

# **GUIDELINES FOR THE IMPLEMENTATION OF STUDENT COMMUNITY SERVICE COURSE**



**UNIVERSITY OF NUSA CENDANA**

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# FOREWORD

Praise be to God, the Most Gracious, for His grace, this Guidebook for Community Service can be completed properly. The presence of this guidebook is more intended to disseminate the understanding, philosophy, nature and purpose of the Community Service Program (KKN) as well as the form and mechanism of its implementation. Thus, it is hoped that this guidebook will increase the understanding, integration and cooperation of various parties, including universities, local governments and other related institutions. This guidebook is expected to provide more benefits for the implementation of the KKN program as a whole. Therefore, we expect opinions and suggestions from various parties for its perfection. The publication of this guidebook has received assistance from various parties. Therefore, please allow us to express our deepest gratitude to:

1. Mr. Rector of Nusa Cendana University
2. All those who have helped

Hopefully, the cooperation of all parties in implementing this KKN program will be further enhanced for the success of Indonesia's development.

Kupang, April 2, 2022

Compilation Team

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# CHAPTER I

## INTRODUCTION

### A. UNDANA KKN Philosophy and Principles

#### 1. Philosophy

Kuliah Kerja Nyata (KKN) is a national asset born from the "participation" of students in the development of rural communities. Village community development is a combination of all aspects of development carried out by the government and the community, including the university/student community. The concept of KKN arises on the basis of students' awareness as prospective scholars to apply science and technology and art that have been studied directly to solve development problems at the KKN location.

The Tri Dharma aspects of higher education, namely education and teaching, research and service, are the obligations of the campus community, including students. KKN is an application of the third dharma and is considered the right approach to continue and develop various discoveries and development programs related to science and technology through community development programs in KKN / village locations. In addition, armed with science and technology, students are expected to encourage the pace of development in the village and learn to recognize the socio-cultural, economic conditions of the community and be able to identify problems while helping to solve them.

#### 2. UNDANA KKN Principles

The implementation of KKN is based on the following five basic principles.

- a. Integrated implementation of the Tridharma of Higher Education  
KKN is a form of activity that combines education, research and community service as an integral part of the undergraduate curriculum. KKN as a program that does not stand alone and is inseparable from the objectives and content of other higher education and serves as a binder and summarizes the contents of the existing curriculum. Learning experiences related to academic concepts are practiced in practical experiences in rural areas in accordance with the reality of life in the community. Through KKN, problems that exist in the community and have the potential to hinder the implementation of development are solved and overcome pragmatically. Students are also encouraged to have competence in terms of observation, and data analysis of the work area to identify various alternatives in accordance with the conditions and capabilities that exist in rural areas. Thus, students can directly apply the science and technology they master scientifically and institutionalized to the community.
- b. Interdisciplinary and comprehensive approach  
KKN is an application of science and technology that guides students to work with an interdisciplinary and comprehensive mindset. Efforts to solve various problems in rural communities are carried out by combining student scientific clumps based on the mindset that most problems in the life of rural communities always have a link between one causal factor and another.
- c. Cross-sectoral  
Students develop a comprehensive thinking mechanism by taking into account various aspects including economic, socio-cultural and environmental conditions in the community so that the solutions implemented have a role to play.

strategic to support sustainable development in the KKN location.

d. Extent and dramatic dimension

Students collaborate with peers from other fields of science in planning, identifying problems and developing problem-solving solutions at the KKN/village location. The activity program designed is aimed at overcoming real problems found at the KKN location by adjusting to the potential of available village resources to support the *sustainability* of positive impacts or benefits received by the community.

e. Active involvement of the community, government agencies, and institutions Active involvement between students and the community, government agencies, and other related institutions must always be fostered in harmony. This is based on the concept that such involvement will facilitate students to encourage village communities to solve problems in various aspects of development. by independently. Involvement active needs to be built since data collection, information, situation analysis, identification and formulation of problems that are then formulated in the KKN work plan and program, implementation of the work plan and evaluation of KKN results.

