

# THE GUIDE OF THEMATIC KKN MBMK "INDEPENDENT LEARNING - INDEPENDENT CAMPUS"



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REAL WORK COLLEGE SECTION INDEPENDENT LEARNING- INDEPENDENT CAMPUS SURABAYA STATE UNIVERSITY 2023



#### FOREWORD

Real Work Lecture (KKNT) is a course that undergraduate students always look forward to. This course provides direct experience for students to apply various knowledge, skills, expertise, ideas, and hopes to the wider community. This is the actualization of his personal needs. In addition to this, through KKN, students hone their social skills and emotional skills.

The implementation of KKN in 2023 is based on the emergence of various new phenomena in the learning system in Higher Education. The end of the covid 19 pandemic in 2023 resulted in various government policies related to the implementation of lectures. Refocusing on post-covid 19 handling is the main theme of KKN implementation. Implementation of KKN while carrying out 5M (washing hands, keeping distance, wearing masks, avoiding crowds, maintaining body immunity). This restriction changes all KKN methods that have been implemented so far. The implementation of KKN activities according to the theme is carried out by working with the Service Implementation Unit in the district government by directly involving the community in activities because the essence of KKN is community involvement or participation. On the other hand, a new policy has emerged, namely Freedom to Learn on an Independent Campus (MBKM), which is also billed for IKU in tertiary institutions, requiring that the lecture system of several courses be integrated with the KKN theme.

Based on the above considerations, it is necessary to prepare KKN guidelines for 2023. Hopefully, these guidelines can provide understanding and technical guidance for MBKM synergy KKN activities. This guideline is addressed to students, DPL, KKN managers, Kooprodi, and institutions in the direction and objectives of KKN MBKM in 2023.

Surabaya, February 2023 Compiler,

KKN MBKM DIVISION SURABAYA STATE UNIVERSITY



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# CHAPTER I INTRODUCTION

#### A. Rationalization

Thematic Real Work Lecture (KKNT) Merdeka Learn Campus Merdeka (MBKM) is a form of real work lecture (KKN) which is designed in a way to provide learning experiences for students to live in a community outside the campus which directly together with the community identify potential and deal with problems so that they are expected to be able to develop village/regional potential and concoct solutions to existing problems in the village. KKNT activities are expected to hone *soft skills*, partnerships, cross-disciplinary/scientific (cross-competence) teamwork, and student leadership in managing development programs in rural areas. The MBKM thematic Field Work Lecture was born from government policy and student awareness in participating in nation and state development in the era of technology 4.0. Students as undergraduate candidates can work by taking advantage of part of their study time off campus with lecture halls, laboratories, and libraries in the community to answer the challenges of an all-digital era.

In principle, the MBKM thematic KKN is one of the community service activities (PKM) carried out by students as an effort to apply the knowledge gained and the results of research in the field of science and technology to improve people's welfare. The implementation of KKN is a tertiary academic activity that is manifested through the Tri Dharma of Higher Education, namely education and teaching, research, and community service. Therefore, implementing the MBKM thematic KKN program must also be implemented scientifically, systematically, synergistically, and professionally.

This student community service activity is intended for students to work in the village for a certain period, live and work helping rural communities to solve development problems as part of the tertiary curriculum. Surabaya State University (UNESA) has implemented the MBKM KKNT program. Expected Semester Credit Units (SKS)



MBKM can be recognized per credit recognition equivalent to 1 semester or 20 credits. The MBKM synergy thematic KKN model is designed to be systemic and sustainable as a manifestation of tertiary service to the community through empowerment, training, counseling, mentoring, mentoring, research, and application of science and technology to develop their potential and help improve the quality of life in development activities.

The MBKM Thematic KKN is carried out to support cooperation with the Ministry of Education and Culture, the Ministry of Village PDTT, the Ministry of Social Affairs, and the Ministry of Health, and other *stakeholders*. Implementation of MBKM synergy Thematic KKN can be carried out in villages where human resources still need development planning capabilities with such large funding facilities. So that the effectiveness of using village funds to drive economic growth still needs to be improved, one of which is through students who can become human resources which empowers village funds more.

Development of the Thematic KKN model for MBKM synergy at Surabaya State University was prepared using 5 themes out of 8 MBKM themes/arenas based on the policies of the Minister of Education and Culture of the Republic of Indonesia. The MBKM synergy thematic KKN pattern synchronizes KKN themes that can synergize learning outcomes from courses programmed by students in the current semester. It is hoped that the implementation of the UNESA MBKM Thematic KKN can emphasize community empowerment through participatory and learning approaches to increase public awareness and understanding of the potential and challenges they have to improve the quality of their lives, both individually and in groups. Unesa's KKN MBKM theme is as follows:

- 1. Humanity
- 2. Entrepreneurship
- 3. Teaching assistance
- 4. Project in the village
- 5. Independent project





The role of students is creator, innovator, and activity motivator. The community is the main element in the activity. Functional apparatus in the village as the facilitator. The collaboration of these elements results in changes in people's behavior, attitudes, and skills toward improving living standards and welfare, peace, and comfort. KKN MBKM Unesa is:

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1. *Feasible* means it can be implemented. Implementation of KKN according to the abilities of students and the community.

2. *Acceptable* means acceptable to society

3. *Sustainable* means sustainable.

4. *Participatory* means that it requires the participation of the people who are the subject of the activity.

# B. Basis for Implementing MBKM Thematic Real Work Lectures

KKN as one of the elements of the chosen curriculum at Surabaya State University is carried out and determined based on:

1. Law Number 20 of 2003, concerning the National Education System

2. Law Number 12 of 2012, concerning Higher Education

3. Law Number 6 of 2014, concerning Villages

4. Government Regulation Number 04 of 2014, concerning the Implementation of

Higher Education and the Management of Higher Education

5. Presidential regulation number 8 of 2012 regarding the IQF

6. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020, concerning National Higher Education Standards

7. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 11 of 2019, concerning Priority for Using Village Funds for 2020

8. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 16 of 2019, concerning Village Deliberations

9. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 17 of 2019, concerning General Guidelines for the Development and Empowerment of Village Communities

10. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number



18 of 2019, concerning General Guidelines for Village Community Assistance

11. Regulation of the Minister of Education and Culture No. 3 of 2020 concerning Higher Education National Standards

12. Regulation of the Chancellor of Surabaya State University No. 8 of 2020 concerning student academic achievement awards.

# C. Objective

The objectives of the thematic MBKM Real Work Lecture at Surabaya State University are as follows:

a. Fulfillment of the right to learn the right to study three semesters outside the study program to improve the *soft skills* of partnerships, cross-disciplinary/scientific teamwork (cross-competencies), and student leadership.

b. The presence of students for 1 semester can provide opportunities for students to take advantage of their knowledge, technology, and skills in collaboration with many stakeholders in the field.

c. Help accelerate development in rural areas together with the Ministry of Village PDTT.

d. Improving the welfare of rural communities through optimizing existing resources in the village.

e. Changes in people's behavior after the Covid-19 pandemic.

f. Implementation of independent learning campus independent lectures (MBKM).

# D. Target

a. Student

1). Making students able to see the village's potential, identify problems and find solutions to increase the potential and become an independent village.

2). Enable students to collaborate in preparing and making Village Mid-Term Development Plans (RPJMDes), Village Development Activity Plans (RKPDes), and other strategic programs in the village with Associate Lecturers, Village Government, Community Self-Help Activists (PSM), Village Community Empowerment Cadres (KPMD) ), local village assistants, and community elements.

3). Enable students to apply the knowledge they have collaboratively with the Village



Government and community elements to develop the village.

4). Students can take advantage of the knowledge, technology, and skills they have in their desired field.

