

POST COVID-19 STRATEGIES: COMMUNITY ENGAGEMENT THROUGH STRENGTHENING AND COLLABORATION AMONG MULTIDISCIPLINARY



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PENERBIT YAYASAN FATIH AL KHAIRIYYAH

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PREFACE

President of ADPI

Assalamu'alaikum Warahmatullahi Wabarakatuh.



Alhamdulillah wash-shalatu wassalamu 'ala Rasulillahi wa 'alaalihi wa shahbihi wa man walahu. Amma ba'du.

The COVID-19 pandemic has emphasized the importance of resilience, adaptability, and innovative strategies to address its widespread impacts on health, economy, education, and social structures. As the world transitions to the post-pandemic era, it is crucial not only to recover but also to build systems capable of withstanding future crises. This requires a multidisciplinary approach that leverages expertise from various fields while prioritizing community engagement and empowerment. The concept highlights the importance of collaboration across sectors-health, education, economy, technology, and social sciences-to design and implement strategies that are inclusive, sustainable, and adaptable. Community engagement is at the heart of this approach, ensuring that solutions are not only effective but also contextually relevant, culturally sensitive, and widely accepted by the target population.

Post-pandemic strategies encompass key components, including strengthening community

capacities through training, resource distribution, and empowerment initiatives; fostering multidisciplinary collaboration by developing cross-sector partnerships to create innovative and holistic solutions; promoting evidence-based policies by utilizing data and research to support decision-making processes; and integrating technology to enhance communication, education, and service delivery. These strategies aim to transform recovery processes into opportunities for communities to emerge stronger, more connected, and better prepared for future challenges. This approach underscores the importance of collective action and shared responsibility in building a resilient and sustainable future.

The Indonesian Association of Lecturers in Community Service (ADPI) is a professional organization with members spread across 34 provinces in Indonesia, each with expertise in their respective academic fields in higher education. ADPI has an extensive network with various universities in Indonesia, both public and private, local governments, as well as businesses and industries to collaborate in conducting research and community service activities. This is a manifestation of the commitment of higher education lecturers to the development of science and technology, as well as addressing societal issues in Indonesia. ADPI also serves as a unifying association in community service activities and the enhancement of lecturers' professionalism. ADPI was established on October 27, 2017. ADPI's vision is to become the largest association in Southeast Asia in the

fields of training and professional development of lecturers based on faith and devotion to God Almighty.

To date, ADPI's membership has spread from Aceh to Papua, with over 2,000 lecturers from hundreds of universities in Indonesia, Malaysia, Thailand, the Philippines, Australia, Kosovo, Portugal, Tanzania, and Egypt. ADPI has its central administration in Padang, West Sumatra, and regional leadership in every province across Indonesia. All ADPI members are lecturers from various fields of study relevant to the needs of society, the nation, and the state of Indonesia. They are experts who understand the challenges faced by the nation and strive to find solutions to these issues. Lecturers from various universities are individuals who actively participate in the development of science and technology for quality education.

This book presents a model of community engagement programs developed by lecturers who are members of ADPI. It compiles various approaches and themes related to multidisciplinary academic engagement with society across different fields, offering insights that serve as valuable references for academics, particularly university lecturers.

Titled “Post Covid-19 Strategies: Community Engagement Through Strengthening and Collaboration Among Multidisciplinary”, this book is dedicated to the field of education, aiming to help university lecturers generate innovative ideas and actively implement community engagement programs. We hope this book will make a meaningful contribution to building a

stronger and more resilient world while fostering better cross-sector collaboration in addressing future challenges.

Padang, January 2025

**Prof. Dr. M. Zaim, M. Hum
Padang State University**

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Chapter 21

Applying One-Time Strategy Training Through English Learning Digital Media

By: Suciana Wijirahayu



Introduction

In today's digital age, English language learning has exploded with a vast array of digital media options. However, navigating this abundance can be overwhelming. Learners often seek quick fixes or one-time solutions to achieve fluency. While this desire is understandable, the reality of language acquisition is that it's a continuous process.

This chapter explores the concept of applying "one-time strategies" within English language training through digital media. We will examine the limitations of such an approach and discuss how digital media can be most effectively utilized for sustained language learning. We will delve into the strengths of digital tools and explore how they can be leveraged to create a personalized and engaging learning journey that fosters long-term progress.

Applications for Boosting Creativity with Digital Media and Language Learning Strategies

There are a few examples, and the possibilities are ever-expanding as new digital tools and platforms emerge. The key lies in selecting the right tools and strategies to match the specific learning goals and interests of the students. The applications of various language learning strategies and digital media can increase student creativity. (Wijirahayu, Priyatmoko & Hadiani, 2019).

Digital media, when combined with effective language learning strategies, can be a powerful force for igniting student creativity. Here's how various applications can work together:

1. Interactive Storytelling and Role-playing:

Digital Media:

- (1) Collaborative online platforms like [Google Docs] or [Flock] allow students to co-create stories in English, fostering imagination and teamwork.
- (2) Educational games and apps like [Duolingo] or [Memrise] often incorporate role-playing elements, letting students practice using the language in different scenarios.

Strategies:

- (1) Brainstorming techniques like mind maps or concept mapping apps like [Coggle] can help students generate creative story ideas.
- (2) Improvisational acting exercises can be adapted for language learning, encouraging students to think on their feet and express themselves spontaneously.

2. Multimedia Project Creation:

Digital Media:

- (1) Video editing software like [iMovie] or [DaVinci Resolve] allows students to create multimedia presentations or short films in English, requiring them to synthesize information and express themselves creatively.
- (2) Platforms like [Canva] or [Spark Video] offer user-friendly tools for creating infographics or presentations, encouraging visual storytelling.