## B. Goals and Objectives

### 1. Destination

The purpose of KKN is to:

- a. Provide learning experience on community development and real work experience on rural development.
- b. Make students more mature and improve their personality and broaden their horizons.
- c. Spur community development by fostering self-motivation
- d. Bringing universities closer to rural communities through KKN.

### 2. Target

Basically, KKN activities are directed towards three goals, namely:

- a. Student
  - 1) Deepen students' understanding of interdisciplinary thinking and working.
  - 2) The benefits of science and technology for rural development and the environment
  - 3) Appreciate the difficulties faced by society in development
  - 4) Appreciate the intricacies of development and its progress in the village
  - 5) Maturing and improving Scientific reasoning for village development
  - 6) Increase skills in carrying out development based on science and technology in accordance with the demands of village development
  - 7) As a dynamizer and *problem solver*
  - 8) Develop an attitude and love for the progress of society
  - 9) Foster an attitude of professionalism and social care in enhancing the expertise, responsibility and sense of loyalty of the KKN team.
- b. Community and Local Government
  - 1) Obtaining labor and science a n d t e c h n o l o g y assistance in planning and implementing development in the village
  - 2) Acquire new ways of planning, formulating and implementing village development
  - 3) Experience in exploring and fostering self-help and community potential to actively participate in development

- 4) Formed cadres of development successors, so as to ensure the continuation of development efforts
  - 5) Benefit from labor assistance in implementing village development under their responsibility.
- c. Higher Education
- 1) Obtaining feedback as a result of integrating students in the midst of community development, so that the curriculum (lectures and practices) on campus can be adjusted to the real demands of development.
  - 2) Various valuable cases as examples in providing lecture materials for research development
  - 3) Reviewing and formulate conditions real conditions society which useful for the development of science and technology, so that it can be in accordance with the demands of development.
  - 4) Expand and strengthen cooperation with other agencies and departments through pioneering cooperation from students who carry out KKN activities.

### C. Competence

The KKN program is implemented to encourage students to have competence:

1. Able to identify problems and resources in the community
2. Able to create a program
3. Able to collaborate interdisciplinarily in teams
4. Able to implement programs that have been designed by paying attention to real problems and the potential of local resources
5. Able to compile KKN accountability report based on program performance evaluation

## **CHAPTER II**

# **ORGANIZATION OF REAL WORK**

### **LECTURES (KKN)**

#### **A. KKN Management and Implementation Agency**

The UNDANA KKN program is managed and implemented by a number of elements by involving institutions from the policy-making level to the level of organizers in the field. In detail, the managing and implementing institutions are as follows:

1. Rector assisted by the Vice Rector for Academic Affairs  
In the KKN program, the Rector through the Vice Rector for Academic Affairs is in charge of the following:
  - a. Formulate university strategic policies on the implementation of KKN
  - b. Supervise, control and evaluate the implementation of UNDANA KKN strategic policies.
2. Head of UNDANA's Institute for Research and Community Service (LP2M). The Head of LP2M is in charge:
  - a. Formulate University policies and strategies on the implementation of community service through the KKN program.
  - b. Reporting the implementation of UNDANA's KKN program to the Rector
  - c. Developing regulations for the implementation of the UNDANA KKN program.
  - d. Supervise, control and evaluate the implementation of UNDANA KKN
3. Coordinator of the Development Service Center for Real Work Lectures (PLPKKN)  
The implementation of the KKN Program is led by the Coordinator of the UNDANA KKN Development Service Center (PLPKKN) with details of his duties as follows:
  - a. Implement the KKN Program in accordance with University policies and strategies.
  - b. Act as a coordinator in the implementation of the KKN Program.
  - c. Plan, make decisions, direct, coordinate, supervise, evaluate, develop and report periodically on the implementation of the KKN Program to the Head of LP2M.
  - d. Responsible to the Head of LP2M for KKN Program activities.

