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EVALUATION OF COMMUNITY DEVELOPMENT IMPLEMENTATION IN PRACTICUM II SOCIAL WELFARE STUDENTS OF UIN SYARIF HIDAYATULLAH JAKARTA IN THE COVID-19 PANDEMIC

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Abstract. *The impact of the COVID-19 pandemic has been acknowledged abruptly changing various systems of human life, including the line of education which is the most important part of the human core. This also includes the line of education in the field of social welfare which has an impact on the implementation of community development which is usually carried out in the midst of the community or commonly referred to as practicum ii (two). Even though in the end, the students of the Social Welfare Study Program at UIN Syarif Hidayatullah Jakarta still had to carry out during the COVID-19 pandemic. Therefore, researchers intend to evaluate the implementation of community development in practicum II for social welfare students at Syarif Hidayatullah University Jakarta during the COVID-19 pandemic. Research that uses this approach looks at various informants' perspectives which is carried out by FGD (Focus Group Discussion) consisting of Lecturers, Supervisors, Students as Practitioners and the community or related stakeholders. From the findings obtained, the implementation of community development can still be carried out despite the various differences and obstacles encountered in practicum II in the era of the covid-19 pandemic. The most significant difference is related to the existence of Health protocol rules and also the implementation of practicum II in their respective domiciles. As for the obstacles, it is more a matter of limited time and communication between lecturers and practitioners and vice versa.*

Keywords: *Community Development, Practicum II, Covid-19 Pandemic;*

Abstrak. Dampak pandemi covid-19 secara disadari merubah berbagai sistem tatanan kehidupan manusia, tidak terkecuali pada lini pendidikan yang merupakan bagian terpenting dari inti manusia. Hal ini juga termasuk pada lini pendidikan bidang kesejahteraan sosial yang berdampak pada pelaksanaan *community development* yang biasanya dilakukan di tengah-tengah masyarakat atau yang biasa disebut dengan praktikum ii (dua). Meski pada akhirnya, mahasiswa Program Studi Kesejahteraan Sosial UIN syarif hidayatullah jakarta tetap harus dijalankan di masa pandemi covid-19. Oleh karena itu, peneliti ingin melakukan evaluasi terhadap pelaksanaan pelaksanaan *community development* pada praktikum II mahasiswa kesejahteraan sosial uin syarif hidayatullah jakarta di masa pandemi covid-19. Penelitian yang menggunakan pendekatan kualitatif ini mencoba melihat dari berbagai sudut pandang informan yang dilakukan dengan cara FGD (*Focus Group Discussion*) yang terdiri dari Dosen Pengampu, Dosen Pembimbing, Mahasiswa selaku Praktikan dan Masyarakat atau *stakeholder* yang terkait. Dari temuan yang didapatkan adalah pelaksanaan *community development* tetap dapat dijalankan meskipun dengan berbagai perbedaan dan kendala yang dihadapi pada praktikum II era pandemi covid-19. Perbedaan yang paling signifikan adalah terkait dengan adanya aturan protokol Kesehatan dan juga pelaksanaan praktikum II di domisili masing-masing. Sedangkan untuk kendala, lebih kepada persoalan waktu yang dirasakan terbatas dan komunikasi baik antara dosen dengan praktikan maupun sebaliknya.

Kata kunci: *Community Development, Praktikum II, Pandemi Covid-19.*



INTRODUCTION

The current pandemic due to the emergence of Corona Virus Disease or what we will know more as Covid-19 has made changes in all parts of the world, and of course Indonesia is no exception. In addition, these changes have not only had an impact on health, social and economic issues, but also on education issues.

Even education is one of the earliest affected when the Covid-19 pandemic takes place. Because all ongoing education in Indonesia must experience changes in learning methods. From the face-to-face learning method, it has changed to the Distance Learning (PJJ) method or also known as Online Learning.

According to (Syah, 2020) the temporary closure of all lines of education is one of the efforts to prevent the spread of the COVID-19 pandemic which has affected throughout the world. This temporary closure has an impact on millions of students and so no exception in Indonesia. This closure resulted in a direct change in the teaching and learning process between students and teachers. This of course has an impact on the psychology of students as well as a decrease in the quality of skills.

The Director General of Higher Education (Indrawati, 2020) said that around 97% of universities have adopted online learning. For this reason, the Covid-19 pandemic has revolutionarily changed the learning held by the campus in a fast time. Where the campus is forced to carry out changes in learning methods.

