GUIDELINE OF EMANCIPATORY LEARNING

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GUIDELINE OF EMANCIPATORY LEARNING- COMMUNITY SERVICE

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PREFACE

Community Service (KKN) is a course that undergraduate students always look forward to. This course provides direct experience for students to apply various knowledge, skills, expertise, and also ideas and hopes to the wider community. This is an actualization of their personal needs. In addition to this, by doing 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. With the end of the Covid-19 pandemic in 2023, various government policies regarding the implementation of lectures were born. Refocusing on handling post-Covid 19 is the main theme of KKN implementation. Implementation of KKN by continuing to follow the 5 M's (washing hands, maintaining distance, wearing a mask, avoiding crowds, maintaining body immunity). These restrictions change all KKN methods that have been implemented so far. Implementation of KKN activities according to the theme is carried out by working with the Service Implementation Unit in the district government by involving the community directly in the activities, because the essence of KKN is community involvement or participation. On the other hand, a new policy has emerged, namely Merdeka Belajar Kampus Merdeka (MBKM), which is also part of the higher education IKU bill, requiring the lecture system for several courses to be integrated with the theme of KKN.

Based on the considerations above, it is necessary to prepare KKN guidelines for 2023. It is hoped that these guidelines can provide understanding and technical guidance for MBKM synergy KKN activities. This guideline is addressed to students, DPL, KKN managers, Study Program Coordinators, and institutions with the direction and objectives.

Surabaya, February 2023

Compiler

MBKM COMMUNITY SERVICE DIVISION

UNIVERSITAS NEGERI SURABAYA

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CHAPTER I

INTRODUCTION

A. Rationalization

Thematic Community Service (KKNT) Merdeka Belajar Kampus Merdeka (MBKM) is a form of community service (KKN) which is designed to provide learning experiences for students to live in the community outside the campus by directly working together with the community to identify potential and handle problems so that it is hoped that they will be able to develop the potential of the village/region and formulate solutions to existing problems in the village. It is hoped that KKNT activities can hone soft skills, partnerships, cross-disciplinary/scientific teamwork (cross-competency), and student leadership in managing development programs in rural areas. The MBKM thematic Real Work Lecture was born from government policy and students' awareness of participating in nation and state development in the era of technology 4.0. Students as prospective graduates can work by utilizing some of their study time outside campus in lecture halls, laboratories and libraries in the community to answer the challenges of the digital era.

In principle, 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 the welfare of society. Implementation of KKN is a higher education academic activity which is manifested through the Tri Dharma of Higher Education, namely education and teaching, research, and community service. Therefore, the implementation of the MBKM thematic KKN program must also be carried out scientifically, systematically, synergistically and professionally.

This student community service activity is intended for students to work in villages for a certain period of time, live and work to help rural communities to solve development problems as part of the college curriculum. Universitas Negeri Surabaya (UNESA) has implemented the MBKM KKNT program. It is hoped that MBKM Semester Credit Units (SKS) can be recognized in accordance with the credit recognition equivalent to 1 semester or 20 credits. The MBKM synergy thematic KKN model is designed to be systemic and sustainable as a form of higher education service to the community through empowerment activities, 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 implementation of MBKM Thematic KKN is carried out to support collaboration with the Ministry of Education and Culture, Ministry of PDTT Villages, Ministry of Social Affairs, and Ministry of Health as well as other stakeholders. Implementation of MBKM synergy Thematic KKN can be carried out in villages whose human resources do not yet have development planning capabilities with such large funding facilities. So 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 who further empower village funds.

The development of the Surabaya State University MBKM synergy Thematic KKN model was prepared using 5 themes from 8 MBKM themes/arena based on the policy of the Minister of Education and Culture of the Republic of Indonesia. The MBKM synergy thematic KKN pattern is a synchronization of 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 place greater emphasis on community empowerment through participatory and learning approaches to increase community awareness and understanding of the potential and challenges they have to improve the quality of their lives, both individually and in groups. The Unesa MBKM KKN theme is as follows:

1. Humanity
2. Entrepreneurship
3. Teaching assistance
4. Projects in villages
5. Independent project

The role of students is creator, innovator and motivator of activities. Community is the main element in activities. Functional officials in the village as facilitators. The collaboration of these elements results in changes in people's behavior, attitudes and skills towards improving living standards and welfare, peace and comfort. Unesa MBKM KKN is:

1. Feasible means it can be implemented. Implementation of KKN according to the abilities of students and the community.
2. Acceptable means that it can be accepted by society
3. Sustainable means sustainable.
4. Participatory means requiring participation from the community who are the subject of the activity.

B. The basis for implementing MBKM thematic KKN

KKN as an element of the Surabaya State University's chosen curriculum 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 Management of Higher Education Institutions
5. Presidential Regulation number 8 of 2012, concerning KKNI
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 Use of Village Funds in 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 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 Assistance to Village Communities
11. Minister of Education and Culture Regulation no. 3 of 2020 concerning National Higher Education Standards

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

C. Goal

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

a. Fulfillment of the right to study for three semesters outside the study program to improve the soft skills of partnership, cross-disciplinary/scientific teamwork (cross-competency), and student leadership.
b. The presence of students for 1 semester can provide students with the opportunity to utilize the knowledge, technology and skills they have in collaboration with many stakeholders in the field.
c. Helping accelerate development in rural areas together with the PDTT Village Ministry.
d. Improving the welfare of village communities through optimizing existing resources in the village.
e. Changes in people's behavior after the Covid 19 pandemic.
f. Implementation of independent campus independent learning lectures (MBKM)

D. Target

a. Student
    1) Making students able to see village potential, identify problems and find solutions to increase potential and become an independent village.
    2) Enabling students to collaborate in preparing and creating Village Medium Term Development Plans (RPJMDes), Village Development Activity Plans (RKPDes), and other strategic programs in the village with Assistant Lecturers, Village Government, Community Self-Help Activators (PSM), Village Community Empowerment Cadres (KPMD), local village assistants, and community elements.
    3) Enabling students to apply their knowledge collaboratively with the Village Government and community elements to develop the village.
    4) Students are able to utilize the knowledge, technology and skills they have in the field they like.
    5) Students can undertake 20 credits of off-campus study in synergy with the KKN program.

b. Villagers
    1) Improving the economy and community welfare
    2) Increasing peace and comfort
    3) Improving health
    4) Increasing safety and security
    5) Obtaining thought and energy assistance from educated personnel to prepare the Village Medium Term Development Plan (RPJMDes) and Village Development Activity Plan (RKPDes).
    6) Improving village governance.
    7) Stimulating the formation of young workers needed to empower village communities
    8) Increasing and enriching community insight into village development.

9) Accelerating development in rural areas

c. Higher Education (Surabaya State University)
   1) Providing feedback to universities about science and technology that is really needed by society.
   2) Becoming a means for universities to form networks or strategic partners in assisting village development.
   3) Becoming a means of developing the tri dharma of higher education.
   4) Becoming a means of actualizing lecturers in the development of science.

F. Cooperation

Universitas Negeri Surabaya Community Service Program, even semester 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. Surabaya City Civil Registry Population Service (Dipendukcapil).
7. Regency/City Government (Magetan, Nganjuk, Malang, Pasuruan, Tuban, Surabaya).

