



WRITING A HISTORY OF RESEARCH INSTITUTE AND COMMUNITY SERVICE UNESA: STRENGTHENING THE COUNTRY THROUGH RESEARCH AND COMMUNITY SERVICE

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ABSTRACT

The State University of Surabaya (Unesa) as a leading university in Indonesia, always contributes to building the country through the tridharma of higher education, namely education, research and community service. Unesa's research and community service (PKM) footprint has now reached the age of 58 years. Therefore, these steps must be well documented through historical narratives, so that LPPM Unesa in the future remains a sustainable institution without having to forget its historical roots. Writing the history of the Unesa Research and Community Service Institute (LPPM) will pass through 4 important periods. First, the period when Unesa was still an IKIP. Second, the wider mandate period in which Unesa will spread its wings and this will definitely affect the strategic policy direction of LPPM Unesa. Third, when Unesa was in the form of a Public Service Agency (BLU). Fourth, is Unesa towards a Legal Entity State University (PTNBH). Through this history book, the gold ink of LPPM Unesa in the process of building the country through research and community service in Indonesia for a better life of the nation will be documented.

Keywords: The History of LPPM Unesa and Building the Nation

INTRODUCTION

Law 20 of 2003 concerning the National Education System mandates that universities are obliged to carry out education, research, and community service. Research is an activity carried out in order to seek and find the truth through scientific methods in the fields of science, technology, and/or art. for the advancement of science, technology, and/or art and public welfare. Universities, institutes, and high schools are required to carry out basic, applied, and development research. Basic research is an experimental or theoretical activity that is carried out primarily to acquire new knowledge and a deeper understanding of the underlying principles of observed phenomena and facts, which are not driven by the intention to apply them practically. Applied research aims to acquire the knowledge and understanding needed to determine how to meet a particular need. In industry, applied research also includes research submitted to determine the new science that gives

commercial value to processes and products. Development research is the systematic use of knowledge and understanding gained through research to produce useful materials, tools, systems or methods, including the design and development of processes and prototypes. As for community service, it is the implementation of quality research results so that it can improve learning outcomes and improve the welfare of the community (UU Nomor 20 Tahun 2003).

Higher education is one of the educational institutions that have the responsibility to build community civilization. Given the importance of education in the life of the Indonesian nation and homeland, in the past the government enacted Law Number 20 of 1961 concerning Higher Education. The law states that the purpose of higher education is to develop moral people in the spirit of Pancasila, to prepare a skilled workforce to hold positions that require higher education, and to conduct research and advance efforts in the fields of

science, culture and social life (UU Nomor 20 Tahun 1961).

State University of Surabaya (Unesa) as a leading university in Indonesia, always participates in developing the country through the tridharma of higher education, namely education, research and community service. Unesa's track record of research and community service (PKM) has now reached the age of 58 years. Therefore, the track record must be well documented through historical narratives, so that LPPM Unesa in the future remains a sustainable institution without having to forget its historical roots.

LPPM UNESA at the beginning of its formation, was independent, namely the Research Institute (Lemlit) and Community Service (PKM). In addition, in the history of Unesa there is a Wider Mandate or the expansion of the mandate of IKIP as an LPTK which only educates prospective teachers, but its authority has been expanded to become a university that also educates non-teacher students (pure science). In other words, the Wider Mandate provides an expansion of authority from IKIP based on education to non-education, but the core science remains education, and non-educational science is a supporter (Aji, 2021). Along with the development and demands for synergy between research and service as part of the tridharma of higher education, the two institutions were merged into one on August 16, 2012 through the Rector's Decree number 310/UN38/HK/KL/2012, becoming a Research and Community Service Institute. (LPPM).

Research Institute before 2012, as the name suggests manages research. Most of the funds came from BOPTN Dikti funds. The research management at that time was handled by the Research Institute's IT team, and was the responsibility of all centers in Lemlit. There is no center that specifically handles research. The centers that were established at that time were study centers with the main task of developing knowledge and establishing networks with outside parties.

