

# Optimizing Student Creativity Program: A Framework for Effective Implementation in A Higher Education Institution Setting

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## ABSTRACT

The Student Creativity Program (Program Kreativitas Mahasiswa or PKM) is a program initiated by the Ministry of Education and Culture that aims to guide students to be aware of and comply with regulations, be creative and innovative, objective, and cooperative in building intellectual personality. This study aims to develop a framework for optimizing PKM programs in higher education institution. A well-designed framework is needed so that PKM can be implemented optimally. This research uses a qualitative approach using the Focus Group Discussion method involving various sources such as students (150 students), supervisors (20 people), and experts (2 people). Based on the research findings, an effective framework was obtained to increase the number and quality of PKM proposals at higher education institution with an emphasis on the synergy of the objectives of the PKM guidance program with institution vision, mission, objectives, strategy, and targets of the institution Main Performance Indicators. The conclusion of this study is that the PKM development design framework can improve the quality and quantity of PKM proposals within Higher Education Institution Setting.

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## 1. INTRODUCTION

The Student Creativity Program (PKM), administered by the Ministry of Education and Culture (Kemdikbud) by the Directorate General of Learning and Student Affairs, aims to enhance students' skills, particularly in areas like leadership, such as organizational management, by engaging in various activities (Ahyar, 2012). PKM activities are expected to increase student competence, especially in terms of leadership, for example in terms of organizational management (Ahyar, 2012). In addition, PKM activities are expected to increase student competence, especially in terms of leadership, for example, in terms of organizational management (Antes & Schuelke, 2011). This program is implemented to prepare students to become scholarly leaders, independent and wise entrepreneurs. Students are given opportunities to implement their abilities, skills, attitudes, and responsibilities. The main problem in terms of developing creative and innovative leadership capacity is the lack of clear goals in developing a program. This aligns

with the statement by the Ministry of Education, Culture, Research, and Technology, emphasizing that graduates of higher education institutions are required to possess academic knowledge, thinking skills, management skills, and communication skills (Hudin & Yi, 2022).

Since the Ministry of Education and Culture launched the Independent Learning Independent Campus (Merdeka Belajar Kampus Merdeka or MBKM) program in 2020, Indonesian universities have begun to align their internal policies with MBKM guidelines, including PKM activities (Mursitama et al., 2022). Consequently, the Ministry has granted higher education institutions the flexibility to recognize student learning activities outside their primary study programs, such as PKM, which can contribute to course credits. These off-campus student activities are highly beneficial for developing students' talents and potential (Unsworth, Wall, & Carter, 2005).

Higher Education Institution, as one of the universities under the auspices of the Ministry of Education and Culture and Technology, always follows and implements policies or programs issued by the Ministry of Education and Culture and Technology, including in the implementation of PKM activities. This can be seen from the implementation of PKM activities organized by the Study Program (Prodi) within Higher Education Institutions through integrating PKM in various courses with the output of PKM Proposals. However, strengthening PKM through integration into several courses in the Study Program does not necessarily make PKM in the Higher Education environment run optimally. The integration of the curriculum with topics or content outside the core topic (PKM) is in fact not as easy as imagined, considering that there are factors to consider such as scheduling, campus environment support and so on (Phosisi, 2019). There are other factors that are no less important in terms of improving the quality and quantity of PKM proposals, namely supporting factors such as information and guidance on the preparation of PKM proposals. Based on preliminary studies conducted, data shows that the majority (>90%) of PKM integrated into courses in the Study Program are just completing obligations. Especially for 2023, of the approximately 1500 PKM proposals generated through PKM integration, which was then continued by the Higher Education Institution Ministry of Education and Culture PKM submission that focus in this research, only succeeded in obtaining funding for 116 titles (<10%).