This burden is the responsibility of all parties in the field of education, especially the state in facilitating the continuity of education in Indonesia. The change in learning methods, which is also known from offline to online, is also an event that made the first history for the Indonesian people in implementing it. So it is not an easy thing to implement the change in the learning method.

According to the statement of Ministry of Education and Culture (Kemdikbud) which was conveyed on its personal website, namely <http://www.dikti.kemdikbud.go.id/> in (Hendayana, 2020) said the Covid-19 pandemic was one of the conditions that forced policy holders in the field of education in order to carry out the learning process by using ways that can adapt so that it can be implemented properly.

Where in this pandemic condition, (Romadlon, 2020) said that the new national education policy resulted in a different or new learning system that benefited both students and students. Before the pandemic, learning that was mainly in one classroom

meeting has been changed with the learning system carried out in each other's homes. The recommendation to stay at home and social distancing delivered by the government resulted in a change in the teaching and learning system from face to face to online.

This adjustment also has an impact that does not only occur at the school level. Universities also experience the same thing with the implementation of the PJJ method on all fronts, not least for learning that requires practice. Where physical and social activities restrictions are on a large scale, according to (Ananda Saraswati & Mertayasa, 2020) it is impossible to carry out a face-to-face teaching and learning system so that teaching and learning activities have a major impact, including teaching and learning activities that must be done practically.

Likewise with the concept of social welfare science, which requires not only theory, but also practice. Where in social welfare science is known as the practice of social work. The practice of social work according to (Sugeng Pujileksono, 2018) is also strength-based, meaning that social workers help people or groups identify their problems, determine their skills and capacities, what they do well, how it is done, and then analyze ways of strength. Then it can be applied to the problems identified.

One of the practices that must be carried out is the practicum II which is one of the learning concepts that puts forward teaching and learning activities with a practical system or fieldwork. Because of this, the Social Welfare Study Program (Kessos) of the Syarif Hidayatullah State Islamic University (UIN) Jakarta is required to carry out Practicum II.

But on the other hand, is it possible for a practicum which clearly is a technique to teach students to nurture their abilities and apply all the theories that have been obtained while in lectures to be carried out during the covid-19 pandemic?

While the practicum II courses based on (Ellies Sukmawati, et al, 2020) are courses that are carried out practically on the role of social workers in the community. Students use the concept of social action from the community they support and implement it into 3 (three) community intervention methods, namely community organizing, community development, and community planning.

So that practicum II carried out by the Social Welfare study program at UIN Syarif Hidayatullah Jakarta was one of the activities that had to adapt due to the COVID-19 pandemic. However, the dilemma is that practicum II puts forward a group work method based on a very practical approach to community assistance.

METHOD

In this study, qualitative research is used, according to (Ghony, 2010) the qualitative approach is flexible or not rigid in following developments in the field. The use of this qualitative method has several characteristics, one of which is flexibility. Not fixated on concepts, but focuses on data collection techniques that were planned at the beginning of the research, but can be adapted to changes in the field, and changes according to the situation and research developments. Therefore, the qualitative approach is considered the most appropriate method to describe the implementation of Community Development at Practicum II for Social Welfare Students at UIN Syarif Hidayatullah Jakarta During the Covid-19 Pandemic".

As for the type of research used is descriptive research (Moleong, 2010), namely research in the form of exploration and clarification of phenomena or social reality by describing various variables related to the problem and research unit. To describe means to describe what, why, and how the event happened.

In this study also uses interactive model data analysis techniques, based on the opinion of Miles and Huberman there are four stages that must be carried out in data analysis techniques, including the following; First, Data collection in the form of a data collection process carried out before research is carried out or even at the end of the study. Usually, the data collection process is still carried out when the research is still in the form of a concept or draft. Creswell says that when qualitative research is just getting started, researchers should be thinking and analyzing; Second, data reduction is a process that combines and unifies all forms of data obtained into written form for analysis. All forms of data sources derived from the results of interviews, observations, documentation studies, and FGDs are converted into written form with different formats, which are then adjusted according to their respective formats; Third, data display which is a way of processing semi-finished data into a uniform written form and has a clear theme flow and fourth, conclusion or verification is the final stage in a series of qualitative research data analysis. Conclusions lead to answers to questions that reveal "what" and "how".