5). Students can take 20 credits of off-campus courses in synergy with the KKN program.

b. Villagers

1). Increasing the economy and social welfare,

2). Increased peace and comfort

3). Health improvement

4). Improved safety and security

5). Obtain thinking and energy assistance from educated staff to prepare the Village Medium-Term Development Plan (RPJMDes) and Village Development Activity Plan (RKPDes).

6). Improvement of village governance.

7). Stimulating the formation of young workers needed in empowering rural communities

Improvement and enrichment of community insights on village development. 9).
 Acceleration of development in rural areas

c. Higher Education (Surabaya State University)

1). Providing feedback for universities regarding science and technology that is really needed by the community.

2). Become a means for universities to form networks or strategic partners in assisting village development.

3). Become a means of developing the tri dharma of higher education.

4). Become a means of actualizing lecturers in the development of knowledge.

# F. Cooperation

Surabaya State University Community Service Program for even semesters 2022-2023 and odd semester 2023-2024 in collaboration with





- 1. Ministry of Villages
- 2. Ministry of Social Affairs
- 3. Ministry of Home Affairs
- 4. Ministry of Forestry
- 5. East Java provincial government
- 6. Civil Registry Population Service (Dipendukcapil) Surabaya City
- 7. Regency/City Government (Magetan. Nganjuk, Malang, Pasuruan, Tuban, Surabaya).



# CHAPTER II THEME OF UNESA MBKM KKNT

#### A. **Humanity Theme**

#### 1. General description

Unesa's Thematic Community Service Program activities were launched based on the post-covid-19 pandemic and the high potential for natural disasters and other humanitarian disasters in Indonesia. KKN, with the theme of humanity, is carried out to improve human life to be more dignified and competitive. This activity aims to save lives, alleviate suffering and protect human dignity during and after crises caused by pandemics and natural disasters, including preventing and strengthening preparedness to deal with the recurrence of similar incidents in the future. The Community Service activity program by students is realized in the Real Work Lecture (KKN). Unesa is committed to continuing to serve the community to build the nation.

Following the direction of the Chancellor of Unesa related to post-pandemic Covid-19, Unesa must participate with the government in trying to ease the burden on the people affected by this pandemic and improve the quality of life of the community and the economy of rural communities through KKN. Surabaya State University undergraduate program students are designed offline to help accelerate economic and educational recovery after the Covid-19 pandemic. Students are academics who have intellectual insight and are the hope of the nation's young generation, and it is appropriate that they should return to live and practice their scientific knowledge in society. This vision underlies the implementation of the MBKM KKNT to motivate students to be active and creative.

During the post-Covid-19 community condition, education to meet food needs, the economy, handling natural disasters, and efforts to build villages are the responsibility of various elements of society that must run effectively and efficiently. Implementation of the Covid-19 protocol that the village has carried out by forming a Covid Response Post and volunteer elements in it. These elements include village officials, BPD members, hamlet heads, RT heads, RW heads, village assistants, village midwives, religious leaders, youth organizations, and PKK who also partner with the Polsek/Polres to realize the role of Unesa KKN students to be involved. In this effort, several forms of humanitarian activities were carried out. In addition to this, the KKN on humanity





is also directed to help and ease the burden on victims of natural disasters such as victims of floods, landslides, tornadoes, volcanic eruptions, and fires.

#### 2. Goals and objectives

#### a) Objective

This activity aims to save lives, alleviate suffering and protect human dignity during and after crises caused by pandemics and natural disasters, including preventing and strengthening preparedness to deal with the recurrence of similar events in the future. In addition, the objectives of implementing KKN with the theme of humanitarian projects include:

- 1.Preparing superior students who uphold human values in carrying out their duties based on religion, morals, and ethics.
- 2. Train students to have social sensitivity to explore existing problems and provide solutions according to their respective interests and expertise.
- 3.Improving students' soft and hard skills so they can adapt to the times.
- 4.Preparing superior students who uphold human values in carrying out their duties based on religion, morals, and ethics.
- 5. Train students to have social sensitivity to explore existing problems and provide solutions according to their respective interests and expertise.
- 6. Helping government programs in humanitarian projects.
- 7.Deepen understanding, appreciation, and experience about: ways of thinking and working following knowledge, experience, and knowledge, especially in overcoming problems in society, especially in current conditions, in a joint effort to improve the quality of life of people after Covid-19.
- 8. Mature students' mindsets in analyzing and solving problems that exist in society in a solutive manner and in accordance with applicable provisions and guidelines.
- 9.Form attitudes, love, social care, and student responsibility for problems that exist in the region and society, especially after the Covid-19 pandemic.
- 10.Fostering students to become motivators, innovators, and *problem solvers* based on their knowledge, experience, and scientific background after the Covid-19 pandemic.
  - b) Target

The goals of KKN implementation with the theme of humanitarian projects are:

1. Students as motivators, creators, innovators, and volunteers driving changes in people's behavior



during a pandemic.

- 2.Communities, both individually, families, and groups or communities, are structured and unstructured.
- 3.Formal institutions such as schools and non-formal ones such as Islamic boarding schools, youth mosques, prayer rooms, youth organizations, PKK, study groups, and others.
- 4. Village, sub-district government, Health Office, Social Service, BPBD, PMI, and other institutions

## 3. The scope of the humanitarian theme

The scope of the humanitarian theme is a variety of activities, including

- Expediting post-pandemic handling of Covid-19.
- Village Food Security in the Village.

This is done with the obligation of the village to realize sufficient food for all villagers and ensure that the village is free from food insecurity. The participation of Unesa KKN students to be involved in this effort is to help the village to build a village food and agriculture system.

Blood donors

Blood donors can be carried out by students who meet the health requirements set by the Indonesian Red Cross (PMI). The procedures for donating blood as part of KKN activities are as follows:

Check your health eligibility as a donor at the nearest PMI office. Students need to document visits to PMI as attachments in the KKN report.

• If declared fit as a donor by the health team, blood donors are immediately carried out. However, if it is still not declared eligible, for example, the blood Hb is too low, then the health team will provide direction on food consumption patterns to meet the health criteria as a donor.

- Request proof of donor sign documentation from PMI.
- Controlling the Implementation of Health Protocols

• Helping educational institutions, such as Islamic boarding schools and schools in controlling the implementation of health and hygiene protocols to welcome students when the face-to-face learning process has begun.

- Integrated Healthcare Center
- Disaster response



Disaster response is an activity by KKN students to save and ease the burden of suffering victims of natural disasters such as floods, landslides, tornadoes, mountain eruptions, and fires. The forms of activity include

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- Disaster mitigation (disaster planning and prevention),
- Social assistance (groceries, proper clothing, school books),
- Treatment of victims
- Post-disaster management,
- Trauma *healing*.
- Disaster relief

# 4. **Humanity theme conversion**

a) Young Warrior Program





### **B.** Entrepreneurship Theme

#### 1. General description

The development of science and technology has brought rapid changes in various aspects of life. Jobs and the way we work are changing, and new types of jobs are emerging. Economic, social, and cultural changes are accelerating. This dynamic situation encourages tertiary institutions to respond quickly and appropriately to carry out learning transformations as a provision for graduates as superior generations without abandoning the local wisdom of their national culture. In order to prepare students to face social, cultural, and world-of-work changes and rapid technological advances, student competencies must be prepared to be more relevant to the needs of the times. *Link and match* not only with the world of industry and the world of work but also with the rapidly changing future. Higher Education is required to be able to design and implement innovative learning processes so that students can achieve learning outcomes covering aspects of attitude, knowledge, and skills optimally and always relevant.

Creativity and key innovation are important to ensure Indonesia's sustainable development with the participation of students as a potential millennial generations. Students currently studying at tertiary institutions must be prepared to become true learners who are skilled, flexible and tenacious (*agile learners*). Through the Independent Campus Learning Policy launched by the Minister of Education and Culture, it becomes the basic framework for preparing students to become graduates/graduates who are tough, responsive, creative, innovative, passionate and relevant to the needs of the times, and ready to become leaders with a high national spirit.