Strategies:

- (1) Project-based learning encourages students to research a topic of interest and present their findings in English, fostering curiosity and independent learning. It has a potential to develop values through these project (Wijirahayu, Hantamah & Amirudin, 2023).
- (2) Techniques like "flipped classrooms" can be employed, where students learn new vocabulary and grammar concepts online at their own pace, freeing up classroom time for creative projects and discussions.

3. Social Media Engagement and Collaboration:

Digital Media:

- (1) Language learning communities on platforms like [HelloTalk] or [Tandem] connect students with native speakers for conversation practice, fostering cultural exchange and broadening perspectives.

- (2) Educational social media groups on platforms like [Facebook] or [Reddit] can be used for discussions or collaborative projects that require students to interact and share ideas in English.

Strategies:

- (1) Encourage students to follow social media accounts or blogs dedicated to creative writing or storytelling in English.
- (2) Organize online debates or discussions on thought-provoking topics, forcing students to formulate arguments and express themselves persuasively.

Digital Storytelling (DST) & Comic Makers: Powerhouses for Creative Writing

Digital storytelling and comic makers are not just fun and engaging; they are powerful tools for fostering creative writing in the classroom. Here is a deeper dive into how these applications can be leveraged. DST & Comic maker are media applications for teaching creative writing (Wijirahayu, Priyatmoko & Ifayati, 2023).

1. Digital Storytelling

- **Engaging Narrative Format**

Digital storytelling allows students to weave together text, images, audio, and even video to create compelling narratives. This multimedia approach breaks away from the traditional pen-and-paper format, allowing students to express themselves in more dynamic ways.

- **Visual Aids Spark Imagination**

Images and videos can act as powerful prompts, igniting students' imaginations and helping them generate story ideas. Platforms like [Pixabay] or [Unsplash] offer a wealth of royalty-free images that can spark creative writing exercises.

- **Interactive Storytelling Platforms**

Tools like [Story Jumper] or [Powtoon] allow students to create interactive stories with branching narratives. This empowers them to explore different plot lines and consequences, fostering critical thinking and decision-making skills.

- **Collaboration and Audience Engagement**

Many digital storytelling platforms have built-in collaboration features. Students can work together on stories, fostering teamwork and peer feedback. Additionally, some platforms allow for online publishing, giving students a real audience for their work, which can be a huge motivator.

2. Comic Makers

- **Visual Storytelling Foundation:** Comics rely heavily on visuals to convey the story. This encourages students to think visually about their narratives, focusing on plot development, character design, and action sequences.
- **Breaking Down Complex Narratives:** Comics are a fantastic tool for simplifying complex stories or concepts. Students can break down their ideas into manageable panels, focusing on key moments and dialogue.

- **Developing Character Arcs:** Comics allow students to explore character development through visual cues such as facial expressions, body language, and costume changes.
- **Humor and Satire as Tools:** The comic format is a natural fit for exploring humor and satire. This can be a great way for students to express themselves creatively and engage with social commentary.
- **Multiple Genres and Styles:** Comic books come in all shapes and sizes. From historical fiction to superhero adventures, students can experiment with different genres and artistic styles to find their voice.



Figure 21.1. Digital Book with a Chatbot (source: Wijirahayu et.al., 2023)

- **Combining Digital Storytelling and Comic Makers:** The beauty lies in the synergy between these tools. Students can use digital storytelling platforms to create scripts and outlines for their comic stories. Conversely, comic panels can be used as visual storyboards for a digital narrative project. This cross-pollination between formats can push students to develop their creative writing skills in new and exciting ways. General application of One-time

Language Strategy Training could be in Tertiary Education, and special Language Application of One-time Strategy Training will be in Primary, Secondary & High School.

Language Learning Strategies

Strategic memory links new words with images and sounds for understanding and long term memory. Oxford (1990) asserts that adults tend to “reason out” when learning a foreign language. In contrast to children who are more spontaneous in learning languages, adults need to use appropriate and varied strategies to pass this phase because if they are not precise or use too many analyzing and reasoning strategies, fluency will be hampered (Wijirahayu & Sutiwan, 2023).

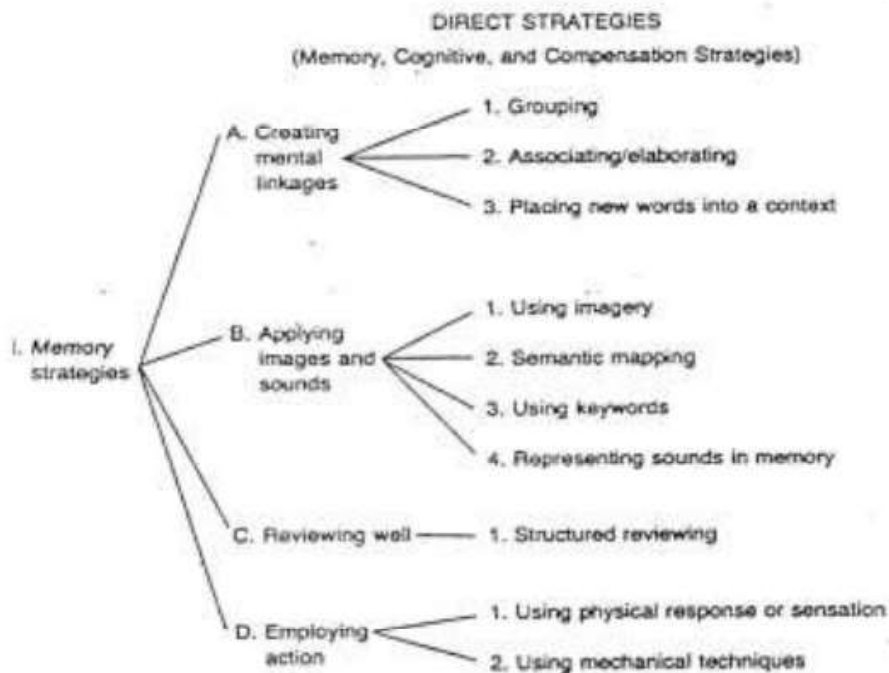


Figure 21.2. Memory Strategies in Language Learning

1. Direct and Indirect Strategies in Language Learning

Direct Strategies in Language Learning includes Memory strategies, Cognitive strategies, and Compensation strategies. While, Indirect Strategies in Language Learning are Metacognitive strategies, Affective strategies and Social Strategies.