CHAPTER II
UNESA MBKM KKNT THEME

A. Humanity Theme

1. General Description

The Unesa Humanitarian Project Thematic KKN activity was launched based on the post-Covid 19 pandemic and the high potential for natural disasters and other humanitarian disasters in Indonesia. Humanitarian theme KKN is carried out to improve human life in a more dignified and competitive manner. The aim of this activity is to save lives, alleviate suffering and maintain human dignity during and after crises resulting from pandemics and natural disasters, including preventing and strengthening preparedness to face the recurrence of similar events in the future. Community Service activity program by students which is realized in Real Work Lectures (KKN). Unesa is committed to continuing to provide community service to build the nation.

In accordance with the direction of the Rector of Unesa regarding the post-covid-19 pandemic, Unesa must participate with the government in efforts to ease the burden on communities affected by this pandemic and improve the quality of life of the community and the economy of village 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 academic people who have intellectual insight, are the young generation who are the hope of the nation and should naturally return to life and practice their knowledge in the midst of society. This vision underlies the implementation of MBKM KKNT to provide motivation for students to be active and creative.

In the post-Covid-19 pandemic, education to meet food needs, the economy, handling natural disasters and efforts to develop villages are the responsibilities of various elements of society which must be carried out effectively and efficiently. The village has implemented the Covid-19 protocol by establishing 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 figures, youth organizations, PKK who are also partners with the Sector Police/Polres who have realized the role of Unesa KKN students to get involved. In this effort, several forms of humanitarian activities were carried out. Apart from this, KKN with a humanitarian theme is also directed at helping and easing the burden on people affected by natural disasters such as victims of floods, landslides, tornadoes, volcanic eruptions and fires.

2. Goals and Targets

a. Goals

The aim of this activity is to save lives, alleviate suffering and maintain human dignity during and after crises resulting from pandemics and natural disasters, including preventing and strengthening preparedness to face the recurrence of similar events in the future. Apart from that, the objectives of implementing KKN with the theme of humanitarian projects include, among others.

1. Preparing superior students who uphold human values in carrying out their duties based on religion, morals and ethics.

2. Training students to have social sensitivity to explore and understand existing problems and also provide solutions according to their respective interests and skills.
3. Improving students' soft skills and hard skills so they are ready to adapt to current developments.
4. Preparing superior students who uphold human values in carrying out their duties based on religion, morals and ethics.
5. Training students to have social sensitivity to explore and understand existing problems and also provide solutions according to their respective interests and skills.
6. Assisting government programs in humanitarian projects.
7. Deepening understanding, appreciation and experience regarding: ways of thinking and working in accordance with knowledge, experience and know-how, especially in overcoming problems in society, especially in current conditions, in a joint effort to improve the quality of life of society after Covid-19
8. Maturing students' mindsets in analyzing and solving problems in society in a solution and in accordance with applicable regulations and guidelines.
9. Forming students' attitudes, feelings of love, social concern and responsibility for problems in the region and society, especially after the Covid-19 pandemic.
10. Developing students to become motivators, innovators and problem solvers based on their knowledge, experience and scientific background after the Covid-19 pandemic.

b. Goals

The targets for implementing KKN with a humanitarian project theme are:

1. Students as motivators, creators, innovators and volunteers driving changes in people's behavior during the pandemic.
2. Society, whether individual, family, or group or community, is structured and unstructured.
3. Formal institutions such as schools, as well as non-formal institutions such as Islamic boarding schools, youth mosques, prayer rooms, youth organizations, PKK, study groups, etc.
4. Village, sub-district government, Health Service, Social Service, BPBD, PMI and other institutions

3. Scope of Humanitarian Themes

The scope of the humanitarian theme is various activities including:

- Acceleration of handling after the Covid 19 pandemic.
- Village Food Security in Villages.
  This is done with the village's obligation to ensure adequate food for all village residents and ensure that the village is free from food insecurity. The role of Unesa KKN students in getting involved in this effort is to help villages to build village food and agricultural systems.
- Blood Donation
  Blood donations can be made 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:

- Check your health eligibility as a donor at the nearest PMI office. Students need to document their visit to PMI as an attachment to their KKN report.

- If declared suitable as a donor by the health team, blood donation will be carried out immediately. However, if it is still not declared suitable, for example the blood Hb is too low, then the health team will guide food consumption patterns to meet the health criteria as a donor.
- Request documentary evidence of donor identification from PMI.
- Control the Implementation of Health Protocols
- Assist educational institutions, for example 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 of KKN students to save and ease the burden of suffering of victims of natural disasters such as floods, landslides, tornadoes, mountain eruptions and fires. The forms of activities include:
  - Disaster mitigation (disaster planning and prevention)
  - Social assistance (basic necessities, suitable clothes, school books)
  - Handling of victims
  - Post-disaster handling
  - Trauma healing.
  - Rescue of disaster victims

4. Humanity theme conversion

a) Young Fighter 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 starting to emerge. Economic, social and cultural changes are accelerating rapidly. This dynamic situation encourages universities to respond quickly and precisely to carry out learning transformations to equip graduates as a superior generation without abandoning the local cultural wisdom of their nation. To prepare students to face social, cultural changes, the world of work and rapid technological advances, student competencies must be prepared to be more adaptable to the needs of the times. Link and match not only with the world of industry and the world of work but also with a rapidly changing future. Higher education institutions are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes including aspects of attitudes, knowledge and skills optimally and always relevant.

Creativity and innovation are important keys to ensuring sustainable development in Indonesia with the participation of students as a potential millennial generation. Students who are currently studying at universities must be prepared to become true learners who are skilled, flexible and tenacious (agile learners). Through the Merdeka Belajar Kampus Merdeka (MBKM) Policy launched by the Minister of Education and Culture, it is a basic framework for preparing students to become scholars/graduates who are tough, responsive, creative, innovative, enthusiastic and relevant to the needs of the times, and ready to become leaders with a high national spirit.

Minister of Education and Culture Regulation No. 3 of 2020 gives students the right to study for 3 semesters outside their study program. Through this program, wide opportunities are opened for students to enrich and improve their insight and competence in the real world in accordance with their passion and ideals. Through close interaction between universities and the world of work, the real world, and the potential and competence of students, universities are expected to be present as a wellspring of progress and development of the nation, contributing directly to the coloring of the nation's culture and civilization.

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

The potential for natural resources in the village is very abundant, both in the agricultural, livestock, fisheries, plantations, crafts, natural charm, arts and culture sectors. It requires a touch of knowledge, enthusiasm and will as well as guidance and assistance to optimize existing resources for prosperity and economic improvement. Students are one of the human resources (SDA) who are the hope and backbone of nation development. Economic independence in the current pandemic situation and poor business development means that the nation's economy rests on the hopes of Indonesia's young millennial generation. Based on the 2020 Merdeka Belajar-Kampus Merdeka guide (Kemendikbud, 2020) and citing research from the IDN Research Institute in 2019, it is explained that 61.9% of the millennial generation are starting to be interested in the field of entrepreneurship.

The very rapid development of science and technology is both an opportunity and a challenge for students to develop their knowledge as a whole. This opens up 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 as well as increase the number of creative young entrepreneurs who contribute greatly as job creators according to the quality of higher education, especially in the business sector.

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

2. Goals

a) Improving soft skills in partnerships with MSMEs, business actors and entrepreneurial development skills for students and the community.

b) Developing 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 people who have an interest/passion in entrepreneurship to develop their businesses early and with guidance.
d) Dealing with the problem of unemployment which results in intellectual unemployment among graduates
e) The presence of students for 1 semester can provide students with the opportunity to utilize knowledge, technology and skills for their entrepreneurial potential in partnership with the community and collaborate with many stakeholders and business actors in the field.
f) Increasing innovation in community business products/services, business development, increasing income and added value to community businesses and 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.
g) Integrating various Vocational Scientific Fields, increasing innovation in appropriate products (goods and services) developing Digital Technology-based businesses including all value chain creation activities in business, increasing sustainable income and developing business networks, recognizing IPR and Industrial Patents issued by the Ministry of Law and Human Rights of the Republic of Indonesia.