Permendikbud No 3 of 2020 gives rights to students for 3 semesters of study outside their study program. Through this program, wide opportunities are opened for students to enrich and improve their insights and competencies in the real world in accordance with their passions and aspirations. Through close interaction between universities and the world of work, the real world, and the potential and competence of students, universities are expected to exist as springs for the progress and development of the nation, directly coloring the nation's culture and civilization.

The Free Learning-Free Campus Policy issued by the Minister of Education and Culture is a new framework in the field of education to respond to various changes in these various areas of life. The main soul of the policy is the transformation of learning activities that can equip students to become actors of change in accordance with the times. Therefore, learning activities are not only on formal campuses, but also on informal campuses such as village communities, business and industry, and other areas of life.

The potential for natural resources in the village is very abundant, both in the agricultural sector, animal husbandry, fisheries, plantations, crafts, natural charm, arts, and culture. It requires a touch of knowledge, passion, and will, as well as guidance and assistance to optimize existing resources for welfare and economic



improvement. Students are one of the human resources (SDA) who are the hope and backbone of national development. Economic independence in the current pandemic situation and unfavorable business developments have made the nation's economy rely on the hope of Indonesia's millennial young generation. Based on the Merdeka Learning-Independence Campus 2020 guide (Kemendikbud, 2020) and citing research from the *IDN Research Institute* in 2019, it was explained that 61.9% of the millennial generation had begun to be interested in the field of entrepreneurship.

The rapid development of Science and Technology is an opportunity as well as a challenge for students to develop their knowledge as a whole. This opens opportunities for students to make new breakthroughs in the field of business and business innovation and is expected to increase the number of outstanding students and increase the number of working young entrepreneurs who make a major contribution as *job creators* according to the quality of higher education, especially in the business sector.

Entrepreneurial interest and potential in this millennial generation need to be supported and facilitated through a governance in tertiary institutions to support entrepreneurship programs within their respective tertiary institutions. One of the independent campus policies encourages students to have the right to gain experience for two to three semesters outside of their study program. Based on Permendikbud no 3 of 2020 concerning National Higher Education Standards, another form of learning is Entrepreneurship. KKN, with the theme of entrepreneurship, is carried out in partnership with the community and micro and medium business actors.

#### 2. **Objective**

**g**)

a) Improving the *soft skills* of partnerships with MSMEs, business people, and skills in developing student entrepreneurs and the community.

b) Growing the entrepreneurial spirit and abilities of students together with the community so that they can be globally competitive in the process of optimizing *global entrepreneurship*.

c) Providing space for students and the public who have an interest/ *passion* in entrepreneurship to develop their business early and guided.

d) Dealing with unemployment problems that produce intellectual unemployment among scholars

e) The presence of students for 1 semester can provide opportunities for students to utilize knowledge, technology, and skills in their entrepreneurial potential in partnership with the community and in collaboration with many stakeholders and business actors in the field.

f) Improving community business product/service innovation, business development, increasing income, and added value of community businesses and the recognition of IPR issued by the Ministry of Law and Human Rights of the Republic of Indonesia for those who have business potential according to their respective passions .

Integrating between various Vocational Sciences, increasing innovation of appropriate products



(goods and services), developing Digital Technology-based businesses covering all value chain creation activities *in* business, increasing revenue sustainability and developing business networks, recognition of Intellectual Property Rights and Industrial Patents issued by the Ministry of Law and Human Rights of the Republic of Indonesia.

#### 3. **Theme scope**

The theme of entrepreneurship carried out by students in each location must be in accordance with the real problems and needs of the business sector. Activities can be: pilot, complementary, supporting, or continuation of the program. In carrying out these activities, students act as *Motivators* and *Job Creators*. The main actors in the implementation of activities are community groups or individuals who have an interest or passion for business and are potential and competitive. Based on the substance of the theme, the scope of this entrepreneurship program is as follows:

a) Development of independent and group businesses in the fields of agriculture, animal husbandry, fisheries, toga plants, crafts, arts, culture, fitness, UMKM, BUMDES

b) Creative economy development

c) Digital marketing development

d) Financial literacy assistance

#### 4. Entrepreneurship Theme Conversion

- a) Independent Entrepreneur
- b) Independent MSMEs

#### C. Teaching Assistance Theme

## 1. General Description

Information technology has developed very rapidly and very quickly. The era of digitalization has entered all sectors of life. Likewise, in the world of education. Various forms, methods, and learning patterns in formal and non-formal institutions have implemented digital technology. Likewise, the administration has started to abandon piles of paper (*paperless*). However, there are not a few problems that arise in formal and non-formal schools in the digital era. Especially in schools in villages and other disadvantaged areas. Not only from the geographical location that separates rural and urban schools, problems often arise from teachers with old educational backgrounds. Teachers over 45 years of age often experience difficulties and frustration and cannot keep up with educational technology developments due to limited knowledge and skills in information technology.

For KKN students, information technology is something that has become their *passion* because KKN students are the generation born in the information technology era. With information technology knowledge and skills,



students will more easily master this rapidly developing educational technology. Students who master alldigital teaching technology will greatly assist teachers and education staff in villages through the transfer of knowledge, skills, and attitudes to improve the quality of teaching in formal and non-formal institutions.

The KKN teaching assistance there is a program to support teachers and education staff in improving the quality of learning in schools and school administration. The KKN teaching assistance theme provides opportunities for students to develop themselves, especially in creativity, skills, leadership, and interpersonal communication. This teaching assistance KKN program can be implemented in formal institutions such as SD/MI, SMP/MTs, and SMA/SMK/MA equivalent and other non-formal educational institutions, prayer rooms, mosques, *surau*, Islamic boarding schools with the closest distance to the student's domicile. The implementation of the health protocol (Prokes) for the KKN program with the theme of teaching assistance is a process of acknowledging the study load and learning achievements that have been obtained by students while assisting teachers in organizing education in schools. In addition, teaching assistance KKN can identify problems that occur in schools which can be recommended as a basis for making education policies at the primary and secondary levels. The implementation of Teaching Assistance KKN must comply with the provisions outlined in the implementation of higher, secondary, and basic education, national legal provisions, and local Regency/City laws. The implementation of teaching assistance KKN is carried out based on 9 principles:

a. legality;

b. clarity of goals and results;

c. partnership, equality, and togetherness;

d. national and regional interests;

e. mutual respect and benefit;

f. uphold the principle of deliberation for consensus in every decision-making;

g. planned;

h. can be accounted for; And

i. based on performance indicators, effective and efficient.

For KKN students, information technology is something they are interested in because KKN students are the generation born in the information technology era. With information technology knowledge and skills, students will more easily master this rapidly developing educational technology.

#### 2. **Objective**

a. Through the opportunity to interact with teachers and students directly, it is hoped that students will get added value through increased harmonization between *hard skills* and *soft skills* 



- b. Improving the quality of education and teaching in formal and non-formal educational institutions, especially after the Covid-19 pandemic.
- c.Improving the quality of education and teaching in formal and non-formal educational institutions, especially regarding literacy and numeracy.
- d. Expanding and strengthening networks, cooperation, socio-cultural understanding of the education system at the primary and secondary levels, as well as continuous self-development for students.
- e.Institutionally, paradigm shifts in educational quality, networking, and innovation will result from learning experiences in the context of self-development that can positively contribute to national development and the nation's competitiveness at the international level in the 21st century.