In carrying out its duties, the PLPKKN Coordinator is assisted by the PLPKKN Expert Working Group and the KKN Implementation Committee, which is tasked with managing the implementation of KKN.
4. Regional/District/City level Field Supervisor (DPL-KORWIL)  
DPL-Korwil is a DPL who is given additional duties as a coordinator in a certain area, namely a city or regency or a certain work unit outside UNDANA. In addition to serving as DPL in a unit, DPL Korwil has the following responsibilities:
  - a. Coordinate and lead the delivery of KKN students to the regional / regency / city center and represent the Head of LP2M to hand over to regional leaders.
  - b. Coordinate KKN programs with local governments or partners where KKN students are placed.

- c. Responsible to the PLPKKN Coordinator.
5. Field Supervisor (DPL)
- DPL is a lecturer in charge of guiding students in planning, implementing and reporting on the implementation of KKN programs in certain villages/sub-districts/units. A DPL can guide student groups in 2 to 3 villages/sub-districts/units. In detail, the duties of DPL are as follows:
- a. Accompanying student groups to KKN debriefing activities.
  - b. Guiding students in the process of preparing for departure to the KKN location.
  - c. Escorting students to the unit level under the coordination of DPL-KORWIL
  - d. Assist in the smooth process of approaching students with the community and agencies at the KKN location and assist in the process of solving problems faced for the implementation of the KKN program.
  - e. Guiding students in the process of identifying problems in the village / family / unit and the process of preparing work plans in accordance with the results of identifying these problems.
  - f. Monitoring KKN activities and checking group and individual *log books*.
  - g. Assess student activities and beneficiary satisfaction for evaluation purposes.
  - h. Guiding students in writing KKN reports
  - i. Responsible to the Head of KKN Development Service Center in coordination with DPL-KORWIL.
6. KKN Student Coordinator
- a. Regional/District/City Student Coordinator (Kormawil)  
Kormawil is a KKN student participant selected by the DPL Korwil to carry out the following tasks:
    - 1) Organize and direct students at the regional / district / city level to prepare for the departure and withdrawal of students at the regional / district level.
    - 2) Coordinate all student activities in their working area.
    - 3) Provide reports to DPL-KORWIL and or the Sub-district Head in the event of important or urgent events.
    - 4) Negotiate and coordinate with the local government, related agencies and other parties that are not binding in supporting the KKN program at the district level.
    - 5) Responsible to DPL-KORWIL Field Supervisor.
  - b. District Student Coordinator (Kormakec)  
At the sub-district level, the DPL Korwil appoints a Kormakec who has the following duties:
    - 1) Coordinate student activities at the sub-district level (including observation activities, work plans, sub-district level discussions, implementation and reporting).
    - 2) Assist Kormawil in the implementation of KKN at the sub-district level.
    - 3) Coordinate with the heads of student participant groups in order to implement KKN in their respective locations.
    - 4) Provide reports to the Village Head, Kormawil, and DPL when important and urgent events occur.



- 5) Negotiate and coordinate with elements of the District Government and other institutions that support the KKN program at the District level.
- 6) Responsible to DPL Korwil and DPL.

7. KKN students

All KKN participating students must carry out their duties as KKN participating students and comply with: the empowerment paradigm, basic principles and implementation and KKN rules.

## **B. Scope of UNDANA KKN**

UNDANA KKN is a community service activity by students that aims to identify problems in the community and assist in the process of solving these problems. Thus, the scope of UNDANA KKN activities covers all issues that develop in community life. The following are some of the aspects that can be developed in KKN activities: Community Empowerment, Mental Revolution Program, Women's Empowerment, Disability Groups and other Vulnerable Groups, Natural Resources and Tourism Development, Stunting Handling and others.