3. Scope of Theme

The entrepreneurship theme 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 implementing activities are groups or individuals in the community who have an interest or passion for business and have potential and are 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, MSMEs, BUMDES
b) Development of the creative economy
c) Digital marketing development
d) Financial literacy assistance

4. Entrepreneurship Theme Conversion

a) Independent Entrepreneurship
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 quite a few problems that arise in formal and non-formal schools in the digital era. Especially in schools in villages and other disadvantaged areas. It's not just the geographical location that separates rural and urban schools, problems often arise faced by teachers with long educational backgrounds. Teachers over 45 years of age often experience difficulties, frustration, and are unable to keep up with developments in educational technology due to limited knowledge and skills in information technology.

For KKN students, information technology is something that is a passion because KKN students are a generation born in the era of information technology. Armed with information technology knowledge and skills, students will find it easier to master this rapidly developing educational technology. Students who master digital teaching technology will really help teachers and education staff in villages by transferring knowledge, skills and attitudes to improve the quality of teaching in formal and non-formal institutions.

The KKN theme of teaching assistance 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 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. Implementation of health protocols (Prokes) for the KKN program with the theme of teaching assistance is a process of recognizing the study load and learning achievements that students have obtained while assisting teachers in providing education at school. In addition, teaching assistance KKN can identify problems that occur in schools which can be recommended as a basis for making educational 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 laws in the local Regency/City. 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 to reach consensus in every decision making;
g. planned; planned;
h. can be accounted for; And
i. based on performance indicators, effective and efficient.

For KKN students, information technology is something that is of interest because KKN students are a generation born in the era of information technology. Armed with information technology knowledge and skills, students will find it easier to master this rapidly developing educational technology.

2. Goals

a. Through the opportunity to interact with teachers and students directly, it is hoped that students will gain added value through increasing 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 primary and secondary levels, as well as sustainable self-development for students.
e. Institutionally, a paradigm shift in the quality, network and innovation of education will be the result of learning experiences in the context of self-development which can make a positive contribution 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) Helping teach in the education unit
    2) Helping to create learning media
    3) Helping to create learning technology
    4) Helping school management
b. Teaching in the village
    1) Teaching the Pursue program packages A, B, and C
    2) Community reading garden program
    3) Eradication of illiteracy
c. Formation of learning groups
d. Formation of tutoring
e. Studying at TPA

4. Teaching Assistance KKN conversion

a) Teaching Campus
b) Surabaya Teaching

D. Project Theme in the Village

The project theme KKN in villages is an effort to empower village potential as much as possible to improve the welfare, peace, comfort and health of village communities. This is in line with government policy which makes villages part of national economic resilience. Villages with all their advantages have 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 is not cultivated properly. Agricultural, plantation and fishery products are not optimal. The availability of clean water and irrigation is still problematic in several areas. Electrical energy is not evenly distributed in several regions of Indonesia. Marketing of agricultural products is still not profitable for farmers. Many fruit farmers have to throw away their harvest because it is not absorbed by the market and the price is very low. 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. The number of unemployed youth is increasing. Violence and harassment are increasing in rural areas. The health of the community is neglected. Cattle, buffalo, chickens, ducks, goats in the village have abundant waste and are thrown away. On the other hand, all of these things are something that has very high economic value. That is a brief overview of the problems that exist in the village.

This can happen because human resources are inadequate. Through project-themed KKN in villages, it is hoped that students can make a contribution to society by optimizing existing resources. Students can bring new ideas, new creations and innovations. Students are expected to become motivators and drivers of behavior change for the community in the village.

2. Goals

a) Forming and developing a village or village that is resilient, responsive and independent economically, socially and culturally
b) Developing a new economy
c) Maintain environmental, water and air sustainability
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 implementing activities are community groups at the location 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 empowering village communities based on existing village potential, namely:

1) Capacity Development of Environmental Sector Groups
   a) Improved sanitation and public health
   b) Healthy village
   c) Development of disaster management groups
   d) Integrated waste and household waste management
   e) Assistance in managing SPAM facilities
   f) Eco green program
   g) Eco tourism program
   h) Reforestation
   i) Biogas program
   j) Composting

2) Capacity Development of Economic Sector Groups/Village-Owned Enterprises
   a) Development of creative industry business groups
   b) Development of handicraft business groups (handycraft)
   c) Development of regional specialty culinary business groups

d) Development of the packaged food and beverage business group
e) Development of creative industry and digital economy business groups
f) Development of tourist villages (water tourism, culinary tourism, fruit tourism, arts tourism, cultural tourism, nature tourism, etc.)
g) Development of agricultural villages (smart farming, rice barn villages, corn barns, soybean barns, aquaculture, animal husbandry, green beans, organic vegetables, grape villages, etc.)
h) Development of violence-free villages (stunting-free villages, bullying-free villages)
i) Development of women and child friendly villages
j) Development of flower villages (rose village, orchid village, jasmine village, aglonema village, etc.).
k) Development of the village tourism market
l) Development of the APE (Educational Game Tools) business group

3) Group Capacity Development in the fields of Arts, Culture and Sports
a) Development of regional arts and art studios in villages
b) Arts Village
c) Arts Crafts Village
d) Development of information technology in the village government administration system
e) Development of sports villages
f) Development of fit villages

4) Empowerment in the Education Sector

a) Developing human resource productivity & fulfilling quality standards for educational units (Schools, PKBM, PAUD, Courses, etc.)
b) Teaching in the village
1) Teaching the Pursue program packages A, B, and C
2) Community reading garden program
3) Eradication of illiteracy
c) Formation of groups that like to learn
d) Establishment of tutoring
e) Development of educational villages (English villages, Korean villages, intelligent villages, etc.)

5) Empowerment of the Religious Sector
a) Teaching at TPA
b) Studying in the community
c) Kilat Islamic Boarding School

4. Village Project Theme Conversion

a) National KKN

E. Independent Project Theme

1. General Description

The Independent Learning-Independent Campus Policy issued by the Minister of Education and Culture is a new framework for thinking in the field of education to respond to various changes in various areas of life. The main spirit of this policy is the transformation of learning activities that can equip students to become actors of change in accordance with current developments. Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards grants students the right to study for 3 semesters of study 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 around their campus, and for 2 semesters or the equivalent of 40 credits in learning activities in study programs at other universities, and/or learning activities outside the campus, such as in rural areas, companies, industry, work places/workshops, research centers, service centers, and in real society.

The KKN programmed in the implementation of the MBKM Curriculum is Thematic KKN (KKNT) which students can program in semester 6. This form of KKNT activity can be chosen by students as a learning activity outside Unesa which consists of doing an internship or work practice in industry or other workplaces, carrying out community service projects in villages, taking part in student exchanges, conducting research, carrying out entrepreneurial activities, taking part in humanitarian programs, international study program activities, and creating independent studies/projects. One type of activity in KKNT that provides students with the opportunity to develop themselves according to their competencies is creating independent studies/projects. Independent Study/Project is cross-disciplinary/scientific group work aimed at realizing student ideas in developing innovative products, providing research and development-based education, improving student achievement in national and international events and as a complement or substitute for courses that must be taken, calculated based on contribution and the demonstrated role of students 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 study ethic. With independent projects, students will be accustomed to facing 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. Goals

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

a. Facilitate students who have great work through their creative ideas which are realized into a project.
b. Realizing students' ideas in developing innovative products that are 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, RT and RW government
e) Farmer groups
f) Home Industry (IRT)
g) Sports organizations
h) Non-Governmental Organizations (NGOs)
i) Formal and non-formal educational institutions
j) Craftsmen group
k) Creative economy group
l) And so on

4. Scope

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

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

5. Independent project program achievements

Learning outcomes in the KKNT program for developing innovative products are identified from results reports and portfolio/rubric examinations of KKNT activities. Implementation of KKNT for 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 tests.

