community service.

## CHAPTER II

### MONITORING AND EVALUATION RESULTS

#### A. Policy Documentation

The socialisation of research and community service (PkM) policies at FKIP ULM aims to ensure that all elements of the faculty understand, support, and are actively involved in the implementation of the Tridharma of higher education activities. This policy is aligned with the vision of FKIP ULM, which is to utilise the local potential of the wetland environment to improve the quality of education, research, and service. The policy is socialised through the UPM and FKIP ULM websites.

Main Focus of Socialisation: (1) **Improving Policy Understanding** by providing information to lecturers, students, and education staff regarding the direction and strategy of research and service, especially those related to wetland environmental management. (2) **Integration of Study Programmes through** Each study programme is encouraged to contribute in their respective fields, such as natural resources, disaster mitigation, cultural arts, social humanities, information technology, and education. This is reflected in the *Road Map* that directs research and community service activities to support each other. (3) Research Activities Encouraged through Socialisation includes the division of priority research types: basic, applied, and development research. As well as research directed to produce applicable innovations, such as technology development or approaches that can be directly used by the community. (4) Community Empowerment through PkM with Policy prioritises a community empowerment approach, where research results can be applied to address local problems, improve welfare, and support the sustainability of wetland ecosystems. (5) Capacity Building and Collaboration aims at Socialisation involving training for lecturers and students to improve the quality of research and PkM. And Collaboration between institutions, both internal and external, including local, national, and international partners, is emphasised to expand the impact of activities. The form of research and community service policy can be seen from the following:

1. Ministry of Research, Technology and Higher Education Regulation Number 47 of 2018 concerning the Implementation of Research in Chapter III Article 20 (In ULM Statute)
2. ULM Rector's Regulation No. 404 of 2015 on Collaboration of Lecturers and Students in Research and Community Service in ULM Environment

3. ULM Chancellor's Regulation Number 405 of 2015 on the Implementation of Research and Community Service in ULM Environment
4. ULM Chancellor's Decree Number 1527/UN8/SP/2018 on the Guidance Document for the Implementation of the Tridharma of Higher Education in the ULM Environment
5. ULM Rector Decree No. 976/UN8/OT/2019 on System Documents ULM Internal Quality Assurance
6. ULM Chancellor's Decree Number 1521/UN8/KP/2019 on the Determination of Strategic Plan ULM 2020-2024
7. Guidelines for Research Implementation are regulated in the Research Guidebook containing the ULM Research Master Plan (RIP) Year 2010-2045
8. Guidelines for the Implementation of ULM PNPB Fund Research in 2019
9. Guidelines for the ULM PNPB Funding Source Obligatory Research Lecturer Programme in 2021
10. Guidelines on Research and Community Service
11. Decree of the Dean of FKIP ULM Number 599 /UN8.1.2/SP/2020 Regarding Guidelines of Academic FKIP ULM
12. Decree of the Dean of FKIP ULM Number 1140/UN8.1.2/KP/2020 Regarding the Determination of FKIP ULM Strategic Plan for the 2020-2024 Period
13. Decree of the Dean of FKIP ULM Number 2011/UN8.1.2/KP/2021 Regarding the Determination of SPMI Documents for Quality Standards in the form of Research Processes No STD/PEN- 03/FKIPULM/VI/2021
14. Decree of the Dean of FKIP ULM Number 2011/UN8.1.2/KP/2021 Regarding the Determination of SPMI Documents for Quality Standards in the form of Research Assessment Standards No. STD/PKM-04/FKIPULM/VI/2021
15. Decree of the Dean of FKIP ULM Number 2011/UN8.1.2/KP/2021 Regarding the Determination of SPMI Documents for Quality Standards in the form of Research Management Standards No STD/PKM-07/FKIPULM/VI/2021
16. Decree of the Dean of FKIP ULM Number 2011/UN8.1.2/KP/2021 Regarding the Determination of SPMI Documents for Quality Standards in the form of Research Financing Standards No STD/PKM-08/FKIPULM/VI/2021
17. Decree of the Dean of FKIP ULM Number 2011/UN8.1.2/KP/2021 Regarding the Determination of SPMI Documents for Quality Standards in the form of Research Implementation Standards No STD/PKM-05/FKIPULM/VI/2021
18. Decree of the Dean of FKIP ULM Number 2011/UN8.1.2/KP/2021 Regarding the Determination of SPMI Documents for Quality Standards in the form of Research Content Standards No STD/PKM- 02/FKIPULM/VI/2021
19. Decree of the Dean of FKIP ULM Number 2011/UN8.1.2/KP/2021 Regarding the Determination of SPMI Documents for Quality Standards in the form of Facilities and Infrastructure Standards Research No STD/PKM-06/FKIPULM/VI/2021
20. Decree of the Dean of FKIP ULM No. 2011/UN8.1.2/KP/2021 Regarding the Determination of SPMI Documents for Quality Standards in the form of Standards for Publication of Research Results and Student PKM No. STD/SML-11/FKIPULM/VI/2021

21. Decree of the Dean of FKIP ULM Number 2490/UN8.1.2/KP/2021 Regarding the Plan for Master Research and Service and the Road Map for Research and Service Based on Research of FKIP ULM
22. Decree of the Dean of FKIP ULM No 1903/UN8.1.2/KP/2022 Regarding the Determination of the Strategic Plan of FKIP ULM for the period 2021-2025.
23. Decree of the Dean of FKIP ULM No. 2205/UN8.1.2/KP/2023 Regarding Guidelines for Monitoring and Evaluation of Research and Community Service

## B. Availability of research roadmap and research group documents

The research roadmap of FKIP ULM has a road map based on the scientific fields and expertise of lecturers to achieve the vision of FKIP ULM. Policies regarding research in the PS environment have been socialised regularly to DTPS through various activities and platforms such as the FKIP ULM website and WhatsApp Group.