2. Application of Creative Activities with Cognitive Strategies:

- **Digital Story Remix:**

Present students with a classic story or folktale. Challenge them to use a digital storytelling platform to retell the story from a different perspective (e.g., the villain, a bystander). This activity encourages students to analyze the original story, summarize key elements, and then creatively adapt it using their target language.

- **Interactive Comic Collaboration:**

Divide the class into small groups and assign each group a different historical event or scientific concept. Using a collaborative comic maker platform (like [Pixton] or [MakeBeliefsComix]), each group creates a comic strip depicting their assigned topic. The groups then exchange their comics and write summaries of the events depicted from the perspective of a character in the comic. This activity promotes research, analysis, summarizing information, and collaborative storytelling in English.

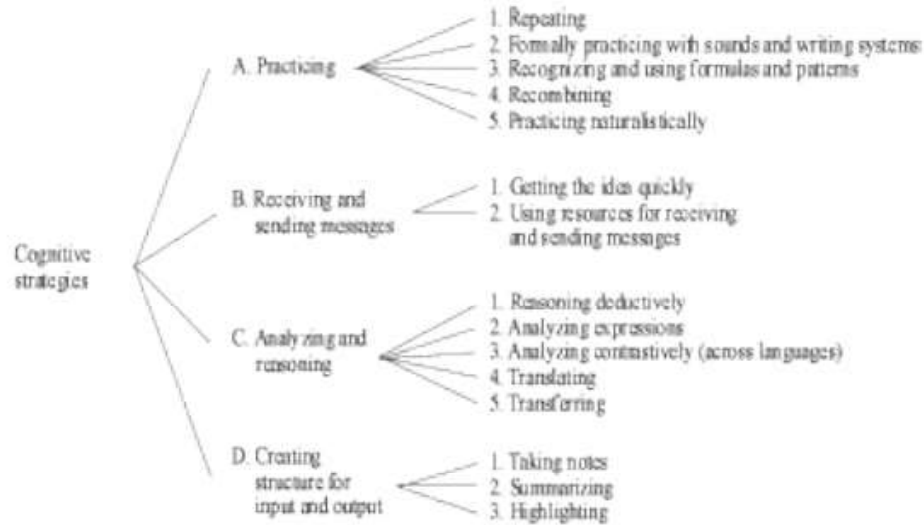


Figure 21.3. Cognitive Strategies in Language Learning

By integrating these cognitive strategies with engaging digital media tools, educators can create a dynamic learning environment that fosters creative language acquisition and empowers students to express themselves in innovative ways (Wijirahayu, Priyatmoko & Hadianti, 2019).



Figure 21.4. Compensation Strategies in Language Learning

Compensation strategies allow students to use the new language comprehensively from the limitations of existing

language knowledge. It aimed the compensation strategy at overcoming grammatical barriers, especially vocabulary. A guessing strategy called differencing includes a broad linguistic and non-linguistic scope to guess the meaning or meaning when students do not know all the words in a language expression.

A student who learns a language well when faced with an expression he or she does not know will guess intelligently. Students who do not know enough language learning strategies will panic and immediately look for words they do not know in the dictionary. It hinders the increased efficiency. (Wijirahayu, et al. 2022)



Figure 21.5. Metacognitive Strategies in Language Learning

- **Metacognition: Planning and Monitoring**

Encourage students to use mind maps or concept mapping tools like [Coggle] to brainstorm story ideas and plot structures. This helps them visualize the narrative flow and

identify potential knowledge gaps. While creating the digital story or comic, students can utilize self-monitoring techniques to assess their progress and identify areas where their language usage might need improvement.

- **Repetition and Elaboration:**

Digital storytelling platforms often allow for audio recording. Students can record themselves narrating their stories, allowing them to practice pronunciation, fluency, and overall delivery. Comic panels can be used for vocabulary building exercises. Students can sketch the object or scene and then write the corresponding word or phrase in English.

- **Organization and Summarization:**

Digital storytelling tools often provide storyboarding features. This helps students organize their narrative by creating a visual sequence of events, promoting clear and concise communication. Comic scripts require students to summarize key plot points and dialogue for each panel. This fosters the ability to condense information and express ideas in a focused manner.

Content and Context in Applying Affective Strategies in Language Learning

Harmer (2012:226) asserts that the difference between CLIL and teaching English is that students use language to learn, while we expect students to learn the language and then use it to communicate. The focus of CLIL is Content, namely the field of study, Communicative using language effectively, Cognition, namely the ability to think

and learning strategies, and Culture with cultural understanding. In the context the culture referred to under the field of study includes academic culture (scientific) and national culture (local wisdom) (Wijirahayu, 2018). The character development model by teaching English with an Affective strategy based on CLIL (Wijirahayu & Dorand 2018) is applied to developing religious values (Wijirahayu & Armianti 2020).