Theoretical Review

Evaluation

Evaluation is said by (Edi Suharto, 2014) is an identification of a success or failure of an activity plan or program. In general, there are 2 (two) types of evaluation that are usually carried out, namely First, on-going evaluation or continuous evaluation, the first type of evaluation is carried out at

predetermined intervals or time periods, for example per semester or per quarter (3) when implementation process or which is usually carried out at the end of the stages of a plan. Second, ex-post evaluation or final evaluation, where the second type of evaluation is carried out after implementing a program. This, in contrast to what is done by monitoring, evaluation usually focuses more on identifying program quality. Evaluation tries to identify what actually happened to the implementation or implementation of the program.

There are 3 (three) types of evaluation according to (Priambodo, 2014), namely First, Evaluation is when the program is still running (on going evaluation) where this type of evaluation is carried out in order to obtain information or output produced while the program is still running. The strength of on-going evaluation lies in the results that are released in the information so that it can be used for improvement of ongoing planning. On going evaluation is one type with monitoring. The results of the evaluation are used to make revisions. However, for programs that are short-lived or less than one year, on-going evaluations are usually rare. Second, the final evaluation, this evaluation is carried out after the program or project is declared complete. The results of this final evaluation provide information about the level of effectiveness or success of the program. If the program after this evaluation is considered successful, then that becomes the basis for continuing it in the following year. If the results of the evaluation see that the results are less successful, it will be continued but with improvements. Finally, if it does not succeed or is declared a failure, it must be stopped. Third, Impact Evaluation, this evaluation is carried out after several months or years after the program is considered complete. This impact evaluation has a wider scope because its purpose is to measure the benefits of the continuation of the program.

CIPP Method (*Context, Input, Process, dan Product*)

The CIPP model looks at four dimensions, namely the context dimension, the input dimension, the process dimension and the product dimension. The uniqueness of this model is that each type of evaluation is related to the decision-making tools regarding the planning and operation of a program. The advantage of the CIPP model is that it provides a comprehensive evaluation format at each stage of the evaluation. The CIPP model rests on the view that the most important goal of program evaluation is not to prove but to improve. Therefore, this model is also categorized in an evaluation approach that is oriented towards program improvement, or a form of development evaluation. That is, the CIPP model is

applied in order to support organizational development and help leaders and staff of the organization obtain and use input systematically so that they are better able to meet important needs or, at a minimum, work as well as possible with existing resources (Mahmudi, 2011).

According to Stufflebeam in (Arikunto and Jabar, 2008) the CIPP evaluation consists of four types of evaluations: First, Context evaluation to serve planning decisions which is the context that administrators will use to help plan decisions, determine the needs of a program and formulate program objectives; Second, Input evaluation, structuring decision which is an evaluation activity to help regulate decisions, determine alternative sources to be taken, plans and strategies to achieve needs and how to achieve this with work procedures; Third, Process evaluation, to serve implementing decision. This is an evaluation activity that will assist in implementing the decision. The implementation, implementation of activities, participant activities, use of facilities, media, resources and the environment are included in this process. Fourth, Product evaluation, to serve recycling decision, which is an evaluation activity with the aim of assisting further decisions. The results that have been achieved and what has been done after the implementation of a program are the targets of this evaluation.

The process evaluation in the CIPP model defines what activities are being carried out in the program, who is responsible for the program, and when the activities will be completed. Then further will be added an evaluation model found by Pietrzak. In (Azka, Evaluation of the GIATJA Independent Development Program Process for Correctional Inmates at the Salemba Class II Correctional Institution 2020, 25) Pietrzak, Ramler, Ranner, Fort and Gillbert (1990) suggest that there are several types of evaluation, namely input evaluation, process evaluation and evaluation. results. However, this research will focus on the evaluation part of the process only.

According to Pietrzak and colleagues, process evaluation is the focus of an activity where there is interaction between staff or officers with clients or beneficiaries in achieving the goals of a program. Evaluation of this process can be regarded as an assessment by analyzing the service delivery system in the ongoing program.

Community Development

Community development in Indonesian is known to use the word "Pengembangan Komunitas".

According to (Thomas Oni Veriasa, 2018) Community development has 2 (two) syllables, namely "development" and "community" where the two terms have independent definitions. Basically, community development is an effort to help a community group to have meaning in their lives and also so that their interests can be accommodated.

Community development has a goal, namely a community assistance process that focuses on community "empowerment". Empowerment is a condition where the community has sufficient ability and power to choose. This mentoring process (community organizing) is an empowerment activity because the mentor helps the community to obtain and choose what is best for themselves (Swanepoel, 2006).