The Research Institute after joining the Community Service Institute to become LPPM in 2012 has 2 units and 7 centers. Journal and

Patent Unit and Real Work Lecture Unit (KKN). The seven centers are Center for Women's Studies, Center for Entrepreneurship and Business Development, Center for Regional Potential Development and Community Empowerment, Center for Character Education Development, Center for Development of Science and Technology, Center for Population and Environment Development, Center for Primary and Secondary Education Development. The unit has the task of managing, while the center is in charge of developing knowledge and establishing networks with partners outside the campus.

The Center for Women's Studies (PKW), for example, as one of the seven centers is tasked with developing women's studies and establishing networks with partners outside the campus such as provincial, district/city governments and the BKKBN. PKW collaborates with outside parties in research and service activities. For example, a study on family planning was conducted in collaboration with the East Java Province BKKBN. Gender mainstreaming is the main theme in research and community service activities. PKW succeeded in including the topic "Gender" in the Citizenship Education Course at UNESA, a compulsory subject in universities. Through the topic of gender, students are expected to understand the concept of gender equality and have a responsive attitude to gender issues in education and society in general.

Starting in 2016 UNESA has a new Governance Organization. From the previous 2 units and 7 centers, it was downsized to 5 centers. The five centers are the Research Center, PKM Center, Publication and Patent Center, Business Incubation Center, and Community Service Center. In terms of function, these centers are more focused on managing research activities, community service, publications and patents, incubation, and community service activities. But little by little the center in LPPM is increasing again, namely the Literacy Center. Centers at LPPM have been added to 15 centers in the 2019-2023 period. The eight new centers are the Center for Literacy, Center for Gender Studies,

Center for Ideology Development, Center for Sports Studies, Center for Arts and Culture, Center for Disability Studies and Services, Center for Halal, Asean Center, and Center for Research Ethics. UNESA has three main fields, namely sports, arts and culture, and disability. These three areas are accommodated in the center.

LPPM Unesa is experiencing a very dynamic development. Not even one period of these centers in LPPM, several centers pulled up into units. The centers that were drawn into the unit were the Halal Center to become the Halal Senter Unit, the Center for Sports Studies, the Center for Disability Studies and Services, and the Arts and Culture Center to become the Innovation Unit. The Community Service Center was withdrawn to the MBKM Unit. Until the time this series of past events was compiled, LPPM had 8 service and study centers. Centers that serve and manage services are the Center for Research and Innovation Development (RPI), Center for Community Service and Science and Technology Marketing (PKM-PI), Center for Management of Intellectual Property and Rights and Product Certification, Center for Business Incubation, and Center for Research Ethics. The other three centers are the Ideology Development Center, the Literacy Center, and the Asean Center.

Writing the history of LPPM Unesa will cover four important periods. First, the period when Unesa was still an IKIP. Second, the wider mandate period in which Unesa will spread its wings and this will definitely affect the strategic policy direction of LPPM Unesa. Third, when Unesa was in the form of a Public Service Agency (BLU). Fourth, during the Unesa process towards a Legal Entity State University (PTNBH).

RESEARCH METHODS

This research uses the historical method. There are four steps in the historical research method, namely heuristics which is the collection of sources, source criticism to verify the truth and validity of sources and their substance, interpretation of sources, and historiography which is the process of writing history (Kuntowijoyo, 1995)

Source Collection (Heuristics) referred to here is data collection in the form of documents relevant to research, for example as shown in the table below:

1	Decision of the Chairman/Head of LP/PKM from the past until now, the decision to merge LPPM (Lemlit and LPM)
2	The decision of the study center from the past until now
3	Performance Reports and Annual Reports from the past until now (including achievements or achievements of LPPM rankings: main and previous / and what has been produced)
4	The date of moving and the place of the LP / LPKM from the past until now
5	ISO certificate (all)
6	LPPM Roadmap Current and previous LPPM Strategic Plans (lemlit and LPM)
7	Current and previous LPPM Strategic Plans (lemlit and LPM)
8	News or publications about Research and PKM in the mass media
9	Statute of IKIP Surabaya and Unesa
10	Documentation (photo and audio-visual)

In historical research, a source critique is needed because from this source critique, historians can position themselves more openly to the reality of events that have occurred while the research is being done. With source criticism, the author can be wiser to use the sources used in his classification. Then the authors determine which sources are

credible to be used as material for writing these work and which ones cannot be used.