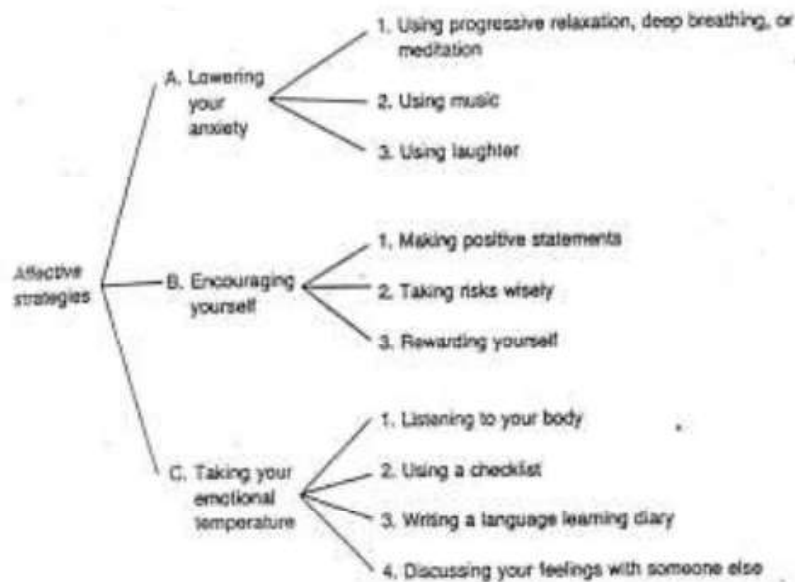


Figure 21.5. Affective Strategies in Language Learning

With the CLIL method, according to Harmer (2012:227), social interaction in the classroom is very necessary, significantly to reduce student anxiety because they will simultaneously learn the language and material under the field of study. So students have to collaborate, work in pairs or in groups to solve problems, and share (report) what they find. Teachers with the CLIL method try to help students gain experience gradually so that they gain understanding. Meanwhile, students are required to use metacognitive skills to think of strategies for independent

learning. We require students to think creatively. The students were more autonomous learning by using AI digital media (Alifandra & Wijirahayu et.al., 2023).



Figure 21.6. Social Strategies in Language Learning

Social Strategies in Action

- **The Global Collaboration Project:**

Partner with another classroom from a different country through video conferencing platforms like [Zoom] or [Google Meet]. Each class creates a digital story or comic based on a shared theme (e.g., environmental awareness, cultural exchange). Students from both classes share their creations online, prompting discussions, comparisons, and collaborative learning in English.

- **The Multilingual Comic Series:**

Divide the class into small groups and have each group create a comic strip in English. Each group then

translates their comic strip into another language they are learning (with the help of online translation tools or dictionaries) and shares it on a social media platform dedicated to language learning. This activity promotes collaboration, translation skills, and cultural exchange. By incorporating social strategies alongside digital storytelling, comic making, and cognitive strategies, you're creating a dynamic learning environment that fosters not just language acquisition, but also collaboration, communication, and a sense of belonging within a global learning community. Providing the students space and challenges revives them to a more cooperative and creative learners (Alam, Alifandra, Wijirahayu & Mentari, 2023). Selecting digital media tools that align with the learning objectives and the specific interests of your students are the key to achieve the goals. By creating a stimulating and technology-driven learning environment, we can empower university students to become confident and innovative creative writers.

Research and Community Service

Research and community service can form a powerful partnership when it comes to developing effective strategies for language training through English learning digital media. Here is how they work together.

Research Informs Practice

- **Identifying Needs:** Research can help identify the specific needs and challenges faced by your target community when learning English through digital media. This could

involve surveys, interviews, or focus groups with students or educators.

- **Evaluating Existing Strategies:** Research allows you to analyze existing digital media and language learning strategies. This could involve studies that examine the effectiveness of specific apps, platforms, or learning methodologies.
- **Developing Evidence-Based Strategies:** By understanding the needs of your community and evaluating existing practices, you can develop and implement evidence-based strategies for using digital media in English language learning.

Community Service Provides a Testing Ground

1. **Pilot Programs:** Once you've developed new strategies based on your research, you can pilot them in a community service setting. This allows you to test the effectiveness of your approach in a real-world environment and gather valuable feedback from participants.
2. **Data Collection:** Community service projects offer a rich environment for data collection. You can observe how students interact with the digital media tools, conduct surveys or interviews to gauge their progress and satisfaction, and gather case studies to document successful learning outcomes.
3. **Iterative Improvement:** The data collected through community service projects allows you to refine your strategies based on real-world experiences. This iterative

process ensures that your approach remains relevant and effective in meeting the needs of your target community.

Doing a research on the benefits of digital storytelling for language acquisition for example is beneficial for the community. We could have partner with youth organizations to hold workshops where students learn how to use digital storytelling platforms to create stories in English (Wijirahayu & Roza, 2022). By combining research and community service, we can create a dynamic and sustainable approach to digital English language learning. This approach not only benefits the community by providing accessible and effective learning opportunities, but it also generates valuable data that can be used to improve language learning strategies for a wider audience (Wijirahayu, 2023).

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Chapter 21

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Chapter 22

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Indah Purbasari, S.H., LL.M. was born in Surabaya on 9 April 1981. She started her career as a lecturer at the Faculty of Law, Trunojoyo University, Madura in 2005. There, she was given the mandate to teach Islamic Law courses as well as related courses, such as Islamic Economic Law, Sharia Banking Law, Inheritance Law, Religious Court Procedure Law, and Halal Product Guarantee Law. His interest in the field of Islamic Law has developed since studying at the Faculty of Law, Universitas Airlangga. He chose Sharia Banking Law as his final project topic and successfully completed his Bachelor of Laws (S.H.) in 2004. The research she started at the undergraduate level was then deepened through comparative studies when preparing her thesis at the undergraduate level, which led her to obtain a Master of Laws (LL.M.) degree in Islamic Financial System from the Faculty of Law of Universiti Kebangsaan Malaysia in 2011. After obtaining his master's degree, he focused more on Islamic Law research, particularly in the areas of waqf and zakat. The research led him to get a research grant from DRPM Dikti in 2014-2019. He also studied the law of Islamic financial institutions and was successfully certified as a Sharia Supervisory Board for Microfinance Institutions in 2018. In addition, she is active as an administrator of lecturer associations in the fields of Islamic Law and Islamic Economic Law. Indah Purbasari is also certified as a Certified Mediator Conciliator (CMC) by BNSP for the period 2022-2025. She was involved in the