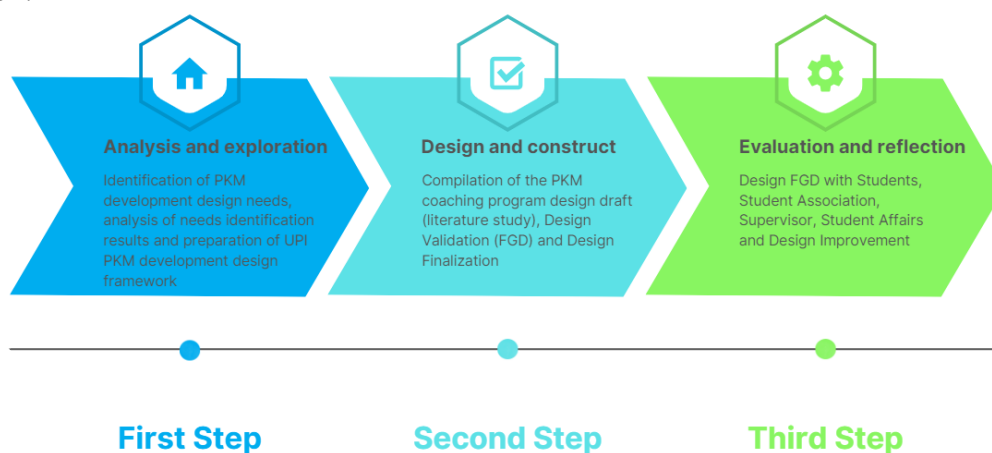
Referring to the data above, this has basically not been carried out optimally considering the performance achievement indicators of the educational technology study program in terms of the output of proposals or student activities on a national scale of 10 achievements that have not been achieved. In addition, as policy in the UPI Strategic Plan for 2021-2025, UPI targets as many as 200 PKM activities to be funded by 2023. In addition to the quality of PKM proposals that have not been maximized, the distribution of PKM types compiled by students has not been evenly distributed in the 8 types of PKM that were completed. Students are still focused on the types of entrepreneurship PKM, Constructive Ideas Video PKM and Science and Technology Application PKM. In addition, the disseminating of PKM information and mature coaching has not been implemented optimally. The results of the preliminary study showed that there were still 25% of students who participated in PKM activities in 2022 did not receive clear information regarding the implementation of PKM activities, 25% of students stated that the procedures and mechanisms of PKM activities were unclear, and 25% did not understand the benefits of PKM activities. These data are directly proportional to the data obtained from PKM supervisors where 50% of supervisors obtain PKM information unofficially, namely recommendations from fellow lecturers, 59% of lecturers stated that the PKM information submitted was unclear, including the mechanisms and procedures, and 50% of lecturers stated that they did not understand PKM after socialization was carried out. In fact, these phenomena are also experienced by other universities (Ahyyar, 2012).

Referring to the results of preliminary studies that have been carried out, it is necessary to make other efforts that focus more on the implementation of PKM activities within Higher Education Institution so that the predetermined targets can be achieved as they should. Therefore, the formulation of this research is how to design a PKM coaching framework at Higher Education Institution to be able to improve the quality and quantity of PKM proposals. The framework design is basically not yet available on Higher Education Institution. So far, many Universities has only followed the PKM flow provided by the Ministry of Education and Culture, while in other universities, the PKM coaching model or design is

focused on providing a PKM proposal selection management information system (Arifin & Surya, 2022) or only focusing on one PKM field (Sriasih, Nitiasih, Jayaputra, Budasi, & Utama, 2020). Based on this, this research aims to produce a PKM development framework to improve the quality and quantity of PKM proposals in all available PKM fields by considering what needs are needed to develop a PKM proposal development framework, what is the PKM development framework or design for universities and how evaluation results and reflections on the PKM framework that has been developed.

## 2. METHODS

This research was carried out from February to Mei-June 2023 at the UPI. This research uses the Design Based Research (DBR) method. DBR is "a series of approaches, with the intent of producing new theories, artifacts, and practices that account for and potentially impact learning and teaching in naturalistic settings" (Herrington, McKenney, Reeves, & Oliver, 2007). This method is used to produce a PKM Framework design that can ultimately improve the quality and quantity of PKM at UPI. The stages of developing the PKM framework design at UPI are carried out using the steps revealed by McKenny and Thomas, namely (1) analysis and exploration, (2) design and construction, and (3) evaluation and reflection (McKenney & Reeves, 2013). The details of the application of the DBR method are presented in Figure 1.