**Figure 1.** Road Map of Research and Community Service This visualisation is in

the form of a fishbone , which is used for mapping the focus of education, research, and service at the Faculty of Teacher Training and Education, Lambung Mangkurat University (FKIP ULM). The explanation of this figure includes several main elements:

1. Main Framework; End Goal (Fish Head): Focus on "Addressing problems that occur in the wetland environment" with an education, research, and service-based approach.

2. The Field category (Fish Reinforcement) consists of various fields (1) Natural Resources, Environment, and Disaster Mitigation: Focuses on identifying and solving problems related to natural resources, environment, information, communication, and education. Contributing study programmes include Geography, Science, Chemistry, and Physics Education. (2) Social Humanities: Targeting the field of social education and humanities in wetland environments. Study programmes such as Pancasila and Citizenship Education, Economics, and Sociology fall into this category. (3) Education and Cultural Arts: Focuses on the effectiveness of educational approaches and technology to solve local problems in the field of cultural arts. Study programmes such as English Education, Performing Arts, and Counselling are part of this. (4) Information and Communication Technology: Developing technology to support information and communication management in education.

Types of Research Conducted (Fish Body Content) consist of (1) Basic Research: Identification of problems in various fields such as natural resources, disaster mitigation, and education. (2) Applied Research: Focuses on the effectiveness of methods, technologies, or approaches to address environmental problems. And (3) Development Research: Produces innovative products that are effective in solving problems. Contribution and Integration (Fish Tail): All study programmes and disciplines are geared towards solving problems in local contexts in wetland environments. This figure provides a comprehensive framework of how FKIP ULM directs the Tridharma of higher education activities to answer local challenges with a multidisciplinary approach. In addition, study programmes in FKIP have a research and service road map that supports the Tridharma of higher education activities.

The road map owned by the study programme will later form groups expertise which will form clumps of research and community service. The lecturer groups in FKIP can be seen from the table listed as follows:

| No. | Lecturer Name                | Areas of Expertise | Research and Community Service Groups |
|-----|------------------------------|--------------------|---------------------------------------|
| 1   | Abdul Salam M., M.Pd.        | Physics Education  | Learning Innovation                   |
| 2   | Dr Muhammad Arifuddin, M.Pd. | Physics Education  | Learning Innovation                   |
| 3   | Drs Zainuddin, M.Pd.         | Physics Education  | Value-based Research                  |

|    |                                             |                                                                 |                                                                                |
|----|---------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------|
| 4  | Dr Mustika Wati, M.Sc.                      | Physics Education                                               | Learning Evaluation                                                            |
| 5  | Sarah Miriam, M. Sc., M.Pd.                 | Physics Education                                               | Learning Innovation                                                            |
| 6  | Mastuang, M.Pd.                             | Physics Education                                               | Value-based Research                                                           |
| 7  | Prof. Dr H. Aminuddin Prahatama Putra, M.Pd | Microbiology                                                    | Field of Microbiology and Learning, Field of Biology Education and Development |
| 8  | Prof. Dr H. Muhammad Zaini, M.Pd            | Biology Education                                               | Field of Biology Education and Development                                     |
| 9  | Dr Dharmono, M.Si                           | Ecology                                                         | Field of Ecology and its Learning, Field of Biology Education and Development  |
| 10 | Dr Bunda Halang, M.T.                       | Environment                                                     | Field of Ecology and its Learning, Field of Biology Education and Development  |
| 11 | Dra. Hj Noorhidayati, M.Si                  | Plant Physiology                                                | Field of Botany and Learning, Field of Biology Education and Development       |
| 12 | Dra. Hj Sri Amintarti, M.Si                 | Botany                                                          | Field of Botany and its Learning, Field of Biology Education and Development   |
| 13 | Dra. H. Kaspul, M.Si                        | Animal Physiology                                               | Zoology and Learning, Field of Biology Education and Development               |
| 14 | Dra. Hj Aulia Ajizah, M.Kes                 | Microbiology                                                    | The field of Microbiology and its Learning                                     |
| 15 | Mahrudin, S.Pd., M.Pd.                      | Biology Education                                               | Field of Zoology and its learning, Field of Biology Education and Development  |
| 16 | M.Arsyad, S.Pd., M.Pd.                      | Biology Education                                               | Field of Biology Education and Development                                     |
| 17 | Maulana Khalid Riefani, S.Si., M.Sc., M.Pd. | Biology, Flora and Fauna Conservation, Research and Development | Field of Zoology and Learning, Field of Biology Education and Development      |
| 18 | Riya Irianti, S.Pd., M.Pd.                  | Biology Education                                               | Zoology and Learning, Field of Biology Education and Development               |

|    |                                       |                                                |                                                |
|----|---------------------------------------|------------------------------------------------|------------------------------------------------|
| 19 | Dewi Amelia Widiyastuti, S.Si., M.Pd. | Biology Education                              | Field of Biology Education and Development     |
| 20 | Luthfiana Nurtamara, S.Pd., M.Pd.     | Biology Education                              | Field of Biology Education and Development     |
| 21 | Nurul Hidayati Utami, S.Pd., M.Pd.    | Biology Education                              | Field of Biology Education and Development     |
| 22 | Dr Amalia Rezeki, S.Pd., M.Pd.        | Biodiversity Conservation Biology, Environment | The field of Botany and its Learning           |
| 23 | Syubhan Annur, M.Pd.                  | Science Education                              | Field of Science Entrepreneurship and Learning |
| 24 | Yudha Irhasyuarna, M.Pd.              | Chemistry Education                            | Ethnoscience and Learning                      |
| 25 | M. Fuad Sya'ban, M.Pd.                | Science Education                              | Science and Learning                           |
| 26 | Ratna Yulinda, M.Pd.                  | Biology Education                              | Science and Learning                           |
| 27 | Ellyna Hafizah, M.Pd.                 | Physics education                              | Science and Learning                           |
| 28 | Mella Mutika Sari, M.Pd               | Science Education                              | Science and Learning                           |
| 29 | Rizky Febriyani Putri, M.Pd           | Science Education                              | Science Entrepreneurship and Learning          |
| 30 | Sauqina, S.Pd., MA                    | Science Education                              | Science and Learning                           |
| 31 | Yasmine Khairunnisa, S.Pd., MA        | Science Education                              | Science and Learning                           |
| 32 | Dr R Ati Sukmawati, M.Kom.            | Maths Education, Computer Science              | Computer Science Education, Maths Education    |
| 33 | Dr Harja Santana Purba, M.Kom.        | Maths Education, Computer Science              | Computer Science Education, Maths Education    |
| 34 | Dr Andi Ichsan Mahardika, M.Pd        | Physics education, Science education           | Computer Science Education, science            |
| 35 | Dr Hj Noor Fajriah, M.Si.             | Maths Education                                | Maths Education                                |
| 36 | Dr H. Iskandar Zulkarnain,            | Maths Education                                | Maths Education                                |
| 37 | Novan Alkaf Bahraini                  | Informatics Engineering,                       | Computer Science Education,                    |