preparation of various academic papers and draft regulations in Sampang Regency. Some of her writings have been published in various journals and proceedings, including Sinta accredited national journals, international journals, and proceedings indexed with high reputation (Scopus). In addition, he is also interested in the development of Halal Product Guarantee Law in Indonesia and is certified as a Halal Product Assistance Trainer by the Halal Product Guarantee Agency (BPJPH) in 2022. Since 2022, he has begun to develop research and service in the field of halal education to the community. His service work has been published in several service journals. In 2023, he was registered as a member of the Indonesian Community Service Lecturer Association (ADPI) and as a Reviewer of the ADPI Social and Humanities Abdimas Journal.



Dr Faris Hamidi, S.Si., M.M., is a lecturer at Insan Cendekia Medika Institute of Science and Health Technology Jombang. He was born in Surabaya on 15 December 1979. He completed his doctoral programme at Brawijaya University in Environmental Science in 2019. Her areas of focus include Environmental Science, Human Resource Management, Leadership Management, and Environment-based Education Management. Currently, he holds the mandate as Vice Rector II and actively contributes in providing input related to public policy in the environmental field, especially within the scope of the Jombang Regency Government.



Dr. Indra Yulianingsih adalah dosen Fakultas Hukum Universitas Trunojoyo Madura bidang keahlian Hukum Internasional khususnya Hukum Laut. Beliau menyelesaikan jenjang Sarjana di Universitas

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Bulukumba English Meeting Club, Rumah produktif Indonesia (RPI), Asosiasi Dosen Pkm Indonesia (ADPI), Forum Dosen Indonesia (FDI), Asosiasi Dosen Indonesia (ADI), The Association of Teaching English as a Foreign Language in Indonesia (TEFLIN), Sahabat Pulau, etc. She loves to write. Several book have been published such as “Jejak sang Pemimpi: Cerita dari Kampung Inggris Pare”, English for Computer: Communication Skills in ICT, Motivasi Menulis Pemula: Modal Dasar menjadi penulis Besar, etc. Her research interest is TEFL, teaching innovation, learning strategies, immersion programs, and distance education-based English learning. She is concerned about the English speaking skills enhancement in non-native English countries. Furthermore, reader can touch her on her working record link: <https://widya-pratiwi.staff.ut.ac.id/> and email: widya_pratiwi@ecampus.ut.ac.id .



Dr. Ake, whose real name is Prof. (Adj.)

Dr. Supaprawat Siripipatthanakul, got his DDS from Chiang Mai University in 1998. He also had degrees from Sukhothai Thammathirat Open University, including B.Ed. (Educational Measurement &

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in educational administration based on his excellent score. His PhD research was presented at an international conference, and his PhD paper is included in a Q4 Scopus-USA journal. He has been a lecturer in education at Bangkokthonburi University, Thailand, from 2011 until now. He received another doctorate in DBA in 2022 from Manipal GlobalNxt University, Malaysia, with a distinguished score, and became an adjunct professor at Manipal GlobalNxt University in February 2023. He has published more than 80 papers and books in Google Scholar and has a CEFR Level 5 (C1), an English Teacher certificate from AAARYA Business College in Singapore, a Teaching English as a Foreign Language (TEFL) certificate, and a Teaching English to Speakers of Other Languages (TESOL) certificate. He lectures on research methodology for international universities (business/ education/ healthcare). He has been invited to review the manuscripts from Q1, Q2, Q3, and Q4-Scopus and WOS journals/ Scopus and Springer books (for more than 35 verified reviews/from 50 reviews+) since 2022.



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Wynd Rizaldy, S.E ,M.MTr, was born in Surabaya on 11 September 1979. With more than 20 years of experience in the aviation and logistics industry, he has developed deep expertise in airport operations, cargo handling and training within the sector. His career began in 1993 as Senior Officer Airport & Cargo at Cathay Pacific Airways Ltd, where he worked until 2000. During this period, he gained significant experience in air cargo management and airport operations. Thereafter, he spent 19 years at PT Jasa Angkasa Semesta Tbk Indonesia, a leading company in cargo and ground handling services, focusing on operational development and cargo training until 2019. He holds a Master's degree in Transportation and Logistics Management from the Trisakti School of Transportation Management, focusing on decision making and development within airlines and logistics companies. In addition to his professional and academic

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Lis Lesmini, SH, M.Si., was born in Sumedang in 1969. Currently, she is actively teaching as a Permanent Lecturer at the Trisakti Institute of Transportation and Logistics, Jakarta. She obtained her Lecturer Certification in 2017. In addition to teaching, Lis Lesmini is also active in research and community service, which is funded by both internal and external funding. Currently, she is one of the Experts at the Trisakti

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Gustina. S.ST, M.Keb, was born in Bukittinggi 1 August 1970. Educational history is graduated D4 Midwifery at Padjadjaran University Bandung in 2004, graduated S2 Midwifery at the Post graduate Medical Program, Padjadjaran University Bandung in 2008. He has served as an ASN Midwife in the village, at the Puskesmas, at the Regional General Hospital Mayjen H.A. Thalib and at the

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Sevilla Ukhtil Huvaïd, SKM, M.Kes., was born in Padang on April 28, 1989. She completed her undergraduate studies in Public Health Science at the Faculty of Medicine, Andalas University from 2007 to 2011, and then continued her Master's degree in Public Health at the Post graduate Program, Andalas University from 2011 to 2013. In 2012, she worked as a health facilitator in the Community-Based Drinking Water and Sanitation Provision (Pamsimas) program managed by the Ministry of Public Works and Housing in Padang Pariaman Regency until 2013. After completing her Master's degree, she began her career as a permanent lecturer at the Faculty of Public Health,