#### 3. Scope

- a. Teaching assistance in educational units
  - 1) Assist teaching in educational units
  - 2) Help create learning media
  - 3) Help create learning technology
  - 4) Help school management
- b. Teaching in the village
  - 1) Teach Packages A, B, and C Pursue programs
  - 2) Community reading garden program
  - 3) Eliminating illiteracy
- c. Formation of study groups
- d. Formation of tutoring
- e. Study at the TPA

## 4. Conversion of Teaching Assistance KKN

- a. Teaching Campus
- b. Surabaya Teaches





## D. Project Theme in the Village

### 1. General description

The KKN project theme in the village is an effort to empower the potential of the village as much as possible to increase the welfare, peace, comfort, and health of the village community. This is in line with government policy which makes villages part of national economic resilience. The village, with all its advantages, has a very strategic role in supporting development and the national economy. All villages in Indonesia have very high natural resources. However, not all villages have been exploited optimally. There is still a lot of land that needs to be cultivated correctly. Agricultural, plantation, and fishery products could be more optimal. The availability of clean water and irrigation still needs to be improved in several areas. Electrical energy is not evenly distributed in several regions of Indonesia. The marketing of agricultural products is still not profitable for farmers. Many fruit farmers have to throw away their crops because they are not absorbed by the market, and the prices are meager. Many farmers have to destroy their own crops. And losses are bound to happen.

Likewise, abundant clear water is left alone. Beautiful nature without being cared for and preserved. Unemployed youth are increasing in number. Violence and harassment are increasing in rural areas. Public health is neglected. Cattle, buffalo, chickens, ducks, and goats are in the village where the manure is abundant and thrown away. On the other hand, all of these things have a very high economic value. That's a little description of the problems that exist in the village.

This can happen because of inadequate human resources. Through the project-themed KKN in the village, students are expected to be able to contribute to society by optimizing existing resources. Students can bring new ideas, new creations, and innovations. Students are expected to be motivators and drivers of behavior change for people in the village.

#### 2. **Objective**

a) Forming and developing a village or village that is resilient, responsive, and independent economically, socially, and culturally

b)Growing a new economy

c) Protecting the environment, water, and air

d)Opening new businesses and jobs in the village.

e) Improving the health, safety, and security of village communities

#### 3. Scope

Activities in the KKN program carried out by students in each location must be in accordance with the real problems and needs in each location. Activities can be: pilot, complementary, supporting, continuation, or



program development. In carrying out these activities, students act as *Motivators* and *Problem Solvers*. The main actors in the implementation of activities are community groups in locations as subjects and objects of community development. Based on the substance of the theme, the scope of KKN can be grouped into 5 village project focuses in the form of village community empowerment based on existing village potential, namely:

### 1) Capacity Building for the Environmental Sector Group

- a) Improving sanitation and public health
- b) Healthy village
- c) Development of disaster management groups
- d) Integrated Household Garbage and Waste Management
- e) Assistance in the management of SPAM facilities
- f) Eco green program
- g) Eco tourism program
- h) Reforestation
- i) biogas programme
- j) Composting
- 2) Capacity Building for Economic Sector Group/BUMDes
- a) Development of creative industry business groups
- b) Development of handicraft business groups ( handicraft )
- c) Development of regional culinary business groups
- d) Development of packaged food and beverage business groups
- e) Development of creative industry and digital economy business groups

f) Development of tourist villages (water tourism, culinary tourism, fruit tourism, art tourism, cultural tourism, nature tourism, etc.)

g) Development of agricultural villages (smart farming, granary villages, corn granaries, soybean granaries, aquaculture, animal husbandry, green beans, organic vegetables, wine villages, etc.)

h) Development of violence-free villages ( stunting -free villages, bullying -free villages )



i) Development of a friendly village for women and children

j) Development of flower villages (rose villages, orchid villages, jasmine villages, aglonema villages,

etc.).

- k) Village tourism market development
- 1) Development of the APE business group (Educational Game Tools)

# 3) Group Capacity Development in Arts, Culture, and Sports

- a) Development of regional arts and art galleries in villages
- b) Arts Village
- c) Arts Crafts Village
- d) Development of information technology in the village government administration system
- e) Sports village development
- f) Healthy village development
- 4) Empowerment in the Field of Education
- a) Development of HR productivity & compliance with quality standards for education units (Schools,

PKBM, PAUD, Courses, etc.)

- b) Teaching in the village
- 1) Teach Packages A, B, and C Pursue programs
- 2) Community reading garden program
- 3) Elimination of illiteracy
- c) Formation of study groups
- d) Formation of tutoring
- e) Development of educational villages (English village, Korean village, smart village, etc.)

## 5) Empowerment in the Religious Sector

- a) Teaching at TPA
- b) Study in society
- c) Lightning Islamic Boarding School

# 4. Conversion of Village Project Themes

- a) National KKN
- E. Independent Project Theme





The Free Learning-Free Campus Policy issued by the Minister of Education and Culture is a new framework in the field of education to respond to various changes in these various areas of life. The main soul of the policy is the transformation of learning activities that can equip students to become actors of change by the times. Permendikbud Number 3 of 2020 concerning National Higher Education Standards grants students the right to study for three semesters with learning activities outside their study program. Students are given the freedom to study for 1 semester or the equivalent of 20 credits in other study programs within their campus environment, and for 2 semesters or the equivalent of 40 credits to engage in learning activities in study programs at other tertiary institutions, and/or to carry out learning activities outside the campus, such as in rural areas, companies, industry, workplaces/workshops, research centers, service centers, and in real society. The KKN programmed in the implementation of the MBKM Curriculum is Thematic KKN (KKNT), which can be programmed by students in semester 6. This form of KKNT activity can be chosen by students as learning activities outside Unesa which consist of doing internships or work practices in industry or other workplaces, carrying out community service projects in villages, participating in student exchanges, conducting research, conducting entrepreneurial activities, participating in humanitarian programs, international study programs, and making independent studies/projects. One type of activity in KKNT that provides opportunities for students to develop themselves according to their competencies is to make independent studies/projects. Independent Studies/Projects are cross-disciplinary/scientific group work aimed at realizing student ideas in developing innovative products, conducting research and development-based education, increasing student achievement in national and international events as well as complementing or substituting courses to be taken, calculated based on contribution and the role of students as evidenced in activities under the coordination of the supervisor.

The independent project theme is an opportunity for students who have ideas, enthusiasm, expertise, and a high work and learning ethic. With independent projects, students will be accustomed to dealing with problems and solving problems proportionally, logically, realistically, and scientifically. The independent project theme provides opportunities for students to compete for national and international recognition.

#### 2. **Objective**

The program objectives of making this independent study/project can be described as follows:

a. Facilitating students who have great work through their creative ideas which are embodied in a project.

b. Realizing student ideas in developing innovative products that become their ideas.

- c. Organizing research and development (R&D) based education
- d. Improving student achievement in national and international events.





### 3. Target

- a) Students
- b) Micro, Small, and Medium Enterprises (MSMEs)
- c) Financial institutions such as BUMDES
- d) Village administration, RT, and RW
- e) Farmers
- f)Home Industry (IRT)
- g) Sports organizations
- h) Non-Governmental Organization (NGO)
- i) Institutions of formal and non-formal education
- j)Craftsmen group
- k) Creative economy group

l) And others

#### 4. Scope

Independent Studies/Projects are cross-disciplinary/scientific group work that aims to improve student competence and achievement both at the national and international levels. Referring to this goal, there are 4 Independent Study/Project programs developed by Unesa's KKN MBKM, namely

- a. Innovative product development
- b. Research and development-based education
- c. Increasing student achievement in national and international events
- d. Complementary or substitute courses to be taken.

## 5. Independent project program achievements

The learning outcomes in the KKNT innovative product development program were identified from the results report and the KKNT activity portfolio/rubric test. Implementation of KKNT's innovative product development is carried out for 1 semester at the location. Assessment of learning outcomes can be identified from reports, innovative products, and KKNT activity portfolio/rubric exams. To conform with the achievement of graduate competencies, it is necessary to prepare proposals, innovative products, and a portfolio of activities that can represent areas of expertise. Field supervisors must represent the study program supporting the final semester courses of each study program.