To comply with the achievement of graduate competencies, it is necessary to prepare proposals, innovative products and activity portfolios that can represent areas of expertise. The field supervisor must represent the study program teaching 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 the needs of society, 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.
b) Project Methodology.
Students are expected to have methodological competence in creating innovative products or industrial products, planning research and development-based education, improving 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 regular supervision competencies in creating innovative products or industrial products, planning research and development-based education, improving 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 social 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, have an environmental perspective 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 health and safety procedures for humans working in an institution or project location.

7. Independent Project Conversion

a) Certified Independent Study (SIB)
b) International KKN
c) Outstanding Students
d) KKN Health Management

F. Implementation of KKN-T Study Program

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 implementing KKN, student study programs collaborate with the community and raise a problem or potential in the community and to strengthen students' experience of practicing the knowledge they have gained in the study program. Problems or potential that exist in society are adjusted to students' knowledge.

2. Requirements for Proposing KKN Study Programs

a. KKN-T is carried out outside campus.
b. Proposed by a minimum of two study programs (multidisciplinary)
c. Having a DUDI partner/partner who is a legal entity and having an MoA on the proposing study program;
d. The proposing study program, no later than one month before regular KKN-T registration opens, submits the Study Program KKN-T proposal to the Academic Director through the Head of KKN Section;
e. Conversion of courses in KKN Study Programs can be adjusted to the respective study program courses by submitting a proposal along with an academic manuscript 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, the regular KKN-T for each study program can only propose 1 DPL person (the need for more than one DPL for Study Programs is the responsibility of the proposing study program);
h. The maximum number of KKN-T study program students in each group is 15 people with a maximum homogeneity of 8.

CHAPTER III

IMPLEMENTATION OF MBKM KKNT 2023

A. Program implementation

Implementation of the Unesa KKNT program in 2023 is synergized with: Teaching Campus Program from the LPDP Ministry of Education and Culture, PHP2D Program, Village Wira, P3D, SIB, International, Literacy, Student Achievement, 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 villages and implementing student competencies in the community. Students have the right to three semesters of learning outside their study program, including this program. The scope of the PHP2D program includes: poverty alleviation, health, education, food resilience 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 thematic KKN. The PHP2D program follows the guidelines that have been accepted by each activity implementing group. Students participating in PHP2D are recognized as having carried out a KKN program with recognition of 3 credits.

B. Requirements for KKN Students

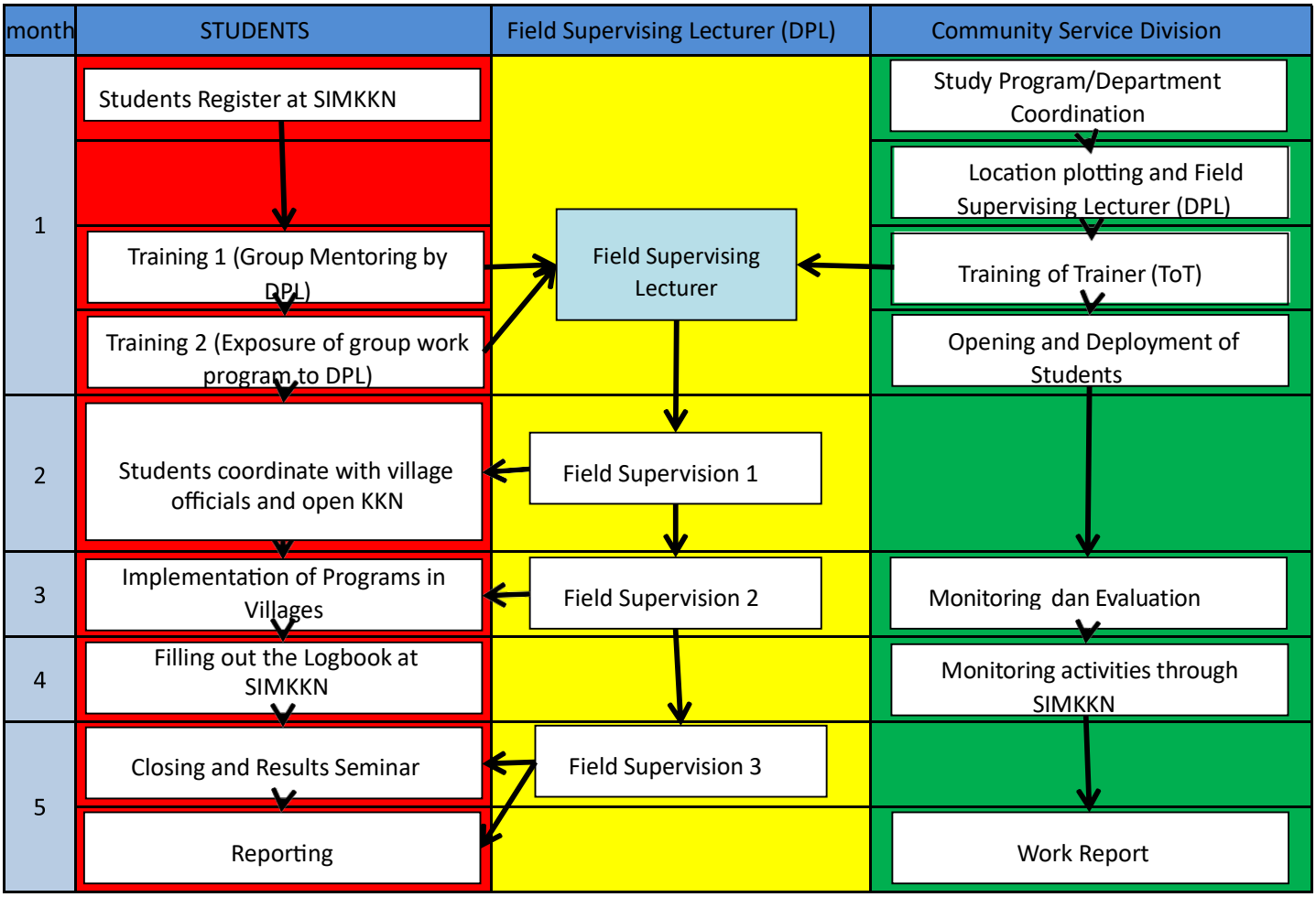
1. Students have programmed the KKN course at Siakad and have recorded it in SSO UNESA Melisa, SIM-KKN by choosing the KKN theme from the themes provided. Students will not be registered in SIM-KKN if they do not choose a theme.
2. Students have completed the learning process after semester 4.
3. Physically and mentally healthy and not pregnant for women, and not breastfeeding a baby under 1 year old
4. Be communicative and cooperative with group members.
5. Minimum GPA of 2.50 until semester 4.