**Figure 1.** Steps for developing PKM coaching program design at UPI using the DBR method.

The first stage is the initial stage that is the basis for the development of the PKM coaching program design at UPI. At this stage, a preliminary study was conducted related to identifying needs regarding PKM program design for two subjects involved in PKM activities, namely students and PKM Supervisors. The data collection technique used a questionnaire containing socialization of PKM activities and PKM coaching models that are currently carried out in the UPI environment. The data obtained through the questionnaire is then identified and analyzed which is then revealed to be the initial framework for PKM design to be applied at UPI starting from socialization, and student coaching activities to monitoring and evaluation.

In the second stage, researchers developed PKM design through Focus Group Discussion (FGD) involving 2 experts in the field of program design and students who had participated in the National Student Scientific Week (PIMNAS) activities totaling 10 students. Furthermore, the data obtained through FGD activities are used as a basis for finalizing the design of the UPI PKM coaching program which is prepared for evaluation and reflection.

In the third stage, an evaluation and reflection were carried out on the design of the UPI PKM coaching program. Evaluation and reflection are carried out by distributing questionnaires to subjects in PKM activities, namely students who have participated in PKM activities, students who have participated in PIMNAS, Student Associations, Supervisors and Student Fields both Study Programs and Faculties. The questionnaire contains the design of the PKM coaching program that has been developed which is

then compared with their experience in the previous year where there has been no UPI PKM coaching program design as compiled in this study.

The research was conducted at the Indonesian University of Education with the subject data sources being students who have never participated in PKM activities from each study program in each faculty (150 students), representatives of student groups participating in PKM from each faculty (8 people), representatives of student groups participating in PIMNAS from each faculty 2021/2022 (8 people), representatives of Student Association Chairmen from each Faculty (8 people), and PKM Supervisors from each Faculty (8 people). Data analysis was carried out using the Miles and Huberman model which consisted of three steps, namely data reduction, data presentation and conclusion drawing (Miles, Huberman, & Saldaña, 2013). Data analysis was carried out by analyzing questionnaires that had been filled out by respondents (the first stage of DBR) analyzing the results of FGDs related to the development of UPI PKM coaching program designs and analyzing the results of evaluation questionnaires and reflections related to the design of UPI PKM coaching programs. The results of the analysis are then presented in the form of a description (descriptive). After presenting the data, at the end the researcher drew conclusions from the research results of the UPI PKM coaching program design (Miles, Huberman, & Saldaña, 2013).

### 3. FINDINGS AND DISCUSSION

The results of this study consist of three things that become problems in this study, namely the delivery of clear information (socialization) related to PKM activities, the current conditions of PKM activity development and the framework or design of PKM development programs that are structured starting from the Student Association level to the faculty.

Analysis and exploration are the first stages of the DBR method that need to be carried out to obtain information in the form of current conditions and what needs are perceived as important by students and supervisors regarding PKM development activities in the UPI environment. Based on questionnaires given to respondents (students who have participated in PKM, students who have participated in PIMNAS, student associations and supervisors) information and perceptions were obtained as presented in tables 1 and 2. Referring to the data obtained, it can be identified that PKM activities in general have not been optimal in terms of delivering information or socialization both to students and to PKM supervisors.

Based on questionnaires that have been filled out by students regarding the delivery of information or socialization about PKM to students (questions number 1-4), data shows that 98% of students have heard information about PKM. Second, sources of information about PKM activities are obtained by students from recommendations from friends or lecturers as much as 57%, announcements in class as much as 31% and information from websites or social media as much as 13%. Third, regarding the clarity of PKM information, it can be identified that 9% of students stated clear, 55% stated unclear and there were 36% of students who stated unclear. Fourth, related to students' understanding of the goals and benefits of PKM activities, only 43% of students stated that they understood the goals and benefits of PKM activities.