Interpretation like other sciences, historical science in its method also uses interpretation to interpret the sources of data that have been collected. From interpretive interpretation, archives come alive again with the presentation of the language style used. Like a scattered mosaic, interpreted sources can be rearranged into chronological, whole, and related parts.

History Writing, the last research method is historical writing (historiography). When it has passed the stages of source collection, source criticism, and interpretation, the last thing is to write it down, so that the work or research results can be transformed and can be presented to the general public. So, from this historical writing, the source of data or facts that have been found can be clearly and well structured.

RESULT AND DISCUSSION

Unesa as one of the best universities in Indonesia has a strong commitment to continue to contribute to the country. This commitment is concretely demonstrated through research work and community service which are part of the tridharma mandate of higher education.

Unesa's academic community as educated people have never been absent from carrying out their mandate to help build society and the country. The existence of the Unesa Research and Community Service Institute (LPPM) for 58 years ago is clear evidence that Unesa has become an inseparable part of the development of the Indonesian people and nation state. Of the many contributions of Unesa to society and the state, one of which is the success of producing quality teachers who are important actors for the progress of Indonesian education which in turn has implications for the education of all the nation's children.

For this reason, writing the history of the development and progress of LPPM Unesa in developing the country from the past, present, and future projections find its relevance and urgency. Because, documentation of the steps, dynamics, and achievements of LPPM Unesa can be a solid footing to continue to contribute to the progress of the motherland in a

sustainable manner without being separated from its historical roots.

Periodically, the writing of the history of LPPM Unesa will be divided into four main periods, namely: First, the period when Unesa was still IKIP. In this phase, the Unesa LPPM embryo consists of two institutions, namely the Research Institute (Lemlit) and Community Service (PKM). The focus and locus of higher education tridharma activities are distinguished by institutional administration, namely independent research and community service. At this time, Unesa still focuses on research and community service related to the development of the education sector and its supporting infrastructure. This was inseparable from the main task as a science-based campus education carried out by Unesa (IKIP at that time) so that the focus was on strengthening educational institutions and producing competent and skilled teaching staff (teachers) in educating the nation's children.

Second, the wider mandate period when Unesa not only carried out the mandate to provide educational science-based education, but also began to organize non-educational science-based education, while maintaining the core of educational science. The change in status from IKIP to Unesa has created a domino effect that is evenly distributed throughout the organizational and institutional sectors within Unesa. One of those who received the effects of the status change were Lemlit and PKM. At this time, the two institutions were officially merged into one on August 16, 2012 with the nomenclature of the Unesa Research and Community Service Institute (LPPM). The merging of the two institutions, apart from the impact of changes in the status of universities, is also due to the demand for mutual synergy between research institutions and community service institutions so that the outcomes of the tridharma of higher education can be felt by the community and the state. In this phase, the research work and community service carried out by the Unesa academic community are getting wider in scope so that the greater contribution they make is felt by the public.

Third, when Unesa was in the form of a Public Service Agency (BLU), LPPM Unesa

continued to show good performance in research activities and community service. The performance improvement of LPPM Unesa cannot be separated from the support of two units and seven study centers under its auspices. The unit has the task of managing, while the study center is in charge of developing knowledge and collaborating with external partners. The two units in question are the Journal and Patent Unit and the Real Work Lecture Unit (KKN). Meanwhile, the seven study centers include the Center for Women's Studies, Center for Entrepreneurship and Business Development Studies, Center for Study on Regional Potential Development and Community Empowerment, Center for Studying Character Education Development, Center for Studying Science and Technology Development, Center for Population and Environmental Development Studies, Center for Basic Education and Development Studies. Medium. The division of the work arena that is increasingly specific and organized is one of the factors that encourage the increase in the performance of LPPM Unesa's contribution to this.