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Dr. dr. Fitria Saftarina, M.Sc., Sp.KKLP, is a lecturer at the Faculty of Medicine, University of Lampung, since 2006. She was born in Palembang on September 3, 1978. Her educational background includes a Bachelor's degree in Medicine (S1) and a medical profession degree from Sriwijaya University in 2003, a Master's degree (S2) in Occupational Health from Gadjah Mada University in 2010, and a Doctoral degree (S3) in Public Health in 2022. Her research focuses on Occupational Health and Environmental Health. Throughout her career, she has held various leadership roles, including Treasurer of AIPKI Region III from 2016 to 2018, Chairperson of the Community Service Division of PP BKS IKMIKKIKP, and Vice Dean of the Faculty of Medicine at the University of Lampung from 2015 to 2019. Additionally, Dr. Fitria Saftarina is actively involved in writing scientific books and has been a keynote speaker at both national and international conferences.



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Ayu Saka Laksmita W, S.Si., M.Si., was born in Badung on 17th March 1991. She completed her undergraduate studies (S1) at the Faculty of Mathematics and Natural Sciences, Udayana University, in 2013, and pursued a Master's degree (S2) in Biology at the same university in 2015. During her studies, she received the Karya Salemba Empat (KSE) Scholarship for her undergraduate degree and the Bakrie Center Foundation (BCF) Scholarship for her Master's degree. She is currently a lecturer at Bali International University (2016–present) and was previously a teacher at Ganesha Operation (GO) from 2013 to 2018. Additionally, she volunteered at the Friends of National Parks Foundation (FNPF) from 2011 to 2012 and

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Tarjo, S.Sos., M.AB was born in Wonogiri on July 8, 1973. He earned his Master's degree from Brawijaya University, Malang, in 2013 with a focus on Human Resource Management. He served as the Vice Chairman for Student Affairs from 2015 to 2019 and is currently the Head of the Research and Community Service Institute (LPPM) at the Setih Setio Institute of Administration and Health, Muara Bungo, since January 2023. He was nominated for the National Book Writer Award and was recognized as an Inspirational Writer in 2020. Additionally, he received grants for Beginner Lecturer Research in 2018 and 2020 and earned the Best Paper PKM ADPI award in January and June 2022. Tarjo is actively involved as a reviewer for the ABDIMAS Journal of PGRI University Semarang, editor of the PKM Journal at IKIP Siliwangi, and a reviewer for the National Seminar Proceedings of ADPI Mengabdi untuk Negeri. He

consistently writes books, book chapters, and scholarly journal articles.



Yasmir, S.E., M.M was born in Koto Patah on January 5, 1981. He completed his Master's degree with a concentration in Financial Management at Putra Indonesia University (UPI YPTK Padang). In January 2022, he received the Best Paper PKM ADPI award. Additionally, he serves as a reviewer for the National Seminar Proceedings of ADPI Mengabdikan untuk Negeri.



Desak Putu Risky Vidika Apriyanthi, S.Si., M.Si., was born in Mataram on April 11, 1989. She completed her undergraduate studies in Physics at the Faculty of Mathematics and Natural Sciences (FMIPA), Udayana University, in 2012. She then pursued a Master's degree in Environmental Science at Udayana University and graduated in 2015. Currently, Desak Putu Risky Vidika Apriyanthi serves as a lecturer at Bali International University, a position she has held since 2016. In addition to her teaching career, she actively participates in the Indonesian Association of Community Service Lecturers (ADPI) as the Deputy Regional Coordinator for ADPI Bali. In academia, she has published numerous papers in local, national, and international scientific journals, focusing on health and environmental

issues. She is also the author of a book titled "Microplastics Exploring the World."



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Nurul Hidayah, SKM., M.Kes was born in Banjarmasin on 12 December 1986. She is a permanent lecturer at the Bachelor of Applied Health Promotion Study Programme, Faculty of Health, Sari Mulia University (Fkes-UNISM) Banjarmasin. The author completed his undergraduate education at the Public Health Study Programme, Faculty of Medicine, Lambung Mangkurat University, and graduated as the best graduate in 2008. Furthermore, he continued his Master's studies at the Master of Public Health Study Programme with a specialisation in Epidemiology at the Faculty of Postgraduate Studies, Respati Indonesia University Jakarta, and again graduated as the best graduate in 2016. In 2017, she served as a staff at the Institute for the Study of Educational Planning and Development (LKP3) at the same institution. In 2019, the author was appointed as Head of the Department of Health Promotion, Faculty of Health, Sari Mulia University Banjarmasin for the period 2019-2023. Since 2023, he has served as the Head of the Partnership Institute of Sari Mulia University for the period 2023-2027. Besides actively teaching, the author is also active in research, especially in the field of infectious diseases and public health. Some of his research results have been published in reputable national and international journals. The author is also active in professional organisations. Currently, she serves as the South Kalimantan Regional Coordinator of the Association of Indonesian Community Service Lecturers (ADPI) for the period 2023-2027. In addition, he also serves as Secretary of the South Kalimantan Regional Management of the Indonesian

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Dr. dr. Dian Isti Angraini, M.P.H., Sp.KKLP, was born in Metro City on August 18, 1983. She completed her Bachelor's degree and Medical Profession (dr) at the Faculty of Medicine, Sriwijaya University in 2007. She then earned a Master of Public Health (M.P.H.) from the Faculty of Medicine, Gadjah Mada University in 2012. In 2021, she obtained her Specialist in Family Medicine Primary Care (Sp.KKLP) from the Indonesian Family Medicine Collegium. She completed her doctoral degree in 2022 through the Doctoral Program in Public Health Science at the Faculty of Medicine, Andalas University. Currently, Dr. Dian Isti Angraini has been serving as a faculty member at the Faculty of Medicine, University of Lampung, since 2008. She teaches in the Undergraduate Program in Medical Education, the Medical Profession Program, and the Master of Public Health Program.