# 6. Independent Project Substance

# a) Project Planning.

Students are expected to be able to plan innovative products or industrial products that have practical and conceptual skills in developing industrial products that can be produced to meet community needs, plan research and development-based education, increase student achievement in national and international events, as well as complement or substitute courses to take.

b) Project Methodology.

Students are expected to have methodological competence in creating innovative products or industrial products, planning research and development-based education, increasing student achievement in national and international events, as well as complementing or replacing courses that must be taken.

c) Project Supervision.

Students are expected to have periodic supervisory competencies in creating innovative products or industrial products, planning research and development-based education, and increasing student achievement in national and international events, as well as complementing or replacing courses that must be taken.

d) Project Development Process

Students are expected to have the ability to carry out the process of developing innovative products or industrial products by considering aspects of market needs, existing production technology, ergonomics, aesthetics, and socio-culture .

e) Project Quality/Project Quality Assurance

Students are expected to be able to develop innovative products or industrial products as viable and functional products. Students are also expected to have an entrepreneurial spirit, uphold professionalism, be ethical, environmentally sound, and have the ability to develop themselves in a national and international industrial environment.

f) Occupational Health and Safety

Students are expected to master and apply human health and safety procedures working in an institution or project site.

- 7. Independent Project Conversion
- a) Certified Independent Study (SIB)
- b) International KKN
- c) The most outstanding student
- d) KKN Health Handling





## F. Implementation of Study Program KKN-T

#### 1. Program implementation

The implementation of the study program-based KKN program is a multidisciplinary scientific collaboration of study programs. Study program-based KKN is included in the independent project theme. In its implementation, the students' Community Service Program collaborates with the community and raises a problem or potential in the community as well as strengthens students' experience in practicing the knowledge that has been obtained in the study program. Problems or potentials that exist in society are adjusted to student knowledge.

#### 2. Requirements for Proposal KKN Keprodian

- a. KKN-T is held outside the campus.
- b. Proposed by a minimum of two study programs (multidisciplinary)

c. Have a DUDI partner/partner who is a legal entity and has an MoA in the proposer's study program;

d. The proposing study program no later than one month before regular KKN-T registration opens, submits the KKN-T Study Program proposal to the Academic Director through the Head of KKN;

e. Conversion of Courses in KKN Study Programs can adjust to the courses of each study program by submitting a proposal along with academic texts to the Academic Director and Head of KKN UNESA.
f. Licensing for the implementation of KKN-T Study Programs outside the regular KKN-T location is carried out by the proposing study program (Provincial, Regency/City Bakesbangpol and Partners)
g. In accordance with the DPL quota mechanism, regular KKN-T for each study program can only propose 1 DPL person (the need for DPL for more than one study program is the responsibility of the proposing study program);

h. The maximum number of KKN-T study program students in each group is a maximum of 15 people, with a maximum homogeneity of 8.





# CHAPTER III IMPLEMENTATION OF KKNT MBKM 2023

### A. Program implementation

The implementation of the Unesa KKNT program in 2023 is synergized with: the Teaching Campus Program from the Ministry of Education and Culture's LPDP, the PHP2D Program, Wira Desa, P3D, SIB, International, Literacy, Achievement Students, Fashion and Robotics. The Holistic Village Development and Empowerment Program is a program from the Ministry of Education and Culture's Directorate of Learning and student affairs. This program is very useful for advancing the village and implementing student competency in the community. Students have the right to study for three semesters outside their study program, including this program. The scope of the PHP2D program includes poverty alleviation, health, education, food security and security, new and renewable energy, environment and biodiversity, disaster mitigation, culture and arts, creative industries, tourism, and manufacturing. This scope is in line with the themes in the thematic KKN. The PHP2D program follows the guidelines that have been received by each activity implementing group. Students participating in PHP2D are recognized as having carried out the KKN program with an acknowledgment of 3 credits.

## B. KKN Student Requirements

1. Students have programmed KKN courses in Siakad and have been recorded in SSO UNESA Melisa, SIM-KKN by choosing the KKN theme from the themes provided. Students will only be enrolled in SIM-KKN if they choose a theme.

- 2. Students have completed the learning process after semester 4.
- 3. Physically and mentally healthy and not pregnant for women, and not breastfeeding babies under 1 year old
- 4. Be communicative and cooperative with group members.
- 5. Minimum GPA of 2.50 up to semester 4.

## C. KKN Implementation Procedures

1. Students program KKN courses through Unesa's SIM-KKN in Melisa.

2. The KKN manager will provide KKN locations based on the number of participants according to the theme chosen by the KKN participants.

3. Group plotting by students according to the regional mapping theme by the Community



Service Team with a limit on the number of students per study program in 1 group.

- 4. Plotting DPL KKN
- 5. Provincial and District/City Bakesbangpol licensing process
- 6. DPL Training of Trainers
- 7. Education and training (Penlat) 1st.
- 8. Education and training (Penlat) 2. Preparation of proposals
- 9. Opening and dropping of KKN students offline.
- 10. Students carry out coordination and surveys with village officials for program planning.
- 11. Device development and program implementation and logbook filling
- 12. Supervision of the 1st DPL is the handover of students to the village.
- 13. Supervision of the 2nd DPL is to conduct visits and monitor program implementation.
- 14. Closing and results seminar attended by DPL (3rd supervision)
- 15. Reports are uploaded a maximum of 2 weeks after the KKN closing schedule





Diagramatically described as follows:

Month	STUDENT	DPL KKN DEVISION		
	Students register at SIMKKN		Coordination of Study Programs/ Departments	
1	¥		Location plotting and Field Supervisor (DPL)	
1	Penlat 1(Group Assistance by DPL)	DPL <	Training of Trainer (ToT)	
	Penlat 2(Presentation of group work program to DPL		Opening and Drop of Students	
2	Student coordinate with the Village Office and open KKN in the village	Field Supervision 1		
3	Program Implementation in the Village	Field Supervision 2	Monitoring and evaluation	
4	Logbook filling in SIMKKN		Monitoring activities through SIMKKN	
5	Closing and Results Seminar	Field Supervision 3		
	Reporting		Work Report	







# D. Guidance System

The implementation of KKN guidance is carried out in 3 (three) stages, including

## a. Pre-KKN stage

1) Students across study programs choose the KKN theme plan according to the agreed KKN theme.

2) Evaluation by a team of accompanying lecturers/supervisors under the coordination of study programs from across study programs according to the composition of study programs in a group of students (already considering the equality of credits)

3) The Unesa KKN section will coordinate with the Regency/City Government to the village government regarding the location and potential of Thematic KKN villages.

# b. Education and Training Stage

The success of implementing Thematic KKN in the village is largely determined by the accuracy of the preparations before students are sent to the KKN location. Education and training are one of the activities in preparing students before going to the village. Every student who wants to carry out KKN is first equipped with knowledge and skills that are in accordance with local wisdom, profile, and potential of the village that Thematic KKN will occupy. Education and training were carried out two times. Penlat 1 by KKN manager and *penlat* 2 by DPL KKN respectively. Education and training are the delivery of KKN themes, organizational structures, procedures, and preparation of activity proposals.