C. KKN Implementation Procedures

1. Students program KKN courses through SIM-KKNUnesa 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 KKN Team with a limit on the number of students per study program in 1 group.
4. Plotting DPL KKN
5. Provincial and Regency/City Bakesbangpol licensing process
6. Training of DPL Trainers
7. The 1st education and training
8. The 2nd education and training. Preparation of proposals
9. Opening and deploying offline KKN students.
10. Students carry out coordination and surveys with village officials for program planning.
11. Device development and program implementation and logbook filling
12. The 1st DPL supervision is the handover of students to the village.
13. 2nd DPL supervision is conducting visits and monitoring 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

Diagrammatically it is depicted as follows:



D. Guidance System

Implementation of KKN mentoring is carried out in 3 (three) stages, including:

a. Pre-KKN stage
   1) Students from across study programs choose a 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 the study program in a student group (already considering the equality of credits)
   3) The Unesa KKN Section will coordinate with the Regency/City Government and the village government regarding the location and potential of Thematic KKN villages.

b. Education and Training Stage

The success of implementing Thematic KKN in villages is largely determined by the thoroughness of preparation before students are sent to the KKN location. Education and training is 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 where the Thematic KKN will be occupied. Education and training was carried out 2 times. 1st training by the KKN manager and 2nd training by the respective DPL KKN. Education and training is the delivery of KKN themes, organizational structures, procedures, and preparation of activity proposals.

c. Field Implementation Stage
   1) Jumping
   2) Initial socialization in the field
   3) Program implementation
   4) Seminar and Handover of Program Results
   5) Final Reporting

E. Duties and authorities of DPL

1. DPL duties
   a. Signing a statement of capability as a DPL KKN
   b. Following the DPL ToT held by the KKN section
   c. Delivering KKN material and themes to students in Penlat.
   d. Guiding in preparing proposals
   e. Conveying implementation mechanisms and KKN bills
   f. Helping facilitate licensing in the village
   g. Coordinating with the village
   h. Accompanying students in opening KKN in the Village.
   i. Helping solve problems in the KKN group being supervised
   j. Monitoring the implementation of KKN through the SIMKKN Melisa logbook
   k. Creating performance reports on KKN guidance
   l. Carrying out periodic supervision according to schedule and make reports.
   m. Accompanying the Program Results Seminar
   n. Inputting the KKN value in SIMKKN Melisa at the specified time
2. DPL's authority
   a. Assessing KKN group activities.
   b. Facilitating communication between students and KKN managers and Village officials.
   c. Determining the leader of the KKN group under his guidance.
   d. Carrying out guidance on the preparation of the Final KKN Report.
   e. Accompanying the implementation of KKN results seminars.
3. DPL selection
   a. Each study program undergoing KKN in that semester is required to send 1 field supervisor appointed by the study program with a letter of recommendation.
   b. If the semester DPL requirements are still less than the required amount, the first priority is the KKN Management Adhoc Team

c. If it is still not met then the appointment will be made by the Unesa KKN team
d. If the number of study programs participating is greater than the number of DPL requirements, then the DPL selection takes the highest ratio of students participating in KKN.

F. Academic Weight

1. Academic Weight of Integrated KKN
   KKN has an academic weight of 20 credits which in its implementation is integrated in accordance with the 6 KKN-T MBKM courses.
2. Types of MBKM KKN-T Activities
   The activities that will be carried out by individual KKN-T MBKM students can be grouped into 2 types of activities as follows:
   a. Core Activities (Main)
   These core (main) activities are major activities that are carried out jointly in accordance with the work program created and approved by DPL. This core activity is an activity that refers to the thematic chosen as the main program, adjusted to the student's time allocation at the KKNT location (quantitatively, it fulfills 960 hours/equivalent to 16 weeks). Core (main) activities must be detailed and entered online via SIM-KKN. Students who are assigned/involved in these activities are fully responsible for activities both scientifically and operationally in the field.
   b. Supporting Activities
   Supporting activities are additional and incidental activities resulting from observations and input from the village government outside of the main work program. Supporting work programs are also reported regularly via SIM KKNT in the logbook.
3. KKNT Time Allocation (Effective Student Working Hours)
   The following is an explanation of Table 1 of the allocation of students' effective working hours in the field in the KKNT program.

Table 1. Time Allocation of Effective Student Working Hours

Activity	Number of credits	Scheduled	Unscheduled	Amount of Time
Thematic KKN	20 credits	20 Credits x 2 Hours x 16 Face to Face	20 Credits x 1 Hour x 16 Face to Face	960 Hours (8 – 9

The explanation regarding the effective student work hour allocation table in the scheduled table column is intended for planned field activities. Meanwhile, unscheduled time allocation includes activities that include special tasks from course lecturers relating to integrated MBKM courses.

G. Student Attendance

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

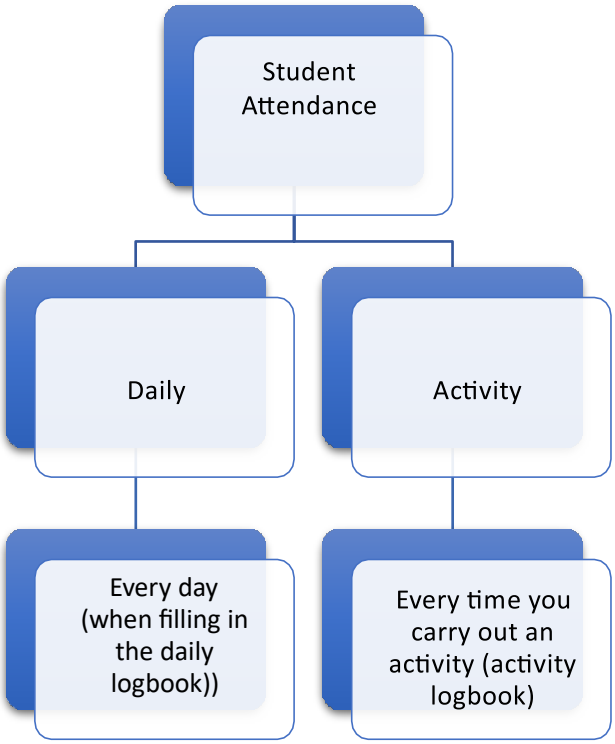


Figure 5. Types of KKNT Student Attendance

If a student is forced to miss attendance/forgets what must be done is to contact the Field Assistant Lecturer (DPL) via the group unit head by attaching a letter/proof of his or her absence. Students are given additional attendance dispensation a maximum of 3 times in one KKNT period. If it occurs more than 3 times, you will be declared absent. However, if the area where students are doing KKNT has signal problems, they will be allowed to be late for a week until they can make attendance.

H. Reporting on Thematic KKN Activities

Implementation of Thematic KKN reporting is carried out in 2 (two) stages. The first stage is the progress reporting stage through monitoring and evaluation, while the second stage is holding the KKNT results seminar and completing the final KKNT report. Periodic monitoring and evaluation reports are carried out by students through student logbooks as well as the results of DPL KKNT supervision. The final report is prepared by students according to the theme of the proposal prepared. Apart from the final report, students also produce output in the form of short videos of KKNT activities which are uploaded on the Unesa KKNT YouTube link. The types of reports are as follows:

1. Individual Report
    a. Individual students prepare individual Activity Plan Reports (LRK) which are uploaded online.
    b. Students prepare individual LRKs a maximum of H+5 after the jump
    c. Student logbooks are compiled by each individual based on records of daily student activities.

d. The individual Final Activity Report (LAK) is prepared by each individual after the 5th withdrawal in the field and uploaded online at a maximum of the 5th day of the withdrawal.