Furthermore, regarding PKM development activities that are currently carried out (questions number 5-8) data shows that there are 64% (n = 150 students) of students who claim not to understand in detail about the procedures or mechanisms of PKM activities, 87% (n = 150 students) of students say they do not understand in depth about the requirements needed to participate in PKM activities, not all students (47%) understand 8 fields of PKM and there are still 30% of students (n = 150 students) who still do not know the benefits and impacts of participating in PKM activities.

**Table 1.** Student perceptions regarding information and current conditions of coaching UPI PKM activities.

No	Item	% of Faculty							Average	
		FIP	FPTK	FPMIPA	FPIPS	FPOK	FPEB	FPSD		FPBS
1	Information about PKM activities (Socialization)	99	100	96	98	100	98	96	97	98
2	PKM information sources									
	Poster or Banner	0	0	0	0	0	0	0	0	0
	Announcement in Class	32	32	29	29	29	30	33	31	31
	Website or social media	14	14	14	11	11	13	14	12	13
	Campus e-mail	0	0	0	0	0	0	0	0	0
	Recommendations from friends or lecturers	54	54	57	60	60	57	53	57	57
3	Detils of Information about PKM									
	Very clear	0	0	0	0	0	0	0	0	0
	Clear	8	8	8	9	9	9	8	9	9
	Quite clear	54	55	56	56	56	54	56	55	55
	Unclear	38	37	36	35	35	37	36	36	36
4	Understanding of the purpose and benefits of PKM	44	41	43	42	44	42	41	43	43
5	Understanding of the PKM mechanism	55	47	45	58	56	47	58	51	52
	Yes, I understand the procedure or mechanism clearly	13	15	12	15	12	14	12	13	13
	Yes, but there are still technical issues that have not been understood	63	61	66	61	65	64	64	66	64
	No, I don't know the procedures or mechanisms for participating in Student Creativity Program activities	24	24	22	24	23	22	24	21	23
6	Understanding of the requirements of PKM activities									
	Yes, I know the requirements well	15	14	15	15	15	14	14	14	15
	Yes, but there are still some things that are not clear	69	71	71	71	70	70	71	70	70
	No, I don't know the requirements	18	17	17	16	17	17	17	16	17
7	Understanding of PKM Fields (8 Fields)									
	Very Familiar	3	1	1	2	3	1	1	2	2
	Familiar	52	53	52	51	52	51	52	51	52
	Quite familiar	45	46	47	47	45	48	47	47	47
	Not familiar	0	0	0	0	0	0	0	0	0
8	Understanding of the benefits or impacts of PKM	69	68	71	70	71	71	70	68	70

Based on the data described above, it can be identified that the delivery of information about PKM needs to be improved even better, both for students and for PKM supervisors. Detailed information about an activity is a fundamental thing that needs special attention so that the activity can be followed

by the target as planned. Socialization of a program is very important to be done clearly so that program implementation can be carried out in accordance with what has been planned (Kartika, 2019). Furthermore, socialization activities of a program greatly affect positively the success of the program (Purnomo, Utami, & Gill, 2022). In addition, socialization is very important to do so that the planned activities can be carried out properly (Ahyar, 2012). Therefore, UPI needs to strengthen in terms of disseminating PKM information better by considering the findings obtained from this study, as well as strengthening socialization media by utilizing official social media ranging from university-level social media to student association-level social media.

Dissemination of information using social media or other digital media has become very relevant in the current era, considering that students today cannot be separated from their devices in obtaining and processing information (Watini, Latifah, Rudianto, & Santoso, 2022). According to data summarized by datareportal.com, Indonesia has approximately 77 million active internet users who are divided into various uses of social media such as Facebook, Instagram, YouTube, TikTok and other internet media (Kemp, 2023). Therefore, in order to increase student enthusiasm in participating in PKM activities, UPI needs to do various creative things in disseminating information about PKM activities. However, it should be noted that the information conveyed needs to be packaged in such a way that the message conveyed can be received clearly and understood by students. The clarity of this information will ultimately create a deep understanding for students so that PKM activities can run optimally with a high quantity of proposal submitters.