|    |                                        |                                  |                                                                 |
|----|----------------------------------------|----------------------------------|-----------------------------------------------------------------|
| 38 | Mitra Pramita, M.Pd.                   | Maths Education                  | Maths Education                                                 |
| 39 | Delsika Pramata Sari, M.Pd.            | Maths Education                  | Maths Education                                                 |
| 41 | Nuruddin Wiranda, S.Kom., M.Cs.        | Informatics Engineering, Science | Computer Science Education                                      |
| 42 | Muhammad Hifdzi Adini, S.Kom., M.T.    | Computer Science, Informatics    | Computer Science Education,                                     |
| 43 | Rizky Pamuji, M.Kom.                   | Informatics Engineering, Science | Computer Science Education,                                     |
| 44 | Prof. Dr H. Sutarto Hadi, M.Si., M.Sc. | Maths Education                  | Ethnomathematics in Maths learning, Maths literacy              |
| 45 | Dr H. Iskandar Zulkarnain, M.Si        | Maths Education                  | 1. Mathematical literacy and Technology in mathematics learning |
| 46 | Dr Chairil Faif Pasani, M.Si.          | Maths Education                  | Ethnomathematics in Maths learning, Maths literacy              |
| 47 | Dr Hidayah Ansori, M.Si                | Maths Education                  | 1. Maths learning tools                                         |
| 48 | Dr H. Karim, M.Si.                     | Maths Education                  | Maths learning tools                                            |
| 49 | Dr Hj Noor Fajriah, M.Si.              | Maths Education                  | Ethnomathematics in Maths learning, Tools                       |
| 50 | Dr Harja Santanapurba, M.Kom.          | Maths Education                  | Technology in maths learning                                    |
| 51 | Dr Hj R. Ati Sukmawati, M.Kom.         | Maths Education                  | Technology in maths learning                                    |
| 52 | Elli Kusumawati, S.Pd., M.Pd.          | Maths Education                  | Maths learning tools                                            |
| 53 | Indah Budiarti, S.Pd., M.Pd.           | Maths Education                  | Technology in maths learning                                    |
| 54 | Siti Mawaddah, S.Pd., M.Pd.            | Maths Education                  | Maths learning tools                                            |
| 55 | Yuni Suryaningsih, S.Pd., M.Pd.        | Maths Education                  | Maths learning tools                                            |

|    |                                         |                                                                           |                                                                 |
|----|-----------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------|
| 56 | Rizki Amalia, S.Pd., M.Pd.              | Maths Education                                                           | Technology in maths learning                                    |
| 57 | Kamaliyah, S.Pd., M.Pd.                 | Maths Education                                                           | Maths literacy                                                  |
| 58 | Asdini Sari, S.Pd., M.Pd.               | Maths Education                                                           | Maths learning tools                                            |
| 59 | Taufiq Hidayanto, S.Pd., M.Pd.          | Maths Education                                                           | Ethnomathematics in Maths learning                              |
| 60 | Juhairiah, S.Pd., M.Pd.                 | Maths Education                                                           | Maths learning tools                                            |
| 61 | Dr Ali Rachman, S.Pd., M.Pd.            | Research and Education Evaluation                                         | Social competence in wetland community guidance and counselling |
| 62 | Dr Nina Permata Sari, S.Psi, M.Pd.      | Psychology, Guidance and Counselling, Educational Research and Evaluation | Personality Development in guidance and counselling             |
| 63 | Dr Ririanti Rachmayanie J, S.Psi, M.Pd. | Early childhood education, educational evaluation and research            | Professionalism in wetland community guidance and counselling   |
| 64 | Dr Sulistiyana, M.Pd                    | Guidance and Counselling, Education Management, Research Evaluation and   | Pedagogics in wetland community guidance and counselling        |
| 65 | Muhammad Arsyad, M.Psi, Psychologist    | Educational Psychology, Sport Psychology                                  | Pedagogics in wetland community guidance and counselling        |
| 66 | Hendro Yulius Suryo Putro, S.Pd., M.Psi | Educational Psychology                                                    | Professionalism in wetland community guidance and counselling   |
| 67 | Eklys Cheseda Makaria, S.Pd., M.Pd.     | Guidance and                                                              | Social competence in wetland community guidance and counselling |
| 68 | Muhammad Andri Setiawan S.Pd., M.Pd.    | Religious Guidance and Counselling                                        | Personality Development in guidance and counselling             |

**Complete data can be seen from the following link**

### **C. Research and Community Service and Student engagement**

Student involvement in faculty research has a number of strategic reasons that aim to support students' academic development, skills and insights. Here are some of the main reasons: student involvement in faculty research is part of an educational process that is orientated towards *learning by doing*. In addition to providing valuable experience for students, it is also

ensuring that research results have a broader contribution, both to academic development and practical benefits in society. This involvement is a strategic step to create a generation that is better prepared to face global challenges through research-based education. The table explaining student involvement can be seen in the table below.