(Phillips, 2008) describes the principles of community development that are put together and drawn from experiences in the field by researchers and community development consultants over the past 25 years. These community development principles are prerequisites for the success of the activity, namely:

Help and be responsible for himself (Self help and self responsibility). This is done because no one understands and understands what must be done and then changed in society other than the community itself. So the role of the facilitator is to organize the community so that they can realize the strengths, capabilities, and potential of the local community towards better changes, the community can participate or participate in decision-making. Because not all members of the community can be directly involved and participate in community development activities. And the most important thing is that an idea and their ideas can be conveyed in decision making through community representatives, have a representation and perspective on understanding the condition of the community being assisted, using the correct method to analyze accurate information in conducting community studies, the basis for carrying out community change is by consensus or joint data collection, all members in society have equal rights to listen in many open discussions, every member in the community may participate in their community development plan, the community's right to participation is required to carry a responsibility to respect other community members and also for the views of other members, it's okay to disagree and agree, but you must focus on issues and solutions for community development, not on one particular member or members and who have certain political powers, must have the essence of trust in an effective

working relationship and must be fostered in the community before it can develop all the potential possessed by the community itself.

Practicum

The practicum method is a way of presenting lessons for students in conducting experiments by experiencing and proving themselves to something that is learned. In the teaching and learning process using this experimental method, students are given the opportunity to experience and do it themselves then follow a process and continue by observing an object to be analyzed so that they can prove and draw conclusions about an object, state or process of something (Djamarah, S. B. and Zain), 2006). After students learn and prove a truth for themselves, students will know the real facts. Therefore, there are four reasons why it is important in practical learning, namely:

Learning in practicum is to generate learning motivation, so that students can be motivated in learning and will be serious when learning something, learning in practicum can develop basic skills through practicum. So that students are trained to develop the ability to understand concepts in practicing abilities as well as observing carefully, measuring accurately, using and safely handling tools that design and do it, practicum can be a learning vehicle for a scientific approach. This is because the practicum learning process is not just the involvement of students, but who has a direct role from students when identifying problems, collecting data, analyzing and making a report, this practicum can support the subject matter because it provides opportunities for students to discover and prove theories. So that it can support students' understanding of the subject matter and easily understand the subject matter presented by the lecturer, it tends to be easier if through direct practice compared to the lecture method or the provision of material alone, according to Lazarowitz and Tamir (1994) in (Wiyanto, 2008) said that the factors that influence the success of practical learning there are five factors, namely:

The curriculum must be identified into three phases in the form of an expected curriculum (intended curriculum) shown in the curriculum objectives; the curriculum that is understood (perceived curriculum) is reflected by the views of teachers and students; and the implemented curriculum is reflected in the teaching, learning and learning environment. The dynamics implemented in the curriculum are very dependent on the existing materials. This will be related when the implementation of practicum activities is very dependent on materials, resources include materials

or equipment, space and furniture, then assistants, laboratory staff and technicians, the success of learning is related to the environment in which learning takes place where students are free to observe, act and interact independently or in groups, the influence of success in achieving goals in the form of attitudes, knowledge, skills, and behavior of lecturers. Teaching in practicum requires mastery of skills in the scientific process or scientific method and knowledge of subject matter and requires special knowledge of classroom climate and how to manage it, the object being studied can be shown to students, where student performance tests can be shown as a more valid measuring tool for measuring process skills and logical reasoning, compared to using books or theory.

As quoted from (Thomas Oni Veriasa, 2018) it is said that Sanders (1958) shows community development can be seen as a process, method, program, or movement. In other words, the figure shows four uses for viewing community development, namely:

As a process, community development moves in stages, from a condition which is then a certain condition to the next stages, which includes progress and changes in terms of criteria that have specifications so that they can be neutral and scientific so that they require quite precise definitions and measurements.

A way to achieve goals in a way so that some of the expected goals can be achieved. Other methods such as changes made by the government, changes using multiple rewards, and changes through education can be complementary to the community development method that needs to be carried out in the suggested steps in a process so that the wishes of the users of the method themselves can be implemented.

The method is expressed as a set of procedures, the contents of which are a list of activities. If the program is highly formalized as in a five-year plan, the focus tends to be on the program and not on something that happens to the community that is visible in the program. As a program like this, community development relates to areas

Community development is a struggle, so this is the reason people serve. In this sense, community development is not neutral, as it is a process, but concerns emotions. In other words, one can only agree or disagree with the development of the community.