Dr. Fifian Permata Sari, S.P., M.Si.. The author is a teaching staff (permanent lecturer) at the Postgraduate Program (S2) Agricultural Economics Study Program, Baturaja University, South Sumatra. The author completed S1, S2 and S3 at Sriwijaya University in the Agribusiness Study Program and concentrated in Agribusiness

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Dr. Munajat, S.P., M.Si. Dr. Munajat, S.P., M.Si., is a lecturer in the Postgraduate Programme at Universitas Baturaja. He completed his undergraduate, master's, and doctoral degrees at Universitas Sriwijaya, specialising in the field of agricultural agribusiness studies. He is actively engaged in research, community service, and teaching, with a focus on Statistics, Econometrics, and Operational Research. Currently, he serves as the Director of the Postgraduate Programme at Universitas Baturaja.



Hj. Yuhanah. S.ST.,M.Kes is a permanent lecturer in the Nursing Program at Universitas Sembilanbelas November Kolaka since 2018. She was born in Limbangan Garut on July 12, 1964. She obtained her Master's degree (S2) in Health Sciences, with a concentration in Reproductive Health, from UIT Makassar in 2015. Initially, she served as a professional civil servant midwife at Puskesmas Tosiba, Kolaka Regency from 1984 to 2017. She received the Satyalancana Karya Satya XX honorary award from the President of Indonesia in 2013, the Certificate of Appreciation for Exemplary Civil Servants in the Medical Field from Disi Medaso Toori Mandara in 2015, the Satyalancana Karya Satya XXX honorary award from the President of Indonesia in 2016, and the Exemplary Health Worker award from Kolaka Regency in 2017. She actively participates in the three pillars of higher education by writing books, publishing research journals and community service, as well as being a keynote speaker at national and international conferences.



Dr. Grace Tedy Tulak, S.Kep. Ns., M.Kep, was born in Makale on July 20, 1985. She obtained her Master's degree (S2) in Nursing from UNHAS in 2013 and completed her doctoral education (S3) in Management Science from the STIESIA Surabaya program in 2018. She worked as a staff member and lecturer at Stikes Kurnia Jaya Persada Palopo from 2009 to 2019, and then became a permanent civil servant lecturer in the Nursing

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Rizka Mutmaina, S.Tr.Keb., M.Keb. was born in Kendari on August 29, 1995. She obtained her Master's degree (S2) in Midwifery from UNHAS in 2021. She previously worked as a contracted midwife professional at Puskesmas Tosiba in Kolaka Regency from 2017 to 2019. Currently, she is a lecturer in the Midwifery Program at Stikes Pelita Ibu Kendari Sultra. She is actively involved in the three pillars of higher education, such as writing books, publishing research journals, and community service, and has also been a keynote speaker at national conferences.



Dr. Ir. Suciana Wijirahayu, M.Pd is a permanent lecturer at the University of Muhammadiyah Prof. DR. HAMKA since 2001. She is an alumnus from Brawijaya University and Universitas Muhammadiyah Malang. Master of English Education at Universitas Negeri Malang. Doctoral Degree in English Education from Indonesia University of Education. The researches of interest include Beliefs about language learning and Language learning strategies. She was assigned as Secretary of the English Education Study Program at UHAMKA graduate School in 2014 and the Chief of the Department up to 2017. Dr. Suciana Wijirahayu was the Chief Executive Committee at International OSA Batch 6, organized by the

Association of Community Service Lecturers of Indonesia (ACSLI). She shared the research experiences and community services at several international conferences as a speaker as an invited speaker at ICORAD 2021, organized by ADPI, actively took part as a presenter & committee at ICORAD 2022, and Keynote speaker at International Community Service Activity The Association of Community Service Lecturers of Indonesia¹⁰. She is the Deputy Coordinator of ADPI DKI Jakarta (2023-2027).



Yustina Sapan, S.SiT, M.M., has been a lecturer at the Politeknik Ilmu Pelayaran (PIP) Semarang since 2005. Since September 2022, she has served as the Head of the Nautical Study Program at the institution. She completed her education at the Politeknik Ilmu Pelayaran Makassar in the Nautical Study Program and earned her Ahli Nautika Tingkat III (ANT-III) and Diploma IV (D-IV) in Nautical in 2001. After finishing her studies, Yustina Sapan began her career as a sailor, gaining experience aboard tanker ships registered in Singapore, Malaysia, and Pertamina-owned vessels. In 2004, she continued her education at the Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta and obtained her Ahli Nautika Tingkat II (ANT-II). Later, in 2010, she completed her postgraduate studies at Universitas Semarang (USM) in Human Resource Management. Currently, Yustina Sapan is pursuing a doctoral degree in Education Management at Universitas Negeri Semarang (UNNES).



Henri Prasetyo, S.E., M.Ak., an accounting lecturer at Pontianak State Polytechnic in 2019, born in Semarang on March 24, 1992. Graduated with a bachelor's degree in accounting from Dian Nuswantoro University in 2014 and a master's degree in accounting from Tanjungpura University in 2018. Before becoming a lecturer, he was an IT consultant for financial applications in the government since 2014. Research studies have been conducted in accounting, especially in the public sector, management, and sharia accounting. Has been a speaker at scientific meetings at national and international levels. He was entrusted to manage the Eksos and Kapuas journals and proceedings at Pontianak State Polytechnic from 2019 to the present. And also a reviewer at the Indonesian Community Service Lecturer Association, "Keunis" Journal: Finance and Business from Semarang State Polytechnic; Accounting and Business Research Journal from LP3AI and the Journal of Islamic Finance and Banking (JKUBS) from IAIN Pontianak. Active in organizations in the Association of Indonesian Community Service Lecturers as the regional secretary of West Kalimantan and the Association of Young Accounting Intellectuals of Indonesia as the National Board of Directors in the Publication and Journal Field. He obtained competency certification in government procurement of goods and services, competency assessor, and UMKM assistant. He is also active in the procurement team of the Pontianak State Polytechnic, the internal competency assessor team (Pontianak State Polytechnic), and the external (SMK in Pontianak) in competency in the field of accounting,

and financial advisor who assists in financial reporting at the Al I'tishom Islamic Boarding School in Kubu Raya, West Kalimantan.