Moreover, these study centers are noted to have established networks and collaborated with various strategic partners outside the campus in the context of developing knowledge and empowering the community. Each study center is also able to make a constructive contribution to the good of life together. For example, the Center for Women's Studies has historically been an important agency in incorporating the theme of "gender" into the part of the civics education curriculum at Unesa. As a result, the academic community is able to have a level of understanding of gender, gender equality, and is able to respond to various gender issues wisely and wisely in various social spaces. LPPM Unesa's achievements at this stage are valuable capital for Unesa to take one step further towards PTNBH.

Fourth is the contemporary period, namely when Unesa is in the process of becoming a Legal Entity State University (PTNBH). LPPM Unesa has a crucial role in the process of realizing this great vision, because the contribution of the Tridharma of Higher

Education is one of the benchmarks for assessment. Therefore, the strengthening and expansion of the scope of work of LPPM Unesa was echoed again by highlighting three leading areas of work, namely sports, arts and culture, and disability. These three fields are mutually and specifically carried out by a total of fifteen study centers. In this period, LPPM Unesa has eight new study centers for the period 2019-2023 which include: Center for Literacy Studies, Center for Gender Studies, Center for Ideology Development Studies, Center for Study of Sports Studies, Center for Arts and Culture Studies, Center for Disability Studies and Services, Center for Halal Studies, Center for Asean Studies, Center for Research Ethics Studies. In subsequent developments, several study centers have increased status to units including the Halal Center to become a Halal Center Unit, the Innovation Unit is a fusion of the Center for the Study of Sports Studies, the Center for the Study of Disability Studies and Services, and the Center for the Study of Arts and Culture.

Organizational and institutional arrangements that occur dynamically should be interpreted as an effort to improve the performance of the work of implementing the Tridharma of Higher Education by LPPM Unesa. Through structuring, division of main tasks and functions, as well as setting targets for each institution, it is hoped that it will be able to encourage the Unesa academic community to make their best contribution in the form of research and concrete community service activities. As a result, the goal of LPPM Unesa to continue to closely adhere to its commitment to developing the country through the activities of the Tridharma of Higher Education in a sustainable manner will continue.

Seeing the commitment of LPPM Unesa through the dynamics of the journey and the sweet contributions that have been made for the progress of society and the country, the history of LPPM Unesa is very important to write. Because, the contribution of LPPM Unesa to the progress of Unesa is quite large and significant from time to time, including society and the state and has become part of the history of Unesa, society and the Indonesian

state. The great influence that has been given by LPPM Unesa in the historical trajectory is in line with what was conveyed by Kuntowijoyo that institutions are one of the historical forces that are important for the development of society and the state (Kuntowijoyo, 1995:102).

CONCLUSION

Unesa as a well-known state university in Indonesia is recorded to have made a positive contribution to the development of society and the state. The contribution was given by Unesa through a series of higher education tridharma activities, namely education, research, and community service. The Unesa Research and Community Service Institute (LPPM) is an organization that is an important instrument in implementing the Tridharma of Higher Education. The track record of the Unesa LPPM, which has been so brilliant since the IKIP era until now Unesa to PTNBH, is important to be documented in the form of a historiography of the history of the development of the Unesa LPPM. The goal is that the work of the Tridharma of Unesa College is not deprived of its historical roots so that as an organization it can continue to contribute in an adaptive and sustainable manner. In addition, the existence of the historical historiography of LPPM Unesa also shows that this organization has been recorded to have actively participated in developing the country since the past, present, and even in the future.

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