Regarding PKM development activities that are currently carried out as illustrated in table 1 points 5-8, in general, it can be identified that PKM development activities that are currently carried out have not run optimally. There are still the majority of students who do not understand the mechanisms or procedures of PKM, and there are still students who are not familiar with various fields of competition in PKM activities and not a few students who do not know the requirements to participate in PKM activities. This will certainly greatly affect the quality of PKM that will be followed by students, so it is not surprising if the number of UPI PKM proposals that passed the selection and was studied by the Ministry of Education and Culture met the expected target (116 out of 200). If socialization plays an important role in enthusiastic and participation in PKM activities (quantity), then the coaching program plays an important role in the quality of PKM proposals produced.

The coaching program currently carried out by UPI is still limited to personal guidance carried out by supervisors to students who will take part in PKM activities. There is no PKM guidance model that has standards that are oriented towards achieving PKM quality and quantity targets at UPI. Therefore, it is not surprising that the coaching model carried out in one faculty will be different from other faculties, as well as the number of proposals that pass and are funded by the Ministry of Education and Culture and Higher Education will differ quite significantly from one faculty to another in the UPI environment. This is certainly not good for the quality standards of proposals produced by UPI students. Based on this, it is necessary to develop a standardized coaching model in the form of training or workshops to improve the quality of PKM proposals that will be produced. Other opinions also express the same thing, namely coaching activities in the form of training and workshops can improve one's ability to do or do something in accordance with predetermined standards (Mukhlidah & Aktif, 2020; Wijonarko, Aribowo, Winarto, & Ramadoni, 2020)

Based on the questionnaire that has been filled out by the supervisor (20 participants), in terms of delivering information or socialization about PKM to the supervisor, the data shows that 100% of the supervisors obtain information about PKM. Second, sources of information about PKM activities were obtained by students from recommendations from friends or lecturers as much as 55.6%, information from websites or social media as much as 33.3% and emails from campus as much as 11.1%. Third, regarding the clarity of PKM information, it can be identified that 33.3% of supervisors stated Very Clear, 44.4% stated Clear, there were 11.1% of supervisors stated unclear and 11.1% of supervisors stated that PKM information was Unclear. However, in terms of understanding related to PKM activities, 88.9% of supervisors stated that they really understand PKM activities.

Furthermore, regarding PKM coaching activities that are currently carried out (questions number 5-8) the data shows that there are 88.9% (n = 20) supervisors who already understand the goals and benefits of PKM activities, 66.6% (n = 20) supervisors state that they are coaching or guiding students who take part in PKM without being supported by an official assignment letter from the Study Program or Faculty, 55.5% (n = 20) lecturers do not understand clearly related to the procedures or coaching models that must be conducted for students who participated in PKM and 55.5% (n = 20) supervisors did not understand in detail about the duties and responsibilities as PKM supervisors. Regarding monitoring and evaluation activities for PKM activities, 88.9% (n = 20) of lecturers stated that monitoring and evaluation activities have not been carried out on a scheduled or scheduled basis. More detailed data are presented in Table 2.

**Table 2.** Perception of the Supervisor regarding information and current conditions of coaching UPI PKM activities.

No	Item	%
1	Experience guiding PKM	
	a. Never	22,2
	b. 1-2 Years	44,4
	c. 3-4 Years	22,2
	d. > 5 Years	11,1
2	Information about PKM activities (Socialization)	100
3	PKM information sources	
	a. Poster or Banner	0
	b. Website or social media	33,3
	c. Campus e-mail	11,1
	d. Recommendations from friends or lecturers	55,6
4	Details of Information about PKM	
	a. Very clear	33,3
	b. Clear	44,4
	c. Quite clear	11,1
	d. Unclear	11,1
5	Understanding of the purpose and benefits of PKM	88,9
6	Official assignment from Study Program / Faculty / University	
	a. Yes, officially with a letter of assignment	33,3
	b. Yes, but not with an assignment letter	22,2
	c. No, only through word of mouth or WA and others	44,4
7	Supervising lecturers are given reinforcement either in the form of workshops or training on PKM guidance assignments by the University/Faculty?	
	a. Yes, very clear	44,4
	b. Yes, but it's not clear	11,1
	c. No reinforcement	44,4
8	Do you understand your duties and responsibilities as a Student Creativity Program supervisor?	
	a. Very understanding	44,4
	b. Understand	33,3
	c. Lack of understanding	22,2
	d. Do not understand	0
9	Does the Study Program/Faculty/University conduct Monitoring and Evaluation regarding the implementation of PKM activities?	
	a. Yes, scheduled	11,1
	b. Yes, but not scheduled	77,8
	c. Never	11,1