Social Welfare

Social welfare according to (Taufiqurokhman, Hastin Trustisari, 2021) sees it as a science or academic discipline that studies social policy, social work, social problems, and social service programs.

Where social welfare science seeks to build its knowledge base to identify social problems, causes and strategies for overcoming social problems.

This welfare science gave birth to social work, where another understanding of social work (Husna, 2014) is a professional activity in helping individuals, groups and communities to increase and improve the capacity of society to function socially with the aim of creating conducive community conditions to realize their goals. As a social worker, his professional activities are based on the body of knowledge (knowledge frame), body of skills (skills framework), and body of values (value framework).

Due to the formation of the Council on Social Work Education in 1952, this model of Social Work practice emerged from the unification process. It was because of this process that the social work profession began trying to conceptualize a workable aid methodology. This social work not only includes the application of the profession to the practice of social work, it is also a level of conceptualization and operation of the profession as a form of reaction to traditional social work that has passed (MJ Maspaitella, 2014).

RESULT AND DISCUSSION

Online learning is an effective choice for lecturers and students in helping government programs learn from home (Online) and reduce mobility in daily life, and we hope that the pandemic will pass soon to reduce the impact of this Covid-19 outbreak. Social distancing is certainly a tough choice for every country in implementing policies to prevent the spread of COVID-19, because this policy has a negative impact on all aspects of life. Restrictions on people's social interactions can hinder the rate of growth and progress in various areas of life, but there is no other choice, because this method is the most effective.

The government's policy, which immediately changed the learning process from face to face to at home, overwhelmed many parties, including practicum II of Social Welfare Study Program. In the midst of limited social interaction, Social Welfare Study Program must continue to carry out practices that prioritize teaching and learning activities with a practical system or in the field. As stated by (Ellies Sukmawati, et al, 2020) that the practicum II course is carried out practically on the role of social workers in the community. Students are trained to use the concept of social action from the community they support and implement it into 3 (three) community intervention methods, namely community

organizing, community development and community planning.

The problems that arose during the implementation of Practicum II in the covid 19 era had significant differences compared to field practice before the pandemic. However, the competencies that are expected in the implementation of the practicum so that students have the skills to carry out the stages of community intervention which consist of establishing relationships – terminations, skills to carry out the stages of community advocacy, and compiling and publishing reports on community development activities must still be achieved.

Practicum II without Partner Institutions

The Social Welfare Study Program held a Practicum II during covid 19 by not involving institutional partners as usual. Practice in the community as a focus on practicum II activities before the pandemic was carried out in several villages facilitated by agencies, units or NGOs (Non Governmental Organizations) For example the Village Development Institution or Civil Society in Dompét Dhuafa. Usually the study program places students in their place or in the village they are targeting. (Ahmad Zaky, interview October 2021).

With the COVID-19 pandemic where social distancing (Social Distancing) has limited the space for social movement coupled with a circular letter from the Chancellor of UIN Syarif Hidayatullah Jakarta has issued Circular Letter Number: B-951/R/HM.01.5/03/2020 Concerning the Policy to Work From Houses in the Context of Preventing COVID-19, dated March 31, 2020. Among the contents of the circular letter is that lectures will be continued online until the end of the Even Semester of 2019/2020, including evaluations and assessments. This condition forces the Study Program to formulate and find solutions to the problems above. Students will continue to carry out Practicum II in 2021 while maintaining the Health protocol and choosing a practicum place at their respective domicile or location-based. (interview with Ellies Sukmawati, October 2021).

The change in the implementation of the practicum without a partner institution has also changed the existing supervision aspect. For example, from a practical perspective, the Bina Desa partner institution provided assistance to students when studying with the community. The Village Institute team directs students to carry out practicum based on the programs and activities of the Village Development Institution such as: Deliberation education, rural community assistance,

rural community advocacy, and network development and strategic alliances. Partnering with Village Institutions is like finding the right chemistry considering that Practicum II puts forward community development methods to solve community-based problems. Students are invited to understand empirical reality and are encouraged to be able to identify problems, analyze root causes, and carry out program interventions and evaluations in the context of professionalism (Practicum Manual Book 1, 2018). Students as practitioners, of course, need an established cognitive process with the guidance of various parties, in this case campus supervisors and partner institution supervisors. With a strong synergy between the campus and the assistant in the practice, it is hoped that students will be able to develop both theoretical and practical aspects.