### 1. Research and PkM conducted by lecturers

| No.      | Research Title                                                                                                                                      | Team Leader                      | Source of Funds | Total Funds | Name and Identity of Lecturer and Student Member of Research and PkM                                                                          |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Research |                                                                                                                                                     |                                  |                 |             |                                                                                                                                               |
| 1        | Validity and Reliability of Mathematical Literacy Questions on Number Content and Wetland Environment Contexts                                      | Kamaliyah, M.Pd.                 | PNBP ULM        | 18.000.000  | 1. Dr Chairil Faif Pasani, M.Si.<br>2. Taufiq Hidayanto, S.Pd., M.Pd.<br>Muhammad Taqwa Ridha 2110118110011<br>Muhammad Daris - 2110118110019 |
| 2        | Analysis of Computational Thinking Ability of Mathematics Education Study Programme Students in Subjects Statistical Methods                        | Dr Hidayah                       | PNBP ULM        | 30.000.000  | 1. Rizki Amalia, M.Pd.<br>2. Juhairiah, M.Pd.<br>3. Tri Muthoharah - 2110118120001<br>4. Ardi Rahmawan - 2110118210015                        |
| 3        | Development of Teaching Modules for Realistic Mathematics Education using <i>Case Based Learning</i> Method with the Context of Wetland Environment | Dr H. Iskandar Zulkarnain, M.Si. | PNBP ULM        | 30.000.000  | 1. Indah Budiarti,<br>2. Rahmita Noorbaiti, S.Pd., M.Pd.<br>3. Muhammad Rizky Ramadhani Noor (2010118210038)<br>4. Muhammad Diva Almadani     |
| 4        | Development of Teaching Modules Differentiated with Wetland Context for Grade VII Junior High School Mathematics                                    | Asdini Sari, M.Pd.               | PNBP ULM        | 18.000.000  | 1. Dr H. Karim, M.Si.<br>2. Muhammad Sa'duddin Khair, M.Pd.<br>3. Diva Farapikatan (2010118110008<br>4. Mahrída (2010118320010)               |
| 5        | An Exploration of the Ethnomathematics of "Hitung Bini" in the Banjar Tribe Community in a Wetland Environment                                      | Dr Hj Noor Fajriah, M.Si.        | PNBP            | 18.000.000  | 1. Yuni Suryaningsih,<br>2. Nasrullah (1810118210033)<br>3. Ahmad Fikri Akbar 2010118210009                                                   |
|          | Evaluation of                                                                                                                                       |                                  |                 |             | 1. Akhmad Sugianto                                                                                                                            |

|    |                                                                                                                                                                     |                                         |                                 |                |                                                                                                |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------|----------------|------------------------------------------------------------------------------------------------|
| 6. | Kirkpatrick's Roots Model as Bullying Prevention Programme in Banjarbaru City Activist School South Kalimantan                                                      | Dr Ali Rachman, S.Pd., M.Pd.            | Higher education or independent | Rp. 20.000.000 | 2. Renandra Prayudy                                                                            |
|    |                                                                                                                                                                     |                                         |                                 |                | 3. M. Rico                                                                                     |
| 7. | Development of a CIPP Evaluation Model for Guidance and Counselling Programmes in the Merdeka Curriculum at the Vocational School Level in Indonesia Wetland Region | Dr Nina Permata Sari, S.Psi, M.Pd.      | Higher education or independent | Rp. 32.000.000 | Muhammad Andri Setiawan<br>Eklys Cheseda Makaria, S.Pd., M.Pd.<br>Najwa Shabrina Dinanty       |
| 8. | Storybook Media Development as a Preventive Measure "Sexual Harrasment" in Elementary School Children                                                               | Dr Ririanti Rachmayanie J, S.Psi, M.Pd. | Higher education or independent | Rp. 30.000.000 | Hendro Yulius                                                                                  |
|    |                                                                                                                                                                     |                                         |                                 |                | Suryo Putro, S.Pd., M.Psi                                                                      |
| 9  | Development of a Health-Based Guidance and Counselling Service Model                                                                                                | Dr Sulistiyana, M.Pd                    | Higher education or independent | Rp. 30.000.000 | Muhammad Arsyad, M.Psi, Psychologist                                                           |
| 10 | Development of an Encyclopedia of Flora on Curiak Island For                                                                                                        | Ratna Yulinda, M.Pd.                    | DIPA                            | 31. 000. 000   | Mella Mutika Sari, M.Pd.<br>Restu Oktaviani (1910129220007), Noor                              |
| 11 | Case-based Learning Strategy to Train Science Teacher Candidates' Ability to Design Learner Worksheets with Traditional Ecological Content Knowledge and Literacy   | Yasmine Khairunnisa, S.Pd., M.A         | DIPA                            | 20.000.000     | Dr Arif Sholahuddin, M.Si.<br>Ilma Arasti (2010129320004), Nanda Fidia Safitri (2010129220006) |
| 12 | Development of Integrated Science Learning Modules Based on the Nested Model to Cultivate                                                                           | Sauqina, S.Pd., M.A.                    | DIPA                            | 18.000.000     | Ellyna Hafizah, M.Pd. Fani Fatika Marcelinda, Sephia (2010129220013)                           |
| 13 | Development of Junior High School Science Learning Book Based on Local Wisdom in the City of Thousand Rivers                                                        | Yudha Irhasyuarna, M.Pd                 | DIPA                            | 18.000.000     | Dr Moh Yamin, M.Pd                                                                             |
|    |                                                                                                                                                                     |                                         |                                 |                | Fahmi, M.Pd                                                                                    |
|    |                                                                                                                                                                     |                                         |                                 |                | Pramita Dwi Rahmati (2210129220019),                                                           |
|    |                                                                                                                                                                     |                                         |                                 |                | Maulidia (2210129220023)                                                                       |
|    |                                                                                                                                                                     |                                         | BPBD                            |                | Muhammad Muhaimin,                                                                             |