## **C. Types of Student Activities in the UNDANA KKN Program**

Since 2018, KKN activities at UNDANA have been thematic. Thematics can be derived from the needs of stakeholders, lecturers, and students participating in KKN. Student activities in the UNDANA KKN program can be divided into:

1. Monodisciplinary activities, which are individualized KKN activities carried out by KKN students based on their scientific discipline. Example: A Computer Science or Electrical Engineering student carries out village website development activities. Monodisciplinary activities can be thematic. Thematic in question is:
  - a. Activity themes proposed by the district/municipal government or by the Village Head/Lurah that are monodisciplinary in nature, such as composting.
  - b. The theme is proposed by KKN students to the village head according to their field of knowledge.
  - c. Themes proposed by a lecturer that are monodisciplinary in nature through proposals to various parties, such as the Kemenristek Dikti KKN scheme.

Each student must carry out at least 1 monodisciplinary program and record the various monodisciplinary programs carried out in an individual *logbook* (attachment 1a).
2. Thematic Interdisciplinary, group in nature, is a KKN activity that is carried out based on cross-discipline. As with monodisciplinary, Interdisciplinary activities can be thematic and must be implemented. The thematic in question is:
  - a. Activity themes proposed by the district/municipal government or by the Village Head/Lurah that are multidisciplinary in nature.
  - b. Themes proposed by other *stakeholders* in the framework of KKN cooperation with UNDANA, such as the Ministry of PUPR, BKKBN, etc.
  - c. Themes proposed by a lecturer that are multidisciplinary in nature through proposals to various parties, such as the Kemenristek Dikti KKN scheme.
  - d. Themes proposed by work units within UNDANA that are multidisciplinary in nature through

proposals to various parties, such as the Kemenristek Dikti KKN scheme.

Example: Mangrove forest tourism development program: requires:

1. Facility design work by FST students
2. Design work on fisheries development and mangrove conservation by students of the Faculty of Fisheries and Marine Affairs
3. Tourism area management design work that can be carried out jointly by students of FEB, FH, FISIP etc.
4. Community participation organizing work by students from all science clusters.

Each group must carry out at least 3 interdisciplinary activities and record each implementation of these activities in a group diary (Appendix 1b). At the end of the activity, each group must report all activities in the form of a written report.

3. Social services, which are group in nature, are programs/activities that are social in nature to the community at the KKN location such as community service, providing tutoring, spiritual guidance, commemorating national/religious holidays, helping with archiving in the village, mutual cooperation, and other programs.

Each student is required to report on their various social service programs.

An overview of the nature-and-type scheme of KKN student activities can be seen in Figure 2.1.

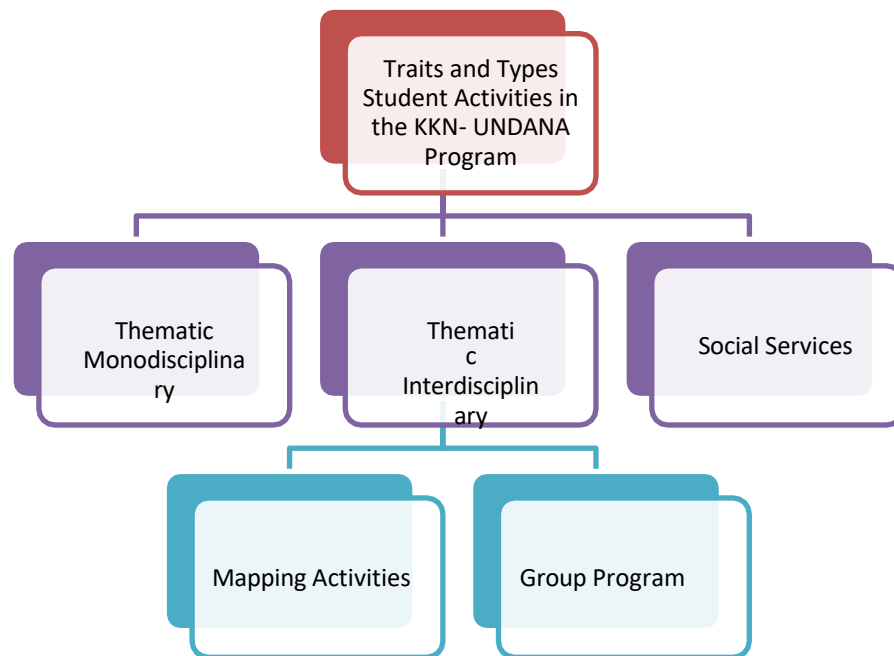


Figure 2.1 Scheme of the Nature and Type of Student Activities in the UNDANA KKN Program