“Now during the pandemic, because the practicum is carried out independently based on their respective domiciles, the supervision is only in the realm of the lecturers as campus supervisors” (Ellies Sukmawati interview, October 2021).

Supervision that is only carried out by lecturers where the dimensions are at the level of the transfer of knowledge aspect during conventional lectures may be the guidance that does not run optimally. This means that the process of marrying the theoretical and practical aspects is not at its maximum dimensions due to the lack of assistance from institutional practitioners in the field.

The theme of practicum II during the pandemic is adjusted to the problems that are currently happening in the community. According to Ellies Sukmawati as the practicum supervisor, the theme that is currently a concern during this pandemic is to build community participation related to health protocols, because many people are still violating it. Another theme is about the impact of the covid 19 pandemic. Students will choose one of the two themes which is adjusted to the results of the analysis of the dominant problems they face. In this practical activity, students are expected to be useful for the community (target group).

Evaluation Based on CIPP Method Evaluasi

Practicum II of the Social Welfare Study Program during the pandemic has a different context change compared to before practicum II during the pandemic. Moreover, it is clear that there have been changes with this pandemic. Where based on Stufflebeam, context is Context evaluation to serve planning decision. This is the context that

administrators will use to help plan decisions, determine the needs of a program and formulate program goals. based on the results of an interview with Mr. Ahmad Zaky:

“There are circulars at the national and university levels by not doing any activities in or with the community. Therefore, the difference in practicum 2 during the pandemic, we are looking for solutions to the problems we have faced recently. We from the study program finally decided that because of the circular letter, we chose for students who have practicum 2 in 2021 to continue doing practicum while maintaining the prokes, namely doing practicum where they live. It is hoped that they will continue to do practicum 2 in a community setting while maintaining health procedures.”

As for the beneficiaries or the community, from the results of interviews conducted five out of six stated that the objectives of this practicum II were said to be successful. Because it is in accordance with the objectives expected by this practitioner. The following are some of the results of interviews from beneficiaries who stated that the expected objectives of practicum II were appropriate and had well understood the objectives of practicum II which was held during this pandemic:

“Yes, I personally think that this goal has been achieved. Practitioners can build participation in the community in terms of vaccination and also educate and invite people who are still unfamiliar with the Covid-19 vaccination,” (Suherni).

Later in the evaluation the inputs will be useful in providing information on the allocation of resources needed for the proposed program. Input evaluation is useful in determining what is actually needed to achieve the objectives specified in the context evaluation. Based on the results of interviews with supervisors and supervisors, they stated that the input in practicum II had been carried out despite various obstacles that occurred in the field due to many pandemic factors that caused difficulties both in terms of supervisors, practitioners and the beneficiaries themselves.

Lecturers see the input in the implementation of the practicum is more about communication problems which are relatively hampered due to communication limitations, even though they already have zoom, gmeet and whatapps groups. However, due to the limitations of face-to-face contact with the supervisor, the implementation was

slightly disrupted in terms of two-way communication.

Then for practitioners, more emphasis on implementation inputs in the realm of beneficiaries or the community. Some have had obstacles but some have succeeded, even to the point of participating in activities or programs provided by beneficiaries outside the city.

Process evaluation is useful in knowing the strengths and weaknesses of the program that may not have been known before. The data generated here can be used to improve the program before it is too late. If you look at the practicum course supervisor, it is stated that during the second practicum process it went smoothly because during the practicum implementation, students were still asked for a report every two weeks where the report seemed to provide good progress on the implementation of the practicum.

The process for beneficiaries is an important part because in this process it is the community who can judge whether the process is going well or not as the beneficiary of this practicum II. All beneficiaries who have been interviewed stated that the practicum implementation process went well, although there were almost the same obstacles presented by the practitioner, namely the issue of time.

The last is product evaluation that occurs during and also after the program with an emphasis on gathering the information needed for decisions to be made, namely whether the program should be continued, modified or terminated. In practicum II, based on interviews with lecturers, practitioners and beneficiaries, there are some basic findings related to product evaluation. Where the problem of limited time became the reason for several lecturers, practitioners and beneficiaries who stated that this product was not fully declared successful.

Community Development in Practicum II during the Covid-19 Pandemic

Community development is a self-help process that is integrated with local government efforts to improve community conditions in the economic, social, political and cultural fields as well as to synergize movements for the progress and prosperity of the nation. As a method or approach, community development emphasizes the process of empowerment, participation and direct role of community members in the development process at the community level and between communities.