|    |                                                                                                                                                                                                      |                                             |                   |             |                                                                                                                                                                                    |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14 | Tabalong District Disaster Risk Assessment                                                                                                                                                           | Syubhan Annur, M.Pd.                        | tabalong district | 150.000.000 | Prof. Dr Deasy Arisanty, S.Si., M.Sc Pangestu Pradana Hardiawanto (1910129210030)                                                                                                  |
| 15 | Implementation Assistance                                                                                                                                                                            | Ratna Yulinda, M.Pd                         | DIPA              | 14.000.000  | Sauqina, S.Pd., M.A Ellyna Hafizah, M.Pd.                                                                                                                                          |
| 16 | Use of Culture Literacy Digital Wetland to Improve Learners' Performance in Learning Biology SMA/MA Riverbank Areas And Swamp                                                                        | Prof. Dr H. Aminuddin Prahatama Putra, M.Pd | PNBP              | 55.000.000  | Drs Kaspul, M.Si.; Nurul Hidayati Utami, S.Pd., M.Pd.; Inayatul Wahdaniyah, Asyifa Fauzia, Khairunisa, Hayatun Nafisyah.                                                           |
|    | Strengthening the Capacity of Rafasya Honey Beekeepers through Planting Flower Plants to Support Feed Provision and Sustainable Iklim Village Programme in the Village Padang Panjang Banjar Regency | Prof. Dr H. Aminuddin Prahatama Putra, M.Pd | PNBP              | 13.000.000  | Anang Kadarsah, M.Si.                                                                                                                                                              |
| 17 | Development of Indigenous Knowledge Transfer Design of Dayak Bakumpai Ethnobotany integrated Video-based Games of Competition in Learning Ethnobotany in Wetlands                                    | Dr Dharmono, M.Si.                          | PNBP              | 55.000.000  | Drs Mahdian, M.Si Muhammad Iqbal Trinajah; Muhammad Zainal Abidin; Nurhaliza Abdillah, Betni Putrini, Muhammad Aldy Nurrachman, Novita Anggriani, Aulia Halwa, Muhammad Rio Fadhil |
| 18 | Identification of Macrozoobenthos Species as Indicators of Pollution C-Organic and Heavy Metal Manganese (Mn) and Iron (Fe) Aquatic Sediment The mouth of the Asam Asam River                        | Dr Bunda Halang, MT                         | PNBP              | 18.000.000  | Dewi Amelia Widiyastuti, S.Si., M.Pd; Syifa Rizqi Yusrina; Ridhayanti Mu'minah; Sahrani                                                                                            |
| 19 | The Effect of Project Base Learning Model through Culture Literacy Platform in Wetland on Biology Learning Outcomes and Creative Thinking Ability of Remaining Students HIGH SCHOOL                  | Prof. Dr Aminuddin Prahatama Putra, M.Pd.   | PNBP              | 15.000.000  | Prof. Dr Muhammad Zaini, M.Pd; Mella Mutika Sari, M.Pd; Muhammad Rizaldy, Awaludin Akbar, Rizki Amalia Putri                                                                       |

|                                                                   |                                                                                                                                                                                                                                               |                                     |             |            |                                                                                                                                         |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 20                                                                | Development of Teaching Modules Based on Project Based Learning Concepts of Biodiversity of Flora Typical of South Kalimantan to Train Scientific Argumentation Skills of Senior High School Students<br>Implementation of Merdeka Curriculum | Dra. Noorhidayati, M.Si.            | PNBP        | 18.000.000 | Dra. Sri Amintarti, M.Si.; Luthfiana Nurtamara, S.Pd., M.Pd.; Diah Dwi Kurniawati; Syahrial Munanda                                     |
| 21                                                                | Knowledge, Perception, and Participation of Proboscis Monkey Habitat Buffer Village Communities, Curiak Island Area                                                                                                                           | Dr Amalia Rezeki, S.Pd., M.Pd.      | Independent | 50.000.000 | Prof.Dr.Ir.Gt.Muhammad Hatta, MS.; Prof.Dr.Ir.H.Yudi Firmanul Arifin, M.Sc.; Dr.Ir.Hj.Rizmi Yunita, M.Si.; M. Ramadhan Jayusman; Dewita |
| 22                                                                | Study of Digestive Health and Welfare of <i>Proboscis Monkeys (Nasalis larvatus Wurm)</i> to Support Efforts to Preserve Proboscis Monkeys and Their Conservation as Primates of Excellence Wetlands in South Kalimantan                      | Anni Nurliani, S.Si., M.Sc., Ph.D.  | PNBP        | 55.000.000 | Dr Dra Rusmiati, M.Si.; Dr Amalia Rezeki, S.Pd., M.Pd.; Devita Setyorini; Siti Fathiyah; M Riza Ramadhan.                               |
| 23                                                                | The Endangered Fisheries Lexicon of Banjar Dialect Kuala in the Wetlands of Banjar Regency, South Kalimantan Province: A Perspective Ethnolinguistics                                                                                         | Dr H. Muhammad Rafiek, M.Pd         | Independent | 3.100.000  | Prof. Dr Muhammad Zaini, M.Pd; Wardiman, S.Pd; Awaludin Akbar.                                                                          |
| 24                                                                | Inventory and Distribution Mapping of Soil Nematodes in South Kalimantan Rice Fields to Support Food Security and South Kalimantan's Potential as a Buffer Food Capital of the Archipelago                                                    | Drs Abdul Gafur, M.Si., M.Sc., Ph.D | PNBP        | 50,000,000 | Dra. Aulia Ajizah, M.Kes.; Olivia Fajrianty; Ilma Rahima                                                                                |
| <a href="#">Complete data can be seen from the following link</a> |                                                                                                                                                                                                                                               |                                     |             |            |                                                                                                                                         |

Students play important role in community service activities carried out by lecturers. Their involvement not only provides practical experience, but also strengthens the synergy between universities, students, and the community. The following are the main roles of students in community service activities such as (1) As Knowledge Facilitators, namely Students act as intermediaries in conveying material or innovation results designed by lecturers to the community. For example: Help explain new concepts or methods to the community in a simple way. (2) Assisting the Community with Students are often involved in assisting the community in various activities, such as: Providing guidance in certain practices, such as skills training, tool use, or technology implementation. Mentoring in educational programmes, such as helping school children or providing education to certain groups.