Based on the data described above, it can be identified that the delivery of information about PKM, this is basically not much different from what has been perceived by students (Abnisa & Zubairi, 2022). It is necessary to strengthen the methods and media of delivering information about PKM activities for supervisors. However, the supervisor plays an important role in being able to explore the potential of each title of the proposal being guided so that in the end students can produce quality proposals and of course the proposal passes and is funded by the Ministry of Education and Culture and Higher Education. In this case, the supervisor plays a crucial role in students' production of scientific work, including maximizing the creative ideas they put forward (Febriza & Ibrahim, 2022).

Regarding PKM development activities that are currently carried out as illustrated in table 2 points 5-9, in general, supervisors perceive that PKM development activities that are currently carried out have not run optimally. This can be seen from the administrative context, where there are still supervisors who carry out coaching without being equipped with an official assignment letter from the Study Program or Faculty. Assignment letters for supervisors are important for lecturers in terms of their career development, especially if the students being guided can pass the PIMNAS activities.

In the context of strengthening supervisors related to coaching or mentoring PKM students, clear standardization is needed so that all lecturers have the same understanding when guiding students who participate in PKM activities. Currently, guidance is carried out according to the experience of each supervisor which will certainly differ depending on the understanding of each lecturer related to PKM. On the other hand, every lecturer should have the same understanding so that they can guide students optimally. In this context, based on the results of open questions to supervisors related to the guidance model that can be done, at least contain PKM content that must be understood by the supervisor, the duties and responsibilities of the supervisor in fostering students who participate in PKM activities.

Furthermore, a part that is no less important in coaching or guiding students who participate in PKM activities is Monitoring and Evaluation (M&E) coaching activities (Novitasari, Samosir, & Hasibuan, 2023). Student development programs that participate in PKM activities need to be monitored and evaluated in order to describe the implementation of coaching activities as a whole. This is in line with what was expressed by the United Nations Development Program (UNDP) that monitoring and evaluation activities can improve performance in achieving an activity (United Nations Development Programme, 2002). M&E helps provide exclusive information about the implementation of government policies, programs, and projects (Dlamini & Mabila, 2022). In addition, M&E can identify what is functioning well within the organization, what is not, and its justification. Based on this, it can be concluded that the PKM activity coaching model is not only about providing information from universities to students but also needs to pay attention to other things such as coaching content, coaching models and M&E activities so that PKM activities can be carried out optimally in order to achieve the targets that have been set.

The UPI PKM coaching program design is developed using the Design-Based Research (DBR) method, as detailed in the methodology section. This section outlines a preliminary design framework for the UPI PKM activity coaching model. The framework is based on needs identified through the perceptions of students and supervisors regarding the implementation of PKM coaching activities at UPI. These perceptions are analyzed and incorporated into the PKM coaching design framework. According to sections 3.1.1 and 3.1.2, several aspects are essential for both students and supervisors in relation to PKM development activities at UPI. These critical components, deemed important for inclusion in the UPI PKM coaching program design, are summarized in Table 3.