Then look at community development based on practicum II as a social planning that needs to be based on the following principles:

Practicum II is a practicum with the community, so community involvement is very important. From the field findings, the community is very active in various activities. It can be seen from the findings in the field that the community is directly involved in practicum II activities carried out by students of the Social Welfare study program. This involvement is the key to the success of community development in an area, in this case is a place for student practicums.

Practicum II is carried out in the respective areas where the practitioner lives. In this situation and condition of Covid 19, the study program has made themes that are closely related to government policies, namely Covid 19 as the main theme. It is clearly seen that the practicum carried out by the Social Welfare Study Program is very much in synergy with government policies and the community is also involved in it. That in the Covid 19 Era, students tend to carry out government programs (village/kelurahan) by becoming the vaccinator committee, collecting data on the people who are Covid survivors and what needs are needed by the survivors. They also provide education related to covid 19, where not all people understand and are aware of the dangers of covid 19.

One of the stages in social work is providing referrals, in this case referrals can mean providing access to the resources needed by the community. And providing access/referrals is also carried out by practitioners of the Social Welfare Study.

Program

The MSME Clinic Program is my reference for Sinar Mas Land's CSR. I have a high demand for social welfare science which, like the inmates, must get direct participation in the assessment process as well as intervention, so that what they need can be obtained immediately and can develop independently. (Karel)

The access/referrals made by the practitioners mostly refer to the kelurahan/village, this is because the practicum is carried out in the RT/RW. This means that the referral/access made by the practitioner uses a bureaucratic line. Likewise, the practicum conducted at CSR Sinar Mas.

The initial stage of social work is assessment, namely needs assessment. In this case, it is the needs of the community where the practicum is carried out. It can be seen from the findings as follows:

I carried out an assessment of the community using the Delphi method by distributing online questionnaires using a google form containing

questions related to any problems that arise regarding health protocols which were then distributed to the public via whatsapp. (Rifika Maulidika)

Assessment is also carried out through focus group discussions, as conveyed by the informants below:

In conducting the assessment, we used the FGD (Focus Group Discussion) method where in this FGD we were able to find out the issues that occurred and the community's anxiety during their stay in Durenseribu Village, Pengasinan Village, Tajurhalang Village and Tonjong Village. WF named the step RADES (Village Action Plan) (Radhina)

Various methods are carried out by pre-practitioners to meet the needs of the community, and by knowing their needs, the community will feel responsible for meeting these needs.

Principles in community development

In community development there are several principles, namely participation, gender equality and justice, democracy and sustainability. The following is a description of the principles in community development from the findings:

The community is actively involved in every development decision-making process and collectively carries out development; Community involvement is the key to community development. Without community involvement/participation, it is impossible for community development to occur. And in practicum II of the Social Welfare Study Program which focuses on community empowerment and development, community participation is very high, as expressed by the informants below:

Involved quite actively in planning They are happy to be involved in this activity and willing to take their time, the community becomes more active in voicing their opinions. The community actively participates, has an opinion, and can work well together in planning interventions (Riftya).

There are many differences between communities in various practicum locations, and these differences show that we as social workers cannot generalize humans/society, because basically humans are unique and cannot be considered the same. The character of a region and also the level of education greatly affect the activity of the community in helping themselves.

Men and women have equality in their roles at every stage of development and in enjoying equitably the benefits of development activities;

The head of the RT is very supportive and active during the practicum so it really helps the practitioner in the implementation of practicum II, as well as community stakeholders such as youth organizations, Ms. PKK always participates in practicum II activities so that it creates a lot of positive energy to keep undergoing practicum II in the pandemic era which is done alone (Hesti).

It can be seen from the informants above that in carrying out community development there are no gender differences, all members of the community have the same rights in determining the best needs for the community/place of residence.

Every development decision making is carried out by deliberation and consensus while remaining oriented to the interests of the poor; In practicum in this pandemic era, there is a policy from the study program where students are free to do practicum in their respective areas, with the hope of maintaining the process and preventing the spread of covid 19. This was conveyed by the head of the Social Welfare study program:

We from the study program finally decided that because of the circular letter, we chose for students who have practicum 2 in 2021 to continue doing practicum while maintaining the progress of doing practical work where they live. With the hope that they will continue to do practicum 2 in a community setting while maintaining health procedures. (Zaky)

This democracy is also not only in the selection of practicum locations based on their respective places of residence, but democracy also applies in determining the needs of the community where the practicum is carried out. Democracy for the people to be active in voicing their opinions without any coercion, and aware that they are free to determine their needs.