2. Group Report
   a. The combined student groups 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: Village BUM, Village, MSME, etc.)
   a. The Final Activity Report (group LAK) is prepared H-5 before withdrawal and uploaded a maximum of H+5 Withdrawal
   b. The group activity logbook is filled in every time they do an activity
   c. Copy photo documentation files and create activity videos with a maximum duration of 2.5 minutes to upload online.
3. DPL report
   a. DPL reports are prepared by DPL every time they carry out supervision in their respective regions.
   b. Compiled 2 weeks after the student uploads the LAK.

I. Thematic KKN Student Assessment Process

1. Thematic KKN activity assessors consist of DPL and course lecturers.
2. Components assessed include Activity Plan Reports, Final Activity Reports, Value Conversion for other ministries' activities, Student Activity Implementation Performance.

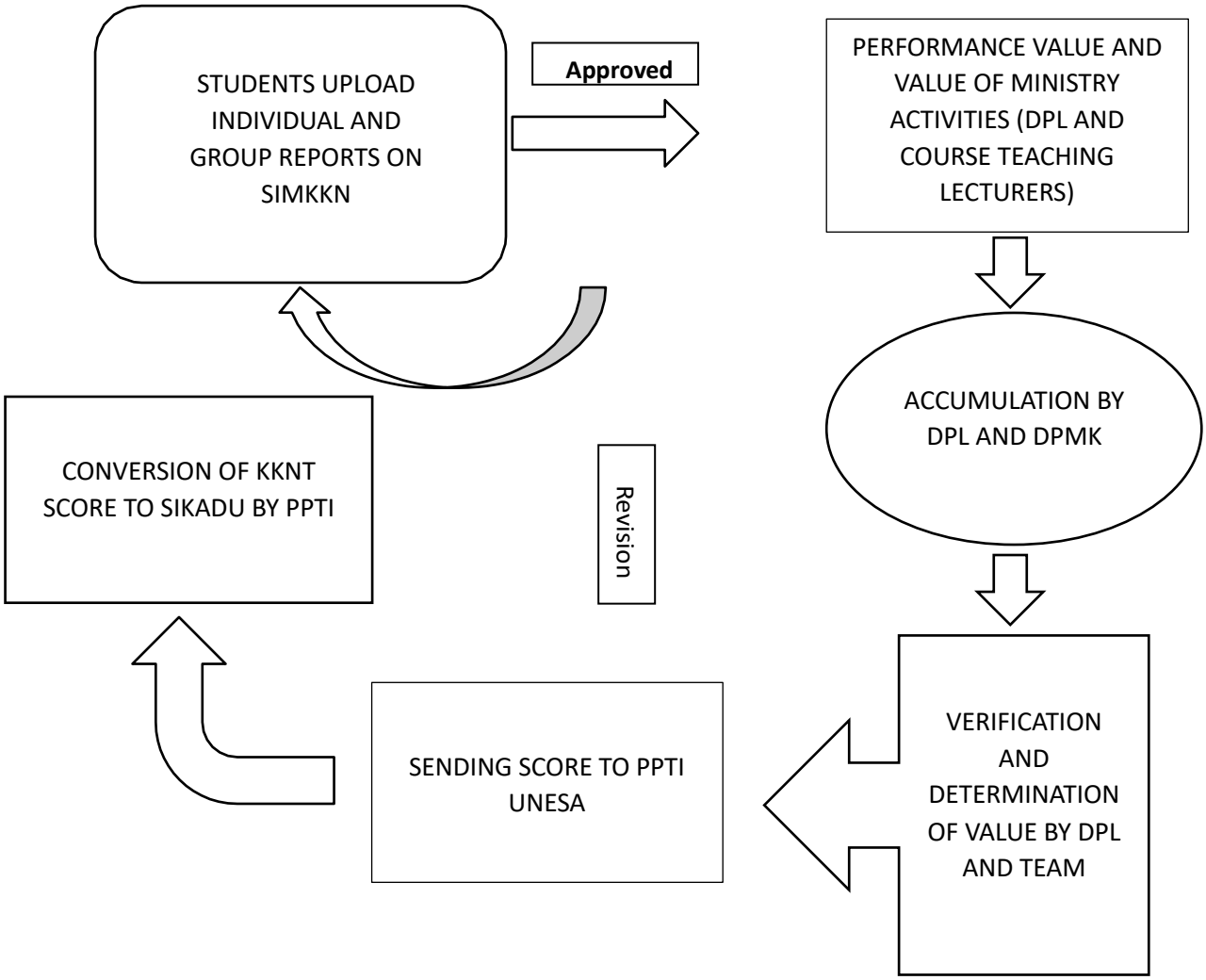


Figure 6. Thematic KKN Assessment Flow

J. Assessment Components

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

Scoring system:

Table 5. Assessment Components

No	Score Components	Percentage of Assessment	Assessor
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%	Course lecturer
	B. Resources	15%	Course lecturer
	C. Ideas and Opportunities	10%	Course lecturer
4	Final report	10%	DPL and DPMK
Total		100%	

Source: KKN Team (2023)

a. Sistem nilai :

Table 6. KKNT System Assessment Components and Thematic Courses

No	Score Components	Percentage of Assessment	Assessor
KKN (Community Service)			
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. Assessment System

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

A = Participation in KKNT Education and Training, weight 2
B = Logbook, weight 3
C = Attendance at lectures weight 2
D = Field activities, weight 3

Formula:

	A	B	C	D
KKN Assessment	n(2)	n(3)	n(2)	n(3)
		10		

a. Assessment Criteria

SCORE	NUMBER	GRADE
85 ≤ A ≤ 100	4	A
81 ≤ A- <85	3,75	A-
75 ≤ B+ <80	3,5	B+
70 ≤ B <75	3	B
65 ≤ B- <70	2,75	B-
60 ≤ C+ <65	2,5	C+
55 ≤ C <60	2	C
40 ≤ D < 55	1	D
0 ≤ E < 40	0	E

L. Monitoring and Evaluation

KKNT monitoring activities aim to assess the ongoing implementation of KKNT, as well as to see to what extent the activities carried out by KKNT students are running according to the plans as stated in the KKNT proposal. Evaluation activities are a continuation of monitoring activities, 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 can be made to a program. KKNT monitoring and evaluation (monev) activities are carried out by the KKNT DPL (Field Supervisor) and Unesa representatives who are assigned to carry out unannounced inspections (Sidak).

M. MBKM KKNT activity schedule

MBKM KKNT is held twice a year, namely in the even semester 2023-2023 and odd semester 2023-2024 with the following activity details: even semester 2023-2023 will be held in March-June 2023, odd semester will be held in August-December 2023.

N. MBKM KKNT Output 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. Books
6. IPR/Patent
7. Scientific Journal Articles

8. Established Institutions
9. Business Unit Formed
10. HR (Developed)
11. Infrastructure and website (item)

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

CHAPTER IV
CLOSING

The development of the Surabaya State University MBKM Thematic KKN model was carried out taking 5 themes from 8 MBKM themes/arenas based on the policy of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia. It is hoped that the implementation of the UNESA MBKM Thematic KKN can place greater emphasis on protecting nature, empowering the community through a participatory and collaborative approach to increase community awareness and understanding of the potential and challenges they have to improve the quality of their lives, both individually and in groups. Learning outcomes in the KKNT program are identified from logbooks, results reports at seminars, activity participation, quality of outcomes and portfolio tests/rubric for KKNT activities. To comply with the achievement of graduate competencies, it is necessary to prepare proposals, innovative products and activity portfolios that can represent areas of expertise.

Compiler,
Head of the Unesa KKN Division,

Tutur Jatmiko, S.Pd., M.Kes.