**Table 3.** Aspects needed by students and supervisors.

No	Item	Important	Not Important
<b>Student</b>			
1	PKM Socialization		X
2	Clarity of Information	X	
3	Accounts PKM	X	
4	Objectives and Benefits of PKM	X	
5	PKM Mechanism	X	
6	PKM requirements	X	
7	PKM Fields	X	
8	Impact of PKM	X	
9	Time availability of supervisor	X	
<b>Supervisor</b>			
1	PKM Socialization		X
2	Clarity of Information	X	
3	Objectives and Benefits of PKM	X	
4	Administration (Letter of Assignment)	X	
5	PKM supervisor strengthening workshop	X	
6	Duties and Responsibilities of PKM Supervisors	X	
7	PKM Monitoring and Evaluation	X	
8	Guidance mechanism	X	

Based on the needs analysis presented in Table 3, a draft of the UPI PKM Development Program Design was prepared. This design is then presented in Focus Group Discussion (FGD) activities involving students who have participated in PKM activities, Study Program Student Associations, PKM supervisors and faculty student affairs. At this stage, there are inputs and additional aspects or things that need to be included in the design of the UPI PKM coaching program, including integrating PKM activities into the work program of the Study Program Student Association and making the task of PKM supervisors a requirement for promotion for lecturers. The results of the FGD activities were then concluded to improve the design of the UPI PKM coaching program. The design of the results of the FGD with PKM students and supervisors can be seen in figure 2. Furthermore, the design will be evaluated and reflected through FGD activities involving program design experts, students who have participated in PKM activities to PIMNAS, and PKM supervisors who have guided to PIMNAS.

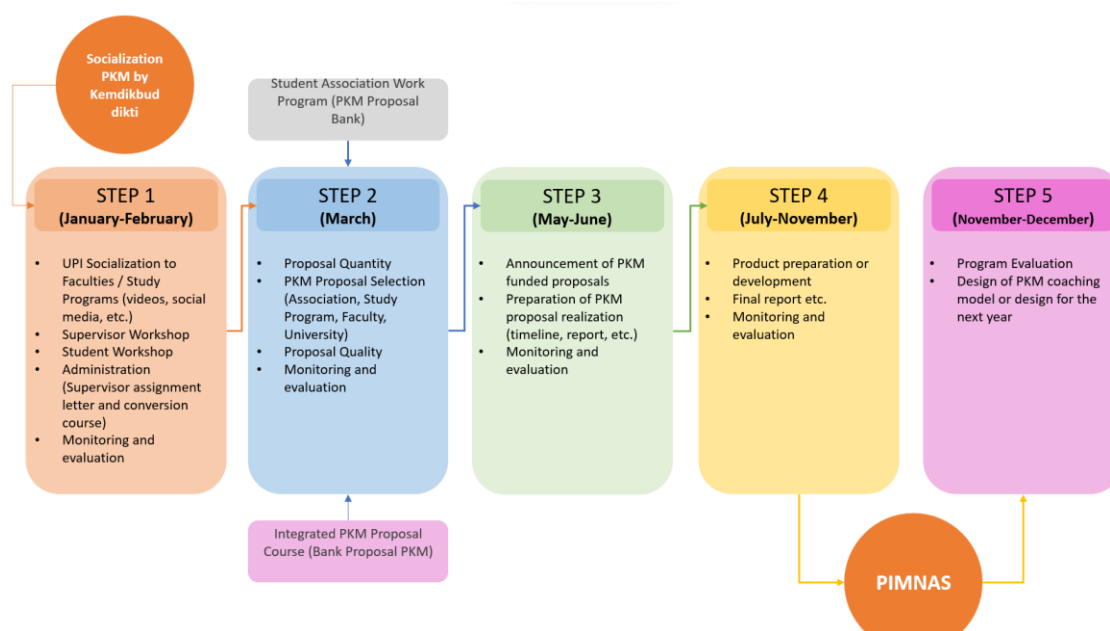


Figure 2. UPI PKM Coaching Program Design.

Evaluation and reflection are the final stages of the DBR method used in this study. At this stage, the design that has been prepared through the FGD is then evaluated and reflected on whether there are aspects that need to be added or removed. The resource persons involved in this FGD activity were program design experts, students who had participated in PKM to PIMNAS activities, and PKM supervisors who had guided to PIMNAS. The resource persons are expected to be able to evaluate the design of PKM coaching programs that have been prepared based on the best experience (best practice) and knowledge related to PKM. The results of the evaluation and reflection show that the design of the coaching program that has been prepared in general is appropriate and can accommodate the achievements and targets of PKM activities within UPI, namely 200 titles of PKM proposals funded by the Ministry of Education and Culture and Higher Education. In addition, there are minor suggestions from resource persons present at this FGD activity as presented in table 4.