- c. Field Implementation Stage
- 1) Deployment to the field
- 2) Early outreach in the field
- 3) Program implementation
- 4) Seminar and Handover of Program Results
- 5) Final Reporting

## E. **Duties and powers of DPL**

- 1. DPL task
  - a. Sign a statement of commitment as DPL KKN
  - b. Participated in the DPL ToT held by the KKN section



- c. Delivering KKN material and themes to students in Penlat.
- d. Assist in preparing proposals,
- e. Delivering the implementation mechanism and billing KKN
- f. Help facilitate permits in the village
- g. Coordinate with the village
- h. Accompanying students in opening KKN in the village.
- i. Help solve problems in the guided KKN group
- j. Monitoring the implementation of KKN through Melisa's SIMKKN logbook
- k. Make a KKN guidance performance report
- 1. Supervise periodically according to schedule and make reports.
- m. Accompanying the Program Results Seminar
- n. Input KKN values at Melisa's SIMKKN at the specified time
- 2. DPL Authority
  - a. Assessing KKN group activities.
  - b. Facilitating communication between students and KKN managers, and village officials.
  - c. Determine the KKN group leader under his guidance.
  - d. Carry out guidance on the preparation of the KKN Final Report.
  - e. Accompanying the implementation of KKN results seminars.
- 3. DPL selection
  - a. Each Study Program that undergoes KKN in that semester is required to send 1 Field Supervisor appointed by the Study Program with a letter of recommendation.

b. If the DPL needs for that Semester are still less than the amount needed, the first priority is the KKN Management Adhoc Team

c. If it is still not fulfilled, the appointment will be made by the Unesa KKN team

d. If the number of Study Programs participating is more than the number of DPL requirements, then the DPL selection takes the ratio of students who take part in KKN the most.

## F. Academic Weight

1. Integrated KKN Academic Weight

KKN has an academic weight of 20 credits which in its implementation is integrated according to the 6 MBKM KKN-T courses.

2. Types of KKN-T MBKM Activities



The activities that individual KKN-T MBKM students will carry out can be grouped into two types of activities as follows:

a. Core Activities (Main)

In this core (main) activity is a major activity that is held jointly in accordance with the work program made and approved by the DPL. This core activity is an activity that refers to the theme chosen as the main program, adjusted to the time allocation students are in the KKNT location (quantitatively fulfilling 960 hours/equivalent to 16 weeks). Core (main) activities must be detailed and inputted online through SIM-KKN. Students who are in charge/involved in these activities are fully responsible for activities both scientifically and operationally in the field.

b. Support Activities

Supporting activities are additional and incidental activities that result from observations and input from the village government outside of the main work program. Supporting work programs are also reported periodically through the KKNT SIM in the logbook .

c. KKNT Time Allocation (Effective Working Hours of Students)

The following is an explanation in Table 1 of the time allocation for students' effective working hours in the field in the KKNT program

**Table 1** . Allocation of Student Effective Working Hours

Activity	Number of credits	scheduled	Unscheduled	Total Time
Thematic KKN		20 Credits x 2 Hours x 16 Face to Face = 640 Hours	Hour x 16 Face to	960 Hours (8 – 9 hours per day for four months)

Explanation regarding the table for the allocation of student effective working hours in the column of the scheduled table is intended for field activities that have been planned. As for the unscheduled time allocation, the activities include special assignments from the course lecturer regarding the integrated MBKM course .

#### G. Student Presence

The student attendance mechanism is carried out with two attendance, the first attendance as an individual student and also filling in the daily *logbook*, and the second attendance at the time of carrying out activities. This relates to the overall rating system.







#### Figure 5. Types of KKNT Student Presence

If a student is forced to be absent/forgotten, what must be done is to contact the Field Companion Lecturer (DPL) through the head of the group unit by attaching a letter/proof of absence. Students are given a follow-up attendance dispensation for a maximum of 3 times in one KKNT period. If it is more than 3 times will be declared absent. However, if the area where the students carry out the KKNT is constrained by the signal, then they are given a tolerance of a week's delay until they can take attendance.

#### H. Reporting of Thematic KKN Activities

The implementation of Thematic KKN reporting is carried out in 2 (two) stages. The first stage is the progress report stage through monitoring and evaluation, while the second stage is holding a KKNT results seminar and completing the KKNT final report. Students carry out periodic monitoring and evaluation reports through student *logbooks* as well as DPL KKNT supervision results. The final report is prepared by students according to the theme of the proposal prepared. In addition to the final report, students also make outputs in the form of short videos of KKNT activities which are uploaded on the Unesa KKNT YouTube link. The types of report types are as follows:

## 1. Individual Report

a. Individual students prepare individual Activity Plan Reports (LRK) which are uploaded online.





b. Students compile individual LRK maximum H+5 after the jump

c. logbooks are compiled individually based on records of daily student activities.

- d. Individual Final Activity Reports (LAK) are prepared by each individual H-5
- withdrawal in the field and uploaded online for a maximum of H+5 withdrawals.

# 2. Group Report

a. Groups of students who are members of the group prepare a Group Activity Plan Report

b. Group LRK is arranged a maximum of H+5 after the jump

c. Attach a list of partners (Example: BUM Desa, Desa, UMKM, etc.)

d. Final Activity Report (Group LAK) is prepared H-5 before withdrawal and uploaded a maximum of H+5 Withdrawal

e. group activity logbook is filled in every time there is an activity

f. Copying photo documentation files and making activity videos with a maximum duration of 2.5 minutes, which can be uploaded online.

## 3. DPL report

a. The DPL report is prepared by the DPL every time they carry out supervision to their respective regions.

b. Compiled 2 weeks after students uploaded their LAK.




#### I. Thematic KKN Student Assessment Process

1. Assessors for thematic KKN activities consist of DPL and Subject Supervisors.

2. The components assessed include Activity Plan Reports, Activity Final Reports, Conversion of other ministries' activity values, and Student Activity Implementation Performance.



Figure 6. Thematic KKN Assessment Flow



#### J. Assessment Component

The assessment component is a value conversion between DPL KKNT and DPMK with elements of assessment in the form of 6 KKNT MBKM courses. The assessment element carried out by DPL is an implementation of the courses prepared by DPMK in the field. The weight of the assessment of DPL and DPMK is 50% each.

Value system:

No	Value Components	Appraisal Percentage	Mark
1	Activity Plan Report	5%	DPL
2	Student Performance		DPL
	A. Implementation	25%	DPL
	B. Discipline	10%	DPL
	C. Cooperation	5%	DPL
3	Conversion Course		
	A. Taking The Initiative	20%	MK lecturer
	B. Resources	15%	MK lecturer
	C. Ideas and Opportunities	10%	MK lecturer
4	Final report	10%	DPL and DPMK
	Total	100%	

#### Table 5. Assessment Components

Source: KKN Team (2023)

#### Value system:

a.

**Table 6.** KKNT System Assessment Components and Thematic Courses

No	Value Components	Appraisal Percentage	Mark	
	KKN			
1	Activity Plan Report	5%	DPL	
2	Student Performance			
	A. Implementation	30%	DPL	
	B. Discipline	10%	DPL	
	C. Cooperation	5%	DPL	
	D. Program Sustainability	15%	DPL	
3	Final report	35%	DPL	
	Total	100%		



#### K. Rating System

The KKNT assessment is adjusted to the KKNT activities carried out by students, the KKNT evaluation is adjusted to the components of the assessment carried out by Unesa, as follows:

The KKNT assessment consists of:

A = Participation in the attendance of KKNT Education and Training,

weight 2

B = Logbook, weight 3

C = Attendance in lectures weight 2

D = Field activity, weight 3

	А	В	С	D
KKN value	n(2)	n(3)	n(2) 10	n(3)

Formula:

#### a. Assessment criteria:

MARK	NUMBER	LETTER
$85 \le A \le 100$	4	А
$81 \leq A - < 85$	3.75	A-
75 ≤ B+ <80	3,5	B+
70 ≤ B <75	3	В
$65 \leq B - < 70$	2.75	B-
$60 \le C + < 65$	2,5	C+
55 ≤ C <60	2	C
$40 \le D < 55$	1	D
$0 \le E < 40$	0	Е

#### L. Monitoring and Evaluation

The KKNT monitoring activities aim to evaluate the implementation of the KKNT that has taken place, as well as to see to what extent the activities carried out by KKNT students are going according to plan as stated in the KKNT proposal. The evaluation activity is a follow-up activity from the



monitoring activity so that the two activities are a series of activities that cannot be separated. Evaluation activities aim to provide suggestions and input on the implementation of activities that have taken place so that improvements or improvements to a program are obtained. KKNT monitoring and evaluation (*monev*) activities are carried out by the KKNT DPL (Field Supervisor) and Unesa representatives assigned to carry out unannounced inspections (Sidak).