**D. Financing**

Funding for KKN activities can be sourced from parties involved and have an interest in organizing this activity. The source of KKN activities comes from students who take part in KKN, the Government and other non-binding sources.

**E. Outputs**

The output of this KKN activity is the result of collaboration between students and DPL. The output is produced as a group in the form of KKN reports and videos.

## **CHAPTER III**

### **STAGES OF UNDANA KKN ACTIVITIES**

#### **A. KKN Preparation**

1. Establishment of Expert Working Group and Organizing Committee  
At the beginning of pre-implementation activities, the PLPKKN Expert Working Group and KKN Implementation Committee were formed by the Head of the UNDANA KKN Development Service Center who served for 1 year. The PLPKKN Expert Working Group consists of lecturers who are specifically tasked with planning KKN activities while the KKN Implementation Committee consists of LP2M UNDANA administrative staff and lecturers who are specifically tasked with assisting the smooth running of the duties of the Head of the UNDANA KKN Development Service Center. The organizing committee is responsible for:
  - a. Assist the Head of the KKN Development Service Center in carrying out the UNDANA KKN Program
  - b. Coordinating the implementation of programs and activities in the KKN Management section
  - c. Monitoring and controlling UNDANA KKN activities
  - d. Manage and collect data on the publication of UNDANA KKN results
  - e. Assist the Head of the KKN Development Service Center in compiling KKN management performance reports.
2. KKN Preparation and Planning Meeting  
This meeting is held after the formation of the PLPKKN Expert Working Group and the KKN Implementation Committee to prepare the planning and implementation of KKN for one year. Determination of one-year planning is based on DIPA Undana and the results of KKN partner selection. The preparation and planning meeting also determines the outline of the implementation of KKN, especially the preparation for conducting KKN location surveys.
3. Registration of KKN Participants
  - a. Requirements for KKN participants: KKN participants are open to all students of Nusa Cendana University who have met all the criteria to carry out KKN activities. Special criteria will be added if the proposed KKN activity requires specific expertise and content. In the next stage, prospective participants (students) register themselves by fulfilling the required criteria.  
The criteria required for prospective KKN participants are adjusted to the dynamics of the UNDANA Rector's policy on the implementation of UNDANA KKN. Each registration period is preceded by the announcement of criteria or requirements according to applicable rules.
  - b. Enrollment Procedure,
    - 1) The KKN Development Service Center (PLPKKN) announces the registration and registration requirements for each KKN period.
    - 2) Students take the registration form and statement letter at the registration counter at LP2M
    - 3) Students register online at the link provided and upload the specified criteria. After that, the registration form and others are collected at the registration counter at LP2M.
    - 4) PLPKKN staff document and create a KKN registration data system for each KKN registration period.
    - 5) Students who apply are selected administratively and announced