Table 4. Input or suggestions on the design of the UPI PKM coaching program.

No	Sources	Feedback/suggestions
1	Program Design Expert	"Synergy is needed between the Study Program, supervisors and student leaders in the implementation of PKM development activities. This can be raised in the Program Design, especially in the coordination flow between student associations, study programs/faculties and PKM supervisors".
2	PKM & PIMNAS Students	"It is necessary to include a clear timeline related to student coaching activities so that coaching activities can run regularly, controlled and monitored"
3	PKM & PIMNAS Supervisor	"It is necessary to formulate a policy regarding the obligation for lecturers to guide PKM as one of the requirements for promotion"

Based on the FGD activities that have been carried out, further improvements were made to the design of the PKM coaching program in accordance with the input and suggestions that have been given by various resource persons. Input from design experts resulted in minor changes to the program

design that had been prepared, namely in the coordination flow between student associations, study programs or faculties and supervisors. This is certainly quite important to adjust considering that student associations, supervisors and study programs play an important role in developing student competencies not only in academic but also non-academic contexts such as PKM activities.

Furthermore, input from students regarding a clear timeline related to PKM development activities is also something that needs attention, considering that so far, the tendency has occurred to carry out PKM activities suddenly with minimal preparation. This is in fact one of the factors that affect the quantity and quality of PKM proposals produced by UPI students. Therefore, the careful preparation depicted on the timeline is expected to be able to organize PKM activities even better.

Finally, the input given by the supervisor, namely regarding becoming a PKM supervisor as a requirement for promotion, is quite important to be considered in the policy context. This will certainly encourage lecturers to always be optimal in conducting PKM guidance or coaching, so that in the end the PKM proposal that is guided will be better in terms of quality considering that it is closely related to the interests of lecturers for promotion. Based on this, it can be identified that PKM activities are not just annual activities or programs that are participated in by students, but also a program in which there is a good synergy between students, student associations, supervisors and student fields which will ultimately produce quality PKM ideas or proposals that are useful and sustainable both for individual students and for UPI and Indonesia.

#### 4. CONCLUSION

Based on the results of the research that has been conducted, it can be identified that in general PKM development activities within UPI have not run optimally both in terms of delivering information related to PKM activities and PKM development activities. Therefore, a more adequate PKM development program design is needed, starting from the delivery of PKM information (socialization) to PKM coaching mechanisms or procedures, both from the Student Association level to the Faculty or University level. The conclusions obtained from this study are first, official information or socialization from study programs or faculties or universities about PKM activities to students and supervisors has not been maximized (program details, program understanding, program benefits, program mechanisms and program impacts) by being in the Sufficient category. Second, PKM coaching or mentoring activities are currently not carried out optimally both in terms of students who take part in PKM and in terms of lecturers who guide PKM by being in the Sufficient category. Third, the design of the UPI PKM coaching program is developed based on the results of the FGD and the perception of PKM subjects (Students, Student Associations, Supervisors, and Study Programs or Faculties or Universities) including the mechanism and content of PKM socialization and PKM coaching design starting from the Student Association level inserted in the Association's work program to the Study Program, Faculty and University levels in the form of policies.

This research is expected to contribute to improving the quality and quantity of PKM Proposals prepared by students so that in the end UPI can achieve IKU 3 University while giving birth to students with creative ideas that are beneficial for the progress of Indonesia. In addition, the design of the UPI PKM coaching program can be used as a reference for other universities in managing and organizing PKM activities. The researcher realizes that this research still has limitations and deficiencies that need to be corrected, including the wide number of participants, both students and PKM supervisors, and the variety of participants not only from academic universities but also from vocational universities. Therefore, researchers or parties who are interested in digging deeper into the PKM framework or design can dig further by increasing the number of participants at vocational universities by involving a larger number of participants.

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