#### M. Schedule of KKNT MBKM activities

The MBKM KKNT is held 2 times a year, namely in the even semesters of 2023-2023 and odd semesters of 2023-2024 with details of activities as follows: even semesters of 2023-2023 are held in March-June 2023, odd semesters are held in August-December 2023.

#### N. MBKM KKNT Outcome Type

The output of this KKN-T activity can be in the form of

- 1. Documentation (video/photo)
- 2. Print media publications
- 3. Online media publications
- 4. Cooperation Agreement Letter (SPK)
- 5. Book
- 6. HAKI/Patent
- 7. Scientific Journal Articles
- 8. Established Institution
- 9. Established Business Unit
- 10. HR (Built)
- 11. Infrastructure and website (items)

. Unesa MBKM Thematic KKN activities schedule

KKNT MBKM Surabaya State University is equivalent to 20 credits carried out for 4 months or 1 semester, with 4 months being active at the KKN site. For Even Semester 2022-2023 from March 13 to June 28 2023 and Odd Semester 2023-2024 starts August 22-December 22 2023.



# CHAPTER IV CLOSING

The development of the MBKM Thematic KKN model at Surabaya State University was carried out using 5 themes out of 8 MBKM themes/arenas based on the policies of the Minister of Education and Culture, Research and Technology of the Republic of Indonesia. It is hoped that the implementation of the UNESA MBKM Thematic KKN can put more emphasis on protecting nature, empowering communities through participatory and collaborative approaches to increase public awareness and understanding of the potential and challenges they have to improve their quality of life, both individually and in groups. The learning outcomes in the KKNT program were identified from *the logbook*, results reports that were disseminated, activity participation, quality of outputs, and the KKNT activity portfolio/rubric test. To conform with the achievement of graduate competencies, it is necessary to prepare proposals, innovative products, and a portfolio of activities that can represent areas of expertise.

Compiler, Head of Unesa KKN Division,

Said Jatmiko, S.Pd., M.Kes.



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Attachment. 1. Systematics of the final KKN MBKM report

COVER **ENDORSEMENT PAGE** FOREWORD LIST OF CONTENTS CHAPTER I INTRODUCTION Describe the potential of the village, village problems, programs to be implemented, and solutions to the problems. CHAPTER II PROGRAM PLAN Description of the plan along with the steps of activities and parties that support the implementation of the program CHAPTER III RESULTS OF ACTIVITIES This chapter provides a detailed description of the program implementation results accompanied by supporting photo documentation. CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS **BIBLIOGRAPHY** APPENDIX LIST





Appendix 2. Final report title page format

LAPORAN AKHIR
PELAKSANAAN KULIAH KERJA NYATA
KELOMPOK DESA KEC KAB
TIM PENYUSUN:
1. Nama
2. Nama
3. Nama
MERDEKA BELAKAR KAMPUS MERDEKA
KULIAH KERJA NYATA
UNIVERSITAS NEGERI SURABAYA
2023

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#### STUDENT WORK PROGRAM KKN

Student name	:
NIM	:
Study Program/Faculty	:
Village/Kelurahan	:
Subdistrict	•
	:
KKN theme	:

Penilaian dilakukan dengan cara memberi tanda centang (√) pada angka 4, 3, 2, 1 pada kolom skor untuk setiap pernyataan/indicator untuk masing-masing aspek kelayakan (Kriteria umum: 4

= very clear, 3 = clear, 2 = not clear, 1 = very unclear

No	Rated aspect		Score			
		1	2	3	4	
1	Activity theme					
2	Activity title					
3	Situation analysis					
4	Program type					
5	Planned solution					
6	Time Allocation					
7	Target					
8	Implementation method					
9	schedule of activities					
10	external					
	Amount					
	$Score = score/40 \ge 100$					
	Value range 1 to 100				1	

....,2023

DPL name

.....



#### Appendix 4. Format for assessment of KKN student final reports

# FIELD SUPERVISORS ASSESSMENT OF KKN STUDENT FINAL REPORT

Student name	:
NIM	:
Study Program/Faculty	:
	:
Subdistrict	:
	:
KKN theme	:

# Penilaian dilakukan dengan cara memberi tanda centang (√) pada angka 4, 3, 2, 1 pada kolom skor untuk setiap pernyataan/indicator untuk

# masing-masing aspek kelayakan (Kriteria umum: 4

= very clear, 3 = clear, 2 = not clear, 1 = very unclear

No	Rated aspect		Score			
		1	2	3	4	
A	ASSESSMENT FORMAT					
1	Paper size suitability					
2	Lay out reports					
3	Space					
4	Writing titles and subtitles					
5	The substance of the front of the report					
6	Report contents					
В	CONTENTS OF THE REPORT					
1	General description of KKN locations					
2	The aims and benefits of KKN					
3	An overview of existing village programs					
4	Village situation analysis					
5	The ability to uncover village potential					
6	KKN work program formulation					
7	Results of program implementation					
8	Community participation and engagement					
9	Conclusions and suggestions					
10	KKN output					
	Amount					
	$Score = score/64 \ge 100$					
	Value range 1 to 100					
	,202.	3				

Evaluator

.....



#### Appendix 5. Thematic KKN student logbook format

#### LOGBOOK OF SURABAYA STATE UNIVERSITY KKN MBKM STUDENTS IN 2023

Student name	:
NIM	·
Study Program/Faculty	:
Village/Kelurahan	:
	:
	:
KKN theme	:

NO	Date and time	Activity	Constraint	Solution	Results/documentation
	_				

Student field supervisor

Name

Name....



Appendix 6. Results seminar assessment format (DPL)

#### **RESULT SEMINAR ASSESSMENT FORMAT**

Group Name	:
Village/Kelurahan	:
District	:
Regency	:
KKN theme	:

No	Rated aspect	Weight	tester scores
1	MASTERY OF REPORT MATERIALS		
	A. Mastery of the general description of the village,	10	
	business units, and village programs		
	B. Mastery of potential obtained from the results	10	
	of observation and analysis of needs		
	C. Mastery of work programs carried out	10	
2	PRESENTATION		
	A. Systematic presentation	5	
	B. Quality of presentation aids	5	
	C. Presentation technique	10	
	D. Punctuality	5	
	E. Readiness	5	
	F. Quality of verbal language	10	
3	ATTITUDE AND APPEARANCE		
	A. Politeness	10	
	B. Social skills	10	
	C. Neatness	10	
	Maximum score	100	

....,2023

DPL name

.....





### Appendix 7. Supervision Instrument (DPL)

#### MBKM KKN SUPERVISION INSTRUMENT

Please fill in according to actual conditions. This instrument is used as material for evaluation and follow-up.			
VILLAGE GROUP			
DISTRICT/CITY			
NUMBER OF MEMBERS			
GROUP CHAIR NAME		СР	
KKN THEMES		I	
DPL NAME			
PERMISSION	1. ALREADY	2. YET	
VILLAGE PARTY SUPPORT	1. OK	2. YET	
OBSTACLES IN THE FIELD			
SOLUTION			
GROUP MEMBER			
SUPPORT			
RECOMMENDATION			

....,2023

DPL name

.....