The community must have adequate access to all information and decision-making processes so that the management of activities can be carried out in an open and accountable manner, both morally, technically, legally, and administratively. In the implementation of the practicum, transparency and accountability can be seen in the assessment process, not only done once, but repeatedly so that the required needs are actually obtained. In this case, it is carried out transparently where the community follows all these processes.

Every decision-making must consider the interests of improving people's welfare not only now but also in the future while maintaining environmental sustainability. The practicum is only carried out for 1 month, and this will not answer all the needs of the community. What is done by student practitioners is to foster an active role for the community to be aware and understand their needs.

In addition, the sustainability of the program is also one of the series in the stages of social work, namely referrals. In a very limited practicum, referring to the results of the work/intervention planning is left to the interested parties to continue and together with the community meet their needs.

Referrals are not given to or returned to the community, because this is a community need. This is also in line with that the sustainability of community development is carried out to the above policy makers as a form of responsibility to the community. For example, practicum in the RT, the referral is made to the RW or kelurahan.

CONCLUSION

Based on the results of research that has been carried out, there are several differences that occurred during the Covid-19 pandemic. The following table shows the differences between Practicum II models before and during covid 19:

TABEL 1. PRACTICUM DIFFERENCES BETWEEN PRE AND DURING COVID 19 PANDEMIC

No	Practicum in Pre-Covid 19 Pandemic	Practicum During Covid 19 Pandemic
1.	Location searched by partner institutions	Independent based on the domicile of each student
2.	Using facilitators with partner institutions	No partner institutions
3.	Supervisor has 2 parties, campus and practitioner/facilitator of partner institutions	Only use campus supervisors, namely lecturers.
	In data mining or assessment, it is mandatory to use the PRA method	Adapted to the conditions of the existing community. May use other methods in the assessment, for example: Delphi, FGD, Brainstorming, etc.
2.	The final result of the practicum is a group book	The end result is an article.
3.	Practical stage to termination stage	The practical stage is only up to the planning stage
4.	Practical guidance by supervisors is face-to-face.	Practical guidance by supervisors is online.

As for the evaluation, here are the conclusions from the research using the CIPP evaluation:

The context that the researcher will use here is what is meant by a decision plan, determining the needs of a program and formulating program objectives. The practitioner stated that the purpose of the practicum was in accordance with what was the goal of the practicum, namely capacity building. As for the beneficiaries or the community, from the interviews conducted five of the six stated that the objective of practicum II was said to be successful. Because it is in accordance with the objectives expected by this practitioner.

The evaluation of the inputs will be useful in providing information on the allocation of the necessary resources for the proposed program. Input evaluation is useful in determining what is actually needed to achieve the objectives specified in the context evaluation. Based on the results of interviews with the supervisors and supervisors, they stated that the input in practicum II had been carried out despite various obstacles that occurred in the field due to many pandemic factors that caused difficulties both in terms of supervisors, practitioners and the beneficiaries themselves.

Process evaluation is useful in knowing the strengths and weaknesses of the program that may not have been known before. Some of the supervisors felt that during the process of implementing practicum II it was difficult to provide guidance for reasons of time and the lack of response from the practitioner. Where as a rule, the practitioner is required to carry out guidance at least once every two weeks. Meanwhile, the obstacles experienced by the practitioner are more a matter of time and the impetus is due to the proximity of the practitioner to the practicum area, making it easier to coordinate implementation. And the beneficiaries who have been interviewed stated that the practicum implementation process went well, although there were almost the same obstacles presented by the practitioner, namely the issue of time.

In practicum II, based on interviews with lecturers, practitioners and beneficiaries, there are some basic findings related to product evaluation. Where the problem of limited time became the reason for several lecturers, practitioners and beneficiaries who stated that this product was not fully declared successful. Interestingly, the beneficiaries who have been interviewed stated that this practicum is very useful and can be said to be successful in the community. There are even some who want students to still be able to do advanced

practicum or there are other students doing the same practicum in their area.

Whereas in Community Development or community development it can be said that it is in accordance with the principles and principles of community development itself, although it is realized that there are obstacles from time to time, limitations of students in carrying out techniques in community development, limitations of meetings and health protocols that must be followed. run itself.

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