Dewa Ruci, M.Ak, an lecturer in accounting at the State Islamic Institute of Pontianak in 2021, born in Mempawah on July 2, 1983. Graduated with a bachelor's degree in accounting from Panca Bhakti University and a master's degree in accounting from Tanjungpura University in 2018. Before becoming a lecturer, he was a staff member at IAIN Pontianak. Research studies have been conducted in the field of accounting, especially public sector accounting and sharia accounting. Active in the journal house organization at IAIN Pontianak and is forming an asset journal based at the Faculty of Islamic Economics and Business IAIN Pontianak.



Anies Marsudiaty Purbadiri, S.H., M.H. is a lecturer at the Faculty of Law, Lumajang University since 1990. She was born in Jember, East Java, in 1962, but spent her childhood in Surabaya until she graduated from high school in 1982. Subsequently, he continued his education at the University of Jember and graduated in 1987. Three years later, he joined as a lecturer at Lumajang University. His master's degree was taken at Universitas Putra Bangsa Surabaya from 2003 to 2005. He has held several structural positions at Lumajang University, including Assistant Dean II of the Faculty of Law, Vice Rector III, and currently serves as Dean of the Facuslty of Law. In the

last ten years, he has actively produced works in the form of journals, proceedings, and books oriented towards research and community service. He also actively participates in various grant competitions organised by the Ministry of Research, Technology and Higher Education (Kemenristekdikti), including guiding students in the Student Creativity Programme (PKM). In his view, 'writing is working for eternity', so with a burning spirit, he continues to work and complete various writings. He hopes that his works can provide benefits to the wider community.



Achmad Hani Muhajir, S.Pd. was born in Lumajang on 28 June 1984 to Ruchil Adhari and Suprapti. As the eldest of three children, he became a role model for his younger siblings by pursuing education from elementary level to college as a provision for a better job in the future. In 2010, he graduated from STKIP PGRI Lumajang with a major in Mathematics. After completing his undergraduate education, various job offers began to arrive. Among them are being the manager of EPSBED (now known as PDDikti) at Lumajang University and a teacher at SDN Kutorenan 1 Lumajang. To improve her competence as an educator, she continued her studies and successfully completed them in 2016 at the Open University. In 2023, she obtained two important achievements, namely passing the selection for the Teacher Professional Education Programme (PPG) and Government Employees with Work Agreement (PPPK). Nevertheless, she continues to perform her duties and functions at Lumajang University with

dedication. She believes that through this work, a long road to success will continue to open up.



Dr. Eng. Agus Trihandoyo, DEA studied until he received a Dipl.-Ing degree in 1991, then a D.E.A degree in 1992 and a Doctorate degree with the title *Très honorable avec félicitations du jury* in 1996 in the field of Computer Science and Engineering. All taken at the Université de Technologie de Compiègne, France. He has 25 years of experience as an industrial practitioner in several Multi-National Companies in the fields of Information and Communication Technology and Financial Technology, including Sofrecom, Gemplus Technologies Asia, eServGlobal, Tellabs, SICPA, Oberthur Technologies and Omise Payment. Since becoming a full-time lecturer in 2019 at the BRI Institute which later changed its form to the Indonesian Cyber University in 2023, he received the mandate as Chair of the Information Systems and Technology Study Program from 2019 to 2021. Then in 2021 he was appointed as Deputy Chancellor for the field He holds academic positions to date. Grants and awards received: DRTPM Research Grant, Ministry of Education and Culture, Research and Technology in 2023, Scientific Research Grant, Ministry of Research, Technology and Higher Education and LPDP in 2021-2022 and Mahar Schutzenberger Award, from the Association Franco-Indonésienne pour le Développement des Sciences (AFIDES) in Paris, 1996. Currently he is also on the advisory board of The Association of Community Service Lecturers of Indonesia (ADPI) DKI Jakarta.

COVID-19 pandemic has underscored the importance of resilience, adaptability, and innovative strategies in addressing its widespread impact on health, the economy, education, and social structures. As the world transitions into the post-pandemic era, the priority is not only recovery but also the establishment of systems capable of withstanding future crises. This requires a multidisciplinary approach that draws on expertise from various fields, while prioritising community engagement and empowerment. This concept highlights the significance of cross-sector collaboration—spanning health, education, the economy, technology, and the social sciences—to design and implement strategies that are inclusive, sustainable, and adaptable. Community engagement is central to this approach, ensuring that solutions are not only effective but also contextually relevant, culturally sensitive, and widely accepted by the target population.

This book presents a model of community engagement programs developed by lecturers who are members of ADPI. It compiles various approaches and themes related to multidisciplinary academic engagement with society across different fields, offering insights that serve as valuable references for academics, particularly university lecturers.

Titled "Post Covid-19 Strategies: Community Engagement Through Strengthening and Collaboration Among Multidisciplinary", this book is dedicated to the field of education, aiming to help university lecturers generate innovative ideas and actively implement community engagement programs. We hope this book will make a meaningful contribution to building a stronger and more resilient world while fostering better cross-sector collaboration in addressing future challenges.

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