The role of students in community service conducted by lecturers is complementary and strategic. Students not only support the success of the service programme but also benefit from hands-on experience, skills development, and a deeper understanding their social roles. This involvement creates a beneficial reciprocal relationship, where the community gets real solutions, students get practical learning, and lecturers achieve service goals in accordance with the Tri Dharma of Higher Education.

## D. Research and PKM Outputs

### 1. DTPS and Student Publications

| No.   | Publication Type                         | Number of Titles |      |      | Total |
|-------|------------------------------------------|------------------|------|------|-------|
|       |                                          | 2022             | 2023 | 2024 |       |
| 1     | 2                                        | 3                | 4    | 5    | 6     |
| 1     | Unaccredited research journal            | 248              | 334  | 286  | 868   |
| 2     | Accredited national research journal     | 387              | 661  | 482  | 1530  |
| 3     | International research journal           | 77               | 86   | 79   | 242   |
| 4     | Reputable international research journal | 52               | 81   | 53   | 186   |
| 5     | Regional/local/college seminars          | 7                | 9    | 2    | 18    |
| 6     | National seminar                         | 98               | 69   | 50   | 217   |
| 7     | International seminar                    | 111              | 50   | 46   | 207   |
| 8     | Writing in national mass media           | 33               | 24   | 9    | 66    |
| 9     | Writing in international mass media      | 20               | 10   | 0    | 30    |
| Total |                                          | 1033             | 1324 | 1007 | 3364  |

Accredited National Research Journals are the most dominant publication type, totalling 1,530 titles in the last three years (387 in **2022**, 661 in 2023, and 482 in 2024). Unaccredited Research Journals ranked second with a total of 868 titles. Publications in national and international seminars are also quite significant, recording 217 and 207 titles respectively. Publications in reputable international research journals reached 186 titles, showing a contribution to global scientific publications. The contribution of publications in mass media, both national and international, is at a smaller number, 66 and 30 titles respectively.

In the last three years, FKIP ULM produced **3,364** publications, showing high productivity in various types of scientific publications and media. This table reflects the diversity of publications produced by the institution, as well as the commitment to disseminate research results at local, national, and international levels.

## 2. Scientific works of lecturers and students that are cited

| No. | Author                                                                                                            | Title of the article                                                                                                                                                                            | Number of Citations |
|-----|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 1   | Syahrudin, Muhammad Adhitya Hidayat Putra, Jumriani, Nadia                                                        | (South Kalimantan Local Studies) Identification Of The Process For Establishing Tourism Awareness Group Pokdarwis) Kampong Banjar. Book (2023)                                                  | 86                  |
| 2   | Rusmaniah, Muhammad Adhitya Hidayat Putra, Muhammad Rezky Noor Handy, M. Ridha Ilhami, Mutiani                    | Environmental Education Implementation in Sultan Adam Forest Park Orchid Concervation Park. Published in Anterior Journal UMP Palangkaraya Volume 22 Issue 2, May 2023, Page 47 - 52            | 8                   |
| 3   | Muhammad Adhitya Hidayat Putra, Rusmaniah, Muhammad Rezky Noor Handy, M. Ridha Ilhami, And Ersis Warmansyah Abbas | Banjarese Cultural Values On The Floating Market As The Foundation Of The Religious Character Of The Community. Published In ACEC International Proceedings. Atlantis Press. Proceedings (2023) | 7                   |
| 4   | Muhammad Adhitya Hidayat Putra, M. Ridha Ilhami, Muhammad Rezky Noor Handy                                        | Journalism. Book (2023)                                                                                                                                                                         |                     |
| 5   | Cucu Widaty, Yuli Apriati                                                                                         | Adaptation of Papuan Students in Banjarmasin. Published in Journal (2023)                                                                                                                       | 1                   |
| 6   | Cucu Widaty, Yuli Apriati                                                                                         | Socialisation of Dropout Prevention for Children of Scavengers in Handil Palung Settlement Area, Basirih Final Management Site Banjarmasin City. Published in Journal (2023)                    | 1                   |
| 7   | Sigit Ruswinarsih, Yuli Apriati, Elly Malihah                                                                     | Character Strengthening through Pencak Martial Arts Silat Kuntau in South Kalimantan, Indonesia. Published in Journal (2023)                                                                    | 3                   |
| 8   | Fatimah Azis, Rahmat Nur, Ananda Setiawan                                                                         | <u>Integration of Character Value Models in Senior High School</u>                                                                                                                              | 5                   |