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Appendix 8. Technical instructions for thematic sports achievement KKn

# **TECHNICAL INSTRUCTIONS OF SPORTS ACHIEVEMENT THEMATIC KKN**



Drafting team: Said Jatmiko, S.Pd., M. Kes Dr. Indar Sabri, S.Sn., M.Pd Smile Sadhana, S.Sn., S.Pd Testa Adi Nugraha, S.Pd., M.Pd Katon Galih Setiawan, S.Sos., M.Sosio

INDEPENDENT LEARNING INDEPENDENT CAMPUS COMMUNITY SERVICE PROGRAM SURABAYA STATE UNIVERSITY 2023





- 1. Support the achievement of IKU Unesa's performance in 2023 regarding the achievement of student achievements at the national and international levels.
- 2. Implementation of MBKM 20 credits off campus for even-semester students in 2023.
- 3. Supporting East Java and Indonesia government programs in development in the sports sector

#### B. Definition

1. Sports achievement is a result of efforts achieved by individuals or groups in the field of Sports, in the form of Badges, Certificates, Award Charters, or in other forms that are equivalent and recognized Regionally, Nationally, and Internationally;

2. Academic award is the awarding of grades or awards that are equivalent to student academic assignments;

3. Multi-event Official National Sports Championships, including the National Sports Week (PON), and the National Student Sports Week (POMNAS) are held as part of the student/general sports competition system and are multi-event events at the national level. Official International Sports Championships include the Sea Games, ASEAN Student Sports Week (POM), Asian Games and the Olympics; paralympic games, Universiade

4. Single-event national sports championships include National Championships (Kejurnas) and Pre-qualification for PON certain sports and other championships at the Southeast Asian level as well as other international championships.

5. A training center is a sports achievement development program with intensification of training which is centered in certain places in the face of national and international events such as PON, POMNAS, Sea Games, POM ASEAN, Universiade, Olympic Games, Paralympic Games, and others.

6. Semester Credit Unit, hereinafter abbreviated as SKS, is a credit unit used to express the number of credits from one course in one semester;



7. Real Work Lecture (KKN) is an activity across fields of study carried out in order to improve social competence;

8. The Thematic Achievement KKN Report is a report that is equivalent to the KKN Report;

9. Subjects are units of study taught at the tertiary level;

10. A student is someone who is actively pursuing higher education and is registered with the Bureau of Academic Administration and Student Affairs, State University of Surabaya.

# C. Criteria for students for the thematic KKN Academic Awards for Sports achievements:

1. Active students who program KKN MBKM courses (SIAKAD and enter SIMKKN)

2. Students have sports achievements at the national or international level (shown by a certificate/chart awarding a minimum bronze Champion) obtained while programming the 2023 KKN MBKM course or;

3. Students are in training camps (shown by SK/ST from the hosting institution) to prepare for single events or multi-event championships on a national or international scale when programming the 2023 KKN MBKM course.

#### D. Registration Procedure:

In the registration process for the thematic KKN participants in sports achievements, students collect files for the Independent Campus Learning Task Force. The files that must be completed are

1. KRS as proof of the KKN course program in that semester;

2. Decree/Assignment Letter regarding training camps or Champion Award Charter in single events or multi-event National or International Championships obtained in the span of implementing KKN MBKM activities in 2023, namely the even semester of 2023.

3. Submit a statement of originality of the Thematic Achievement KKN requirements file.







#### E. Student Obligations

- 1. Participating in Penlat (Sports Achievement Thematic KKN Education and Training)
- 2. Make a logbook during training camps or during championships (logbook format attached).
- 3. Make a final report on activities during training camps and championships, (Report format attached)

#### F. Scoring system

The KKN sports achievement assessment is adjusted to the KKN MBKM activities carried out by students, the KKN evaluation is adjusted to the components of the assessment carried out by Unesa, which consist of assignment scores, participation, Mid Semester Exams (UTS) and Final Semester Exams (UAS), which are described as follows:





The KKN assessment of sports achievements consists of:

А	= Attendance participation in carrying out the weight training program 2 is
	identical to participation value
B	- Loghook and avaraisa portfolio, weight 2 as

- B = Logbook and exercise portfolio, weight 3 as assignment
- C = Final report, weight 2 as UTS
- D = Targets and sports achievements, weight 3 as UAS

#### Formula:

			~	
	A	В	С	D
KKN value	n(2)	n(3)	n(2)	n(3)
isisi value		10		

n = student score Maximum

assessment indicators:

a.	Participation Value (A)			
1)	Practice attendance		=	50
2)	Individual target achievement		=	50
maximum	ı'	=	100	

b. Module Value (B):

1) Coaching points	=	40
2) Achievement parameters	=	30
3) Portfolio	=	30

maximum = 100

c. Final Report Score (D), described with assessment indicators:

1)	Reports are made but not according to systematics and incomplete	= 30
2)	Reports are made, but inappropriate activities are carried out	= 70
3)	Reports are made according to systematics and training programs	= 100



d. Sports achievements

1)	Bronze	= 80
2)	Silver	= 90
3)	Gold	= 100
4)	Participants	= 75

e. Assessment criteria:

MARK	NUMBER	LETTER
$85 \le A \le 100$	4	А
$81 \leq A - < 85$	3.75	A-
75 ≤ B+ <80	3,5	B+
70 ≤ B <75	3	В
$65 \le B - < 70$	2.75	B-
60 ≤ C+ <65	2,5	C+
55 ≤ C <60	2	С
$40 \le D < 55$	1	D
$0 \le E < 40$	0	E





#### G. Monitoring and Evaluation

In implementing the thematic KKN sports achievements, it requires coordination with various parties or *stakeholders*. KKN coordination is carried out both at the initial stage, the implementation stage, and the final stage. In the early stages, there are several activities, such as: determining the location of the KKN and the mentoring process. monitoring and evaluation (*monev*) of KKN implementation and results seminars and final reports. Coordination in the early stages was carried out by cooperating with several parties, such as KONI, Pengprov sports branches, and sports coaches. Sports achievement thematic KKN monitoring activities aim to assess the ongoing KKN implementation and see the extent to which the activities carried out by KKN students are going according to plan as stated in the training program. The evaluation activity is a follow-up activity from the monitoring activities aim to provide suggestions and input on the implementation of activities that have taken place so that improvements or improvements to a program are obtained. KKN monitoring and evaluation (*monev*) activities are carried out by DPL (Field Supervisor) KKN sports achievements are assigned based on the leader's assignment letter.







#### H. Reporting

The format for writing the final report can be arranged as follows.

COVER LEGITIMATION SHEET TABLE OF CONTENTS INTRODUCTION CHAPTER I INTRODUCTION

Describe the background of the program and the targets to be achieved and challenges

Predicted obstacles and their solutions. CHAPTER II PROGRAM PLAN

Description of the training program, objectives, and technical implementation as well as support to achieve objective CHAPTER III RESULTS OF ACTIVITIES

This chapter presents a detailed description of the results of the program implementation accompanied by

supporting photo documentation

CHAPTER IV CONCLUSIONS AND RECOMMENDATION BIBLIOGRAPHY APPENDIX LIST





#### I. CLOSING

Thus the guidebook for the implementation of Thematic KKN sports achievements for Unesa students has been completed. Hopefully, this guidebook can help students in carrying out KKN MBKM activities in 2023 Unesa as well as helping Surabaya State University, East Java Province, and Indonesia to achieve national and international achievements.





Name			
NIM			
Study			
Program/De	epartment/Faculty		
KKN Place	ment		
Field of ach			
Activity Tit	le		
Time			
coaching po	oint	Activity description	Document description
Date			
etc			
etc			

Appendix 1: Thematic KKN Logbook for Sports Achievement

Knowing the

Logbook Compiler

Coach

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Coach Name

Student Name