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IN DRAFT

Attachment. 1. Systematics of the MBKM KKN final report

COVER

APPROVAL PAGE FOREWORD TABLE OF CONTENTS

CHAPTER I INTRODUCTION

Describe the village's potential, village problems, programs to be implemented, and solutions to the problems.

CHAPTER II PROGRAM PLAN

Description of the plan along with activity steps and parties supporting program implementation

CHAPTER III ACTIVITY RESULTS

This chapter provides a detailed description of the results of program implementation accompanied by supporting photo documentation.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

REFERENCES

APPENDIX LIST

Appendix 2. Final report title page format

FINAL REPORT

TIM PENYUSUN:

1. Name……, Student ID……, Study Program……Faculty……
2. Name……, Student ID……, Study Program……Faculty……
3. Name……, Student ID……, Study Program……Faculty……

MERDEKA BELAKAR KAMPUS MERDEKA

COMMUNITY SERVICE (KKN)

UNIVERSITAS NEGERI SURABAYA

2023

Appendix 3. Assessment of field supervisors for KKN student work programs

ASSESSMENT OF FIELD ADVISORS OF KKN STUDENT WORK PROGRAM

Student name : ……
ID number : ……
Study Program/Faculty : ……
Village : ……
Subdistrict : ……
Regency/City : ……
KKN theme : ……..

Assessment is carried out by ticking (√) at numbers 4, 3, 2, 1 in the score column for each statement/indicator for each aspect of feasibility (General criteria: 4 = very clear, 3 = clear, 2 = not clear , 1 = very unclear

No	Aspects assessed	Score			
		1	2	3	4
1	Activity theme				
2	Activity title				
3	Analyze the situation				
4	Program type				
5	Planned solution				
6	Time Allocation				
7	Target				
8	Implementation method				
9	schedule of activities				
10	Outer				
	Total				
	Grade = score/40 x 100				
	Score range 1 to 100				

……..,……
……,2023

Field Supervisor Name

.....

Appendix 4. KKN student final report assessment format

ASSESSMENT OF FIELD SUPERVISORS FINAL REPORT OF KKN STUDENTS

Student name : ……
ID number : ……
Study Program/Faculty : ……
Village : ……
Subdistrict : ……
Regency/City : ……
KKN theme : ……..

Assessment is carried out by ticking (√) at numbers 4, 3, 2, 1 in the score column for each statement/indicator for each aspect of feasibility (General criteria: 4 = very clear, 3 = clear, 2 = not clear , 1 = very unclear

No	Aspect Assessed	Score			
		1	2	3	4
A	ASSESSMENT FORMAT				
1	Suitable paper size				
2	Lay out the report				
3	Space				
4	Writing titles and subtitles				
5	Substance of the front of the report				
6	Completeness of the report contents				
B	CONTENTS OF THE REPORT				
1	General description of the KKN location				
2	The aims and benefits of KKN				
3	Overview of existing village programs				
4	Analysis of the village situation				
5	Ability to uncover village potential				
6	Formulation of the KKN work program				
7	Results of program implementation				
8	Community participation and involvement				
9	Conclusions and suggestions				
10	KKN output				
	Total				
	Grade = score/64 x 100				
	Score range 1 to 100				

……,……,2023

Assessor

.....

Appendix 5. Thematic KKN student logbook format

SURABAYA STATE UNIVERSITY KKN MBKM STUDENT LOGBOOK 2023

Student name : ……
ID number : ……
Study Program/Faculty : ……
Village : ……
Subdistrict : ……
Regency/City : ……
KKN theme : ……..

NO	Day/Date	Activity	Obstacle	Solution	Result/ Documentation

……,….2023

Field supervisor Student

Name Name

Lampiran 6. Format penilaian seminar hasil (DPL)

SEMINAR RESULTS ASSESSMENT FORMAT

Group Name : ……
Village : ……
Subdistrict : ……
Regency/City : ……
KKN theme : ……..

No	Aspect Assessed	Weight	Assessor Score
1	MASTERY OF REPORT MATERIAL		
	A. Mastery of the general description of the village, business units and village programs	10	
	B. Mastery of potential obtained from observations and needs analysis	10	
	C. Mastery of the work program carried out	10	
2	PRESENTATION		
	A. Systematic presentation	5	
	B. Quality of presentation aids	5	
	C. Presentation techniques	10	
	D. Punctuality	5	
	E. Readiness	5	
	F. Quality of verbal language	10	
3	ATTITUDE AND APPEARANCE		
	A. Politeness	10	
	B. Social abilities	10	
	C. Neatness	10	
	Maximum score	100	

……..,……,2023

Field Supervisor Name

……

Appendix 7. Supervision instruments (DPL)

MBKM KKN SUPERVISION INSTRUMENTS

Please fill in according to actual conditions. This instrument is used as evaluation and follow-up material.		
VILLAGE GROUPS		
DISTRICT/CITY		
NUMBER OF MEMBERS		
GROUP CHAIRMAN'S NAME		CP…….
KKN THEME		
DPL NAME		
PERMISSION	1. DONE	2. NOT YET
VILLAGE PARTY SUPPORT	1. GOOD	2. NOT YET
FIELD CONSTRAINTS		
SOLUTION		
GROUP MEMBER SUPPORT		
RECOMMENDATION		

……..,……,2023

Field Supervisor
Name

……

Appendix 8. Thematic KKN technical instructions for sports achievements

TECHNICAL INSTRUCTIONS FOR SPORTS ACHIEVEMENT THEMATIC KKN

Drafting team:

Tutur Jatmiko, S.Pd., M. Kes

Dr. Indar Sabri, S.Sn., M.Pd

Senyum Sadhana, S.Sn., S.Pd

Testa Adi Nugraha, S.Pd., M.Pd

Katon Galih Setiawan, S.Sos., M.Sosio

MERDEKA BELAJAR KAMPUS MERDEKA

COMMUNITY SERVICE

UNIVERSITAS NEGERI SURABAYA2023

A. Goal

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

B. Definition

1. Sports achievements are the results of efforts achieved by individuals or groups in the field of sports, in the form of badges, certificates, award certificates or in other forms that are equivalent and recognized regionally, nationally or internationally;
2. Academic awards are the provision of grades or awards that are commensurate with a student's academic assignments;
3. Official National Sports Championships with multi-events, including National Sports Week (PON), National Student Sports Week (POMNAS), are held as part of the student/general sports competition system and are sports events held at multi-events at the National level. Official international sports championships include the Sea Games, ASEAN Student Sports Week (POM), Asian Games and Olympics; paralympic games, Universiade
4. Single event national sports championships include, among others, national championships (Kejurnas) and PON pre-qualifications for certain sports branches and other championships at the Southeast Asian level as well as other international championships.
5. Training concentration is a sports performance development program with intensive training focused in certain places in facing 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 Lectures (KKN) are cross-field activities carried out in order to improve social competence;
8. Achievement Thematic KKN Reports are reports that are equivalent to KKN Reports;
9. A course is a unit of study taught at the tertiary level;
10. A student is someone who is actively pursuing higher education and is registered with the Academic and Student Affairs Administration Bureau of Surabaya State University.