|    |                                                                                     |                                                                                                                                                                             |    |
|----|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 9  | Hamsah, Sangputeri Sidik, Rahmat Nur                                                | <u>Challenges of Sociology Education in the Industrial Age 4.0</u>                                                                                                          | 7  |
| 10 | S. Hasrin, A., Sidik, S., Fatimah, S., P Reski., & Syam                             | Extreme Market In Tomohon City: A Study Of The Social Interaction                                                                                                           | 7  |
| 11 | Irma Damayanti, Yusuf Hidayat, P Reski                                              | Michat App as Online Prostitution Media In Banjarmasin                                                                                                                      | 3  |
| 12 | Syahlan Mattiro, Nasrullah Nasrullah, P Reski                                       | Integrated Model Of Character Education Development Based On Moral Integrative To Prevent Character Value Breaches                                                          | 1  |
| 13 | Rahmat Nur, Suardi, Hasnah Kanji                                                    |                                                                                                                                                                             | 9  |
| 14 | Rabiatul Adawiyah, Muhammad Elmy, Aminuddin Prahata Putra, Huldani, Fauziah         | Adiwiyata School Problematics in Building the Students' Attitudes And Behaviour Of The Environment Awareness                                                                | 2  |
| 15 | Riya Irianti, Mahrudin                                                              | Analysis of the Practicality of Popular Scientific Books on Diversity of Fish Species Based on Research as Enrichment Materials for Zoology Courses Vertebrate Fish Concept | 1  |
| 16 | Nurul Hidayati Utami, Maulana Khalid Riefani, Siti Sarah                            | Basic Science Process Skills in Senior High School to Solve Wetlands Problems                                                                                               | 1  |
| 17 | Sri Amintarti, Aulia Ajizah                                                         | Guidance Technical Manufacture Nata De Piel Batatas from Sweet Potato Peel (Ipomoea Batatas)                                                                                | 1  |
| 18 | Hardiansyah Hardiansyah, Noorhidayati Noorhidayati, Mahrudin Mahrudin, Riya Irianti | Technical Guidance for Writing Biology Teaching Materials Based on Local Potential in MGMP Science-Biology Junior High School in Hulu Sungai Selatan                        | 1  |
| 19 | Noorhidayati Noorhidayati, Hardiansyah Hardiansyah, Mahrudin Mahrudin, Riya Irianti | Guidance Technical Guidance Compilation Materials Teaching Biology Based on Local Potential at Mgmp Ipa- Biology Hulu Sungai Tengah Regency                                 | 4  |
| 20 | Difa Pertiwi Krismadana, Sri Amintarti, Aulia Ajizah                                | Booklet Types Of Macroscopic Fungi Riverbanks Nature Tourism Kembang River for Senior High School                                                                           | 7  |
| 21 | Aminuddin Prahata Putra, Son, Nurul Hidayati Utami                                  | CLDW: Worksheet Application For Developing Science Generic Skills And Learning Outcomes                                                                                     | 11 |
| 22 | Naufal Hafidh Mahdi Sujarwo Putra, Dharmono Dharmono Mahrudin Mahrudin              | Contents Practicality Of The Popular Ethnobotany Scientific Book Of Gliricidia Maculata In The Tamiang Hill Forest Area, Tanah Laut Regency                                 | 7  |
| 23 | Nuril Maulidya Hapsari, Bunda Halang, Mahrudin Mahrudin                             | DEVELOPMENT OF HIGH SCHOOL STUDENTS BASED ON CRITICAL THINKING ABILITY IN ECOSYSTEM CONCEPT                                                                                 | 1  |
| 24 | Yuliani Astuti, Muhammad Zaini, Aminuddin Prahata Putra                             | Development Of Popular Scientific Book On The Type Of Shrimp In Coastal Waters Of Tabanio For Enhancing Critical Thinking Skills Of Senior High School Students             | 19 |
| 25 | Talitha Fadhila, Mahrudin, M. Arsyad                                                | Development Of Research-Based Booklet For Enrichment Material Of Biodiversity Concepts In High School                                                                       | 1  |
| 26 | Nada Salsabila, Dharmono Dharmono, Aminuddin Prahata Putra                          | Ethnobotany Study Of Albizia Procera In Tamiang Hill Forest Of Tanah Laut Regency As A Popular Scientific Book                                                              | 2  |

|                                                        |                                                                                                                                   |                                                                                                                                                                         |    |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 27                                                     | Amalia Kusuma Devi, Noorhidayati Noorhidayati, Hardiansyah Hardiansyah                                                            | Feasibility Of E-Booklet Learning Media On The Concept Of Human Reproductive System                                                                                     | 1  |
| 28                                                     | Siti Muthia Rahmah, Dharmono Dharmono, Aminuddin Prahatama Putra                                                                  | Study Ethnobotany Plants Bungur (Lagerstroemia Speciosa) In Forest Areas Bukit Tamiang Tanah Laut Regency as a Popular Scientific Book                                  | 7  |
| 29                                                     | Noor Rahmadani, Mochamad Arief Soendjoto, Dharmono Dharmono                                                                       | Ethnobotanical Study of Plants of the Clusiaceae Family Banua Botanical Garden Banjarbaru, South Kalimantan, Indonesia                                                  | 11 |
| 30                                                     | Syifa Fauzia, Hardiansyah, Mahrudin                                                                                               | Mangifera species diversity on the riverbank of Beringin Kencana village, Tabunganen sub-district, South Kalimantan                                                     | 2  |
| 31                                                     | Novia Andira, Noorhidayati Noorhidayati, Maulana Khalid Riefani                                                                   | Feasibility of Field Guide Book "Tree Diversity in the Campus Environment of Lambung Mangkurat University" as a Self-Study Resource for the Concept of Diversity Hayati | 20 |
| 32                                                     | Meidita Alpisah Rina, Aulia Ajizah, Riya Irianti                                                                                  | Diversity Types of Grasshopper (Orthoptera) At Rice fields of Beringin Kencana Village, Tabunganen Sub-district                                                         | 7  |
| 33                                                     | Aminuddin Prahatama Putra, Suyidno, Nurul Hidayati Utami, Fahmi                                                                   | STEM Learning Based on Local Wisdom on the Barito Riverbank                                                                                                             | 43 |
| 34                                                     | Muhammad Helmy Abdillah, Zuliyan Agus Nur Muchlis Majid, Herry Iswahyudi, Mila Lukmana, Linda Rahmawati, Dewi Aamelia Widiyastuti | Community Empowerment to Make Biochar and Compost from Rice Plant Biomass                                                                                               | 1  |
| 35                                                     | Aziza Safitri, Sri Amintarti                                                                                                      | Development of Teaching Materials Concept Human Blood Circulatory System High School Biology In Digital Booklet Form                                                    | 1  |
| 36                                                     | Finda Vericha Ngenda, Aulia Ajizah, Sri Amintarti                                                                                 | Development of Media Learning Based Powtoon Animation Video on the Concept of Moss Plants and Ferns Class X High School                                                 | 4  |
| 37                                                     | Yusrida Febriati, Arif Sholahuddin, Aulia Ajizah                                                                                  | Development of Science Literacy-Based Junior High School Science Module with Local Wisdom on Process Material And Eco-friendly Technology Products                      | 3  |
| 38                                                     | Aminuddin Prahatama Putra, Kaspul, Nurul Hidayati Utami                                                                           | Biology Design Learning Based on Generic Science Skills                                                                                                                 | 1  |
| <b><u>Data can be viewed at the following link</u></b> |                                                                                                                                   |                                                                                                                                                                         |    |