4. Site Survey and KKN Activity Theme Screening  
Site surveys and theme selection are conducted by UNDANA's KKN Development Service Center (PLPKKN) and the KKN Implementation Committee with the aim of:
  - a. Obtain locations/villages that are willing to cooperate in the implementation of KKN.
  - b. Get theme that proposed Village/Location KKN, so that the benefits of KKN for the community and students to be more optimal.
  - c. PLPKKN staff built a data system of KKN locations and their respective themes for each KKN period.
5. Selection of KKN Participants  
Selection of KKN participants is carried out to determine the eligibility of KKN participants administratively. Selection results are announced through a predetermined media.
6. Student and DPL Distribution  
Based on the results of the KKN location survey and consideration of the choice of KKN locations by students, the distribution of KKN student and DPL placement locations is determined. Furthermore, based on these results, the number of DPLs that can be recruited is determined. Things that are considered related to the distribution of student and DPL placements are as follows:
  - a. The placement of students and DPLs is carried out by PLPKKN referring to the proposed theme by considering variations in discipline and gender. The placement of KKN participants is 10-20 per location/village.
  - b. 1 (one) DPL guides KKN student participants in 2-3 villages/sub-districts/units.
  - c. Announcement of the distribution of students and DPLs for each location through the announcement board at PLPKKN UNDANA and the specified social media.
7. Recruitment of Field Supervisors (DPL)
  - a. DPL is recruited by the KKN Implementation Committee according to the DPL needs for each KKN academic year. The requirement to become a DPL is **willing to attend DPL debriefing**.
  - b. Special needs DPLs are recruited by the KKN organizing committee according to partner requests during the KKN location and theme survey process.
8. DPL debriefing
  - a. DPL debriefing refers to point (7), carried out by PLPKKN Undana.
  - b. DPL debriefing materials include: basic principles of KKN, DPL organization, DPL duties and functions, DPL administration, Division of DPL Duty Areas/Locations and other materials tailored to the themes obtained during the location survey.
  - c. DPL candidates who do not attend the DPL debriefing event are considered to have resigned, and a replacement is found by the KKN Implementation Committee.
  - d. DPL in its role as field supervisor consists of:
    - DPL Korwil, and
    - DPL at the site/village/sub-district/unit level.
9. Debriefing of prospective KKN participants.
  - a. Students who are prospective KKN participants are required to attend KKN material debriefing. Theme material providers come from debriefing lecturers, DPL, theme proposers, local government, and partners (*stakeholders*). The debriefing material is adjusted to the theme obtained during the location survey.

- b. Evaluation of the debriefing material through an understanding test conducted after the debriefing is completed. Special debriefing for prospective KKN participants is held prior to the implementation of activities to increase knowledge or skills regarding KKN themes, community conditions, resources, alternative problem-solving solutions, partnership relationships in KKN activities, and other matters deemed necessary. The debriefing material is delivered by the activity proposer, DPLs, and partners with a place and schedule arranged later.
  - c. The debriefing is coordinated by the Regional DPL and DPL for:
    - Determine students who act as KORMAWIL and Kormakec.
    - Explaining the role of KORMAWIL and Kormakec by DPL Korwil and DPL
    - In coordination with DPL KORWIL, students are required to duplicate the KKN Guidebook (hard and soft) at their own expense.
    - Discuss with DPL based on the survey results to determine the focus of activities at the KKN location.
    - Reporting all agreements to the Undana PLPKKN Coordinator After debriefing, students coordinate with the Regional DPL and DPL for:
      - Discuss the departure date
      - Discuss and determine the amount of departure fees.
      - Etc.
10. Communicate the implementation of KKN activities to the government.  
PLPKKN through DPL Korwil conducts intensive communication with the district/city government regarding :
- a. Student and DPL allocation.
  - b. DPL departure times and formal acceptance requests by district/city governments.
11. Consolidation of DPL Administration and KKN Student Participants
- a. Consolidation of DPL Administration; DPL administration prepared by PLPKKN includes:
    - 1) Letter of assignment and SPPD
    - 2) Cover letter to the local government
    - 3) KKN Guidebook
  - b. Student administration consolidation
    - 1) Cover letter to local government and village administration
    - 2) KKN Guidebook (*hard and soft copies*, which are paid for by students).

## **B. Implementation**

- 1. Student Departure to KKN Location
  - a. The departure of KKN students to the location is arranged according to the schedule agreed upon with the DPL.
  - b. Before dispatching students to the KKN location, a release ceremony was held by the UNDANA leadership.
  - c. At the release ceremony, students must wear KKN T-shirts and alma mater jackets.
- 2. Field Operations and Student Reporting
  - a. Every student activity at the KKN location is recorded in the logbook following the format provided (attachment 1).