C. Criteria for students with academic awards for thematic KKN courses

for sports achievements:

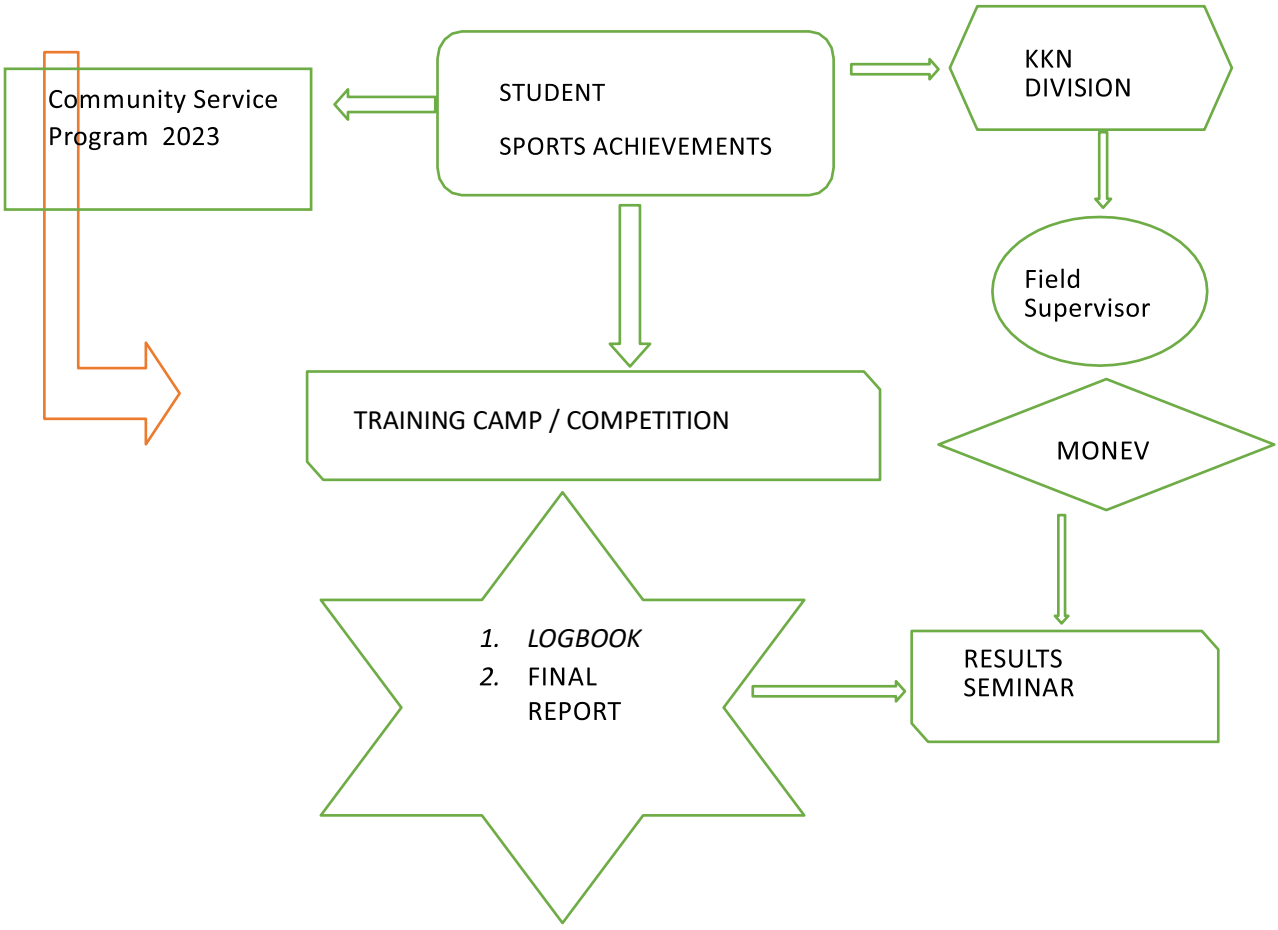
1. Active students who program MBKM KKN courses (siakad and enter SIMKKN)

2. Students have national or international sports achievements (indicated by a certificate/charter of winning at least bronze) obtained while programming the 2023 KKN MBKM course or;
3. Students are currently at training camp (indicated by SK/ST from the host institution) to prepare for single events or multi-event championships on a national or international scale when programming MBKM KKN courses in 2023.

D. Registration Procedure:

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

1. KRS as proof of the KKN course program for that semester;
2. Decree/Letter of Assignment regarding training camps or Champion Award Certificates for single events or multi-event National or International Championships obtained within the time frame for implementing MBKM KKN activities in 2023, namely the even semester of 2023.
3. Submit a statement of originality of the Achievement Thematic KKN requirements file.



E. Student Obligations

1. Participate in Penlat (Thematic KKN Education and Training for Sports Achievement)

2. Make a logbook during training camps or during championships (logbook format attached).
3. Make a final report on activities during the training camp and championship, (Report format attached)

F. Assessment System

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

The KKN assessment of sports achievements consists of:

A = Attendance participation in carrying out the weight training program 2 is identical to participation score

B = Logbook and training portfolio, weight 3 as assignment

C = Final report, weight 2 as UTS

D = Sports targets and achievements, weight 3 as UAS

Formula:

$$\text{KKN Score} = \frac{A\ n(2) + B\ n(3) + C\ n(2) + D\ n(3)}{10}$$

n = nilai mahasiswa

Indikator penilaian maksimal:

a. Nilai Partisipasi (A)

1) Exercise attendance	=	50
2) Achievement of individual targets	=	50
maximum	=	100

b. Nilai Modul (B) :

1) *Coaching point*	=	40
2) Performance parameters	=	30
3) Portfolio	=	30
maximum	=	100

c. Final Report Grade (D), outlined by assessment indicators:

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

d. Sports achievements

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

5) Assessment Criteria:

SCORE	NUMBER	GRADE
85 ≤ A ≤ 100	4	A
81 ≤ A- <85	3,75	A-
75 ≤ B+ <80	3,5	B+
70 ≤ B <75	3	B
65 ≤ B- <70	2,75	B-
60 ≤ C+ <65	2,5	C+
55 ≤ C <60	2	C
40 ≤ D < 55	1	D
0 ≤ E < 40	0	E

G. Monitoring dan Evaluasi

In implementing thematic KKN for sports achievements, it requires coordination with various parties or stakeholders. KKN coordination is carried out both at the initial stage, implementation stage and final stage. In the initial stage there are several activities, such as: determining the location of the KKN, the mentoring process, monitoring and evaluation (monev), implementation of the KKN and seminar on the results and final report. Coordination at the initial stage was carried out by collaborating with several parties, such as: KONI, sports provincial administrators and sports coaches. Thematic KKN monitoring activities for sports achievements aim to assess the implementation of KKN that has taken place, as well as to see to what extent the activities carried out by KKN students are running according to the plans as stated in the training program. Evaluation activities are a continuation of monitoring activities, 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 can be made to a program. KKN monitoring and evaluation (monev) activities are carried out by the KKN DPL (Field Supervisor) for sports achievements who are assigned based on the leadership's letter of assignment.

H. Reporting

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

COVER

ACKNOWLEDGMENT PAGE

PREFACE

TABLE OF CONTENTS

CHAPTER I INTRODUCTION

Describe the background of the program as well as the targets to be achieved, the predicted challenges and obstacles and their solutions.

CHAPTER II PROGRAM PLAN

Description of the training program, objectives and technical implementation as well as support to achieve the objectives

CHAPTER III RESULTS OF ACTIVITIES

This chapter provides a detailed description of the results of program implementation accompanied by supporting photo documentation.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

REFERENCES

APPENDIX LIST

I. CLOSING

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

Appendix 1: Thematic KKN Logbook for Sports Achievement

Name			
NIM			
Study Program/Department/Faculty			
KKN placement			
Field of achievement			
Activity Title			
Time			
Coaching point		Description of activities	Document description
Date			
etc			

Acknowledged by

Coach

Coach Name

Logbook Author

Student's Name