Cited scientific work reflects the success of research in contributing to . For lecturers, this enhances their academic reputation and recognition as experts in their field. For students, citations are evidence of recognition of their ability to produce valuable scientific work. addition, citations also have a positive impact on the institution and encourage the development of science as a whole. Citation is evidence of Relevance, especially references in other research, signalling that the findings or ideas presented are relevant and useful as well as Scientific Validation: Cited work is considered to be of good quality and contributes to the development of science.

## Evaluation

The results of the evaluation of research and community service are described with the following SWOT analysis:

| Power                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Weaknesses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Lecturers' productivity in conducting research and service is good in this case because research and service are facilitated by universities through the mandatory research lecturer programme (PDWM) and mandatory service lecturers (PDWA).</li> <li>2. Have relevance between the study programme road map and the faculty road map on research and service activities in accordance with their respective clusters and in the study programme.</li> <li>3. Research and community service conducted by FKIP lecturers have directly involved students.</li> <li>4. In the service activities, lecturers have conducted partnerships in advance so that it helps strengthen partnerships and cooperation.</li> <li>5. Student participation in research activities is one of the implementations of completing the final project so that it can help students in completing the final project.</li> <li>6. The existence of an integrated application for data collection and tracking research that use PT funds</li> </ol> | <ol style="list-style-type: none"> <li>1. The research and service productivity of FKIP lecturers has limited funding from outside the university, such as funding through partnerships with districts and cities.</li> <li>2. Student involvement is still uneven so it is still limited in facilitating all students to be involved</li> <li>3. Implementation products are still in the form of IPR, there are no lecturers who have appropriate technology or certain brands.</li> <li>4. The focus of student activities in community service needs to be explored again so as to increase the scope of community service activities carried out.</li> </ol> |
| Opportunities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ol style="list-style-type: none"> <li>1. PDWM and PDWA programmes for internal HEI lecturers are provided by the University so that they have equal opportunities.</li> <li>2. There are incentives for publication of works provided by the University and faculty to support the productivity of lecturers in writing.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ol style="list-style-type: none"> <li>1. Competition is increasingly competitive in obtaining grant funds from both internal HEIs and the Ministry so that lecturers and study programmes must improve the quality of submissions.</li> <li>2. Research and community service themes have the potential to become monotonous if not accompanied by the creativity of researchers and community servants.</li> </ol>                                                                                                                                                                                                                                              |

|                                                                                                                                                                                                                                                                                                                                                                 |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ol style="list-style-type: none"> <li>3. There are opportunities for co-operation that can be done with wider access to parties outside the HEI to support.</li> <li>4. The study programme's focus on wetlands provides an opportunity to develop research and service that is unique and relevant to the specific conditions of South Kalimantan.</li> </ol> |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## CHAPTER III

### FOLLOW-UP PLAN

Lecturer research is based on the vision and mission of the study programme and according to the *roadmap* that has been prepared. Research evaluation is carried out by LPPM which consists of:

- Selection of incoming proposals
- Research contract
- Research monitoring
- Participation in National / international seminars
- Submission of Outputs

Likewise, research and community service grants are evaluated by LPPM ULM at mid-year, in addition to research and service that use funding sources from grants outside the PT or other funding sources are evaluated by the funding provider and the results are reported to the GPM of the study programme and then forwarded to UPM as an effort to improve.

Every research and community service report must be submitted or uploaded as an archive. Various data are shown some of the findings of the following table which shows the follow-up plan:

Follow-up Plan Table

| No. | Findings                                                                              | Follow-up Plan                                                                                                                                                                                  | Responsible                         |
|-----|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 1.  | Involvement of lecturers in lecturer publications, especially in international forums | Increase publications and lecturers who participate in international seminars and national seminars organised by study programme or faculty.                                                    | Coordinator Study Programme and GPM |
| 2.  | Research and PkM funded by outside HEIs are still limited                             | Organising writing training for lecturers related to the preparation of research proposals and PkM funds grants ministries that                                                                 | Coordinator Study Programme and GPM |
| 3   | The number of cited articles is still not optimal                                     | 1. Conducting continuity of research and service so that research is relevant to the previous one<br>2. Asking students and lecturers to cite scientific papers in a proper manner periodically | Coordinator Study Programme and GPM |
| 4   | Many articles by students are published                                               | Conduct socialisation and training to lecturers and students related to journals                                                                                                                | Coordinator Study Programme and GPM |
|     | in unaccredited national journal                                                      | reputation. Including those related to creativity writing, ideas or writing periodically                                                                                                        |                                     |

|   |                                                                                     |                                                                                                                                                 |                                     |
|---|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 5 | There are limited products from lecturers in FKIP that are adopted by the community | Conduct socialisation and training as well as cooperation related to the development and adoption of lecturer products to the community for use | Coordinator Study Programme and GPM |
|---|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|

## **CHAPTE R IV**

### **CLOSING**

#### **Conclusion**

Based on the presentation of research and service activities, it is concluded that:

1. The implementation of research and community service in FKIP has been running well with the high participation of lecturers in the University in participating and competing in internal funding.
2. Control of the research and community service process takes place effectively by continuing to improve the competence of lecturers to be able to compete outside the PT in obtaining research and community service grants so as to achieve the planned results.
3. Exploring information from various sources for decision making in the preparation of follow-up plans for research and community service plans based on several findings, namely the productivity of lecturers who qualify for grants outside universities, student involvement, citation of scientific papers and community adoption of lecturers' products, besides that the results of research and community service have contributed to the learning / lecture process.