- b. In the early stages of arrival, students introduced themselves to the community and various related parties.
- b. Then location observation activities, discussions with partners must be carried out by students so that various problems can be identified. Furthermore, the identification results are recorded and reported in the Week I Report or **LRK according to format K1 (attachment 2)**. Based on the identification of problems, students together with partners plan the activities to be carried out.
- c. The results of planning with partners are outlined in:
  - **Format K2 (see Appendix 3) for Monodisciplinary Theme activities (individual = each student fills out format K1)**
  - **Format K2 (see Appendix 3) for Interdisciplinary Main Theme activities (student groups = per unit or per village / kelurahan fill in 1 Format K2)**
  - **Format K2 (see Appendix 3) for Social activities (group in nature) students per location/village/kelurahan fill in 1 Format K2)**
  - **Filling in Formats K1, and K2 is done no later than 1 week since students are at the KKN location and poured into the Activity Plan Sheet (LRK) by following the format in Appendix 5.1.**
  - **Implementation reports are made weekly based on the format in Appendix 5.1.**
  - **The format that has been filled in and known by the Village Head / Head of Village, Unit Leader. Furthermore, the format is sent to each DPL via DPL e-mail or online media or other media.**
  - **Reports from students are summarized by DPL and sent to the link provided by the Committee.**

Based on the activity plan agreed with partners in the **K2 form**, students carry out these activities with partners.

- e. Students are required to fill in attendance every day during the KKN period. If students want to leave the location, they must submit a leave permit to the Village Head / Village Head or Unit Leader by knowing the Group Leader, then report it to the DPL and DPL Corwil and fill out the permission sheet (**attachment 6**). The maximum limit of permission that can be submitted by students during KKN is 3 days including holidays and Sundays.
- f. Students must maintain order in the implementation of KKN, respecting community life at the KKN location by obeying the KKN rules and norms of community life.
- g. At the end of the implementation of KKN, each student group (location/village/sub-district) makes a final KKN report following the systematics as in (**attachment 4.2**) In the report, an individual report is included and the K3 Format is attached (**Appendix 4**).
- h. The reports referred to in point (7) are made in the form of 2 hard copies and 2 *soft copies*. *Hard copy* reports are submitted to PLPKKN and the Village Government where students are placed. Softcopy report 1 (one) copy each submitted to DPL and PLPKKN, no later than 1 (one) week after returning from the KKN location.

## 2. DPL activity process

- 1) DPL provides direction, assistance to students regarding the implementation of activities (academic substance), accommodation affairs, health, security, administration, social community, and handling / solving problems that occur during KKN activities.
- 2) DPL monitors and evaluates KKN activities/programs and student performance by conducting periodic visits at the location and checking individual and group log books. Monitoring results are reported to PLPKKN in the form of

monitoring report in the form of a *softfile* collected through the link set by the Organizing Committee. The report format can be seen in **attachment 8**.

- 3) DPLs maintain a conducive and comfortable KKN unit atmosphere so that KKN activities can take place in an orderly, smooth, effective, efficient, and safe manner.
  - 4) DPL ensures the quality of the implementation and results of KKN activities in the unit under their supervision.
  - 5) DPL assesses students participating in KKN
  - 6) DPL is required to account for each official trip for KKN guidance administratively no later than 1 (one) day after returning from the field. The official trip consists of:
    - A trip to take KKN students to the location,
    - Travel for monitoring and assessment midway through the KKN program, and
    - Pick-up trip
3. Withdrawal / Repatriation of Students from KKN Sites
- After completing KKN activities and after students coordinate with all relevant regional stakeholders (Regent/Mayor, Sub-District Head, and Village Head/Lurah), students are withdrawn back to campus by the Regional DPL and DPL. At the time of withdrawal, students participating in KKN must follow the procession of activities that have been determined with DPL. The procession of activities is carried out to recheck the number of participants and collect administrative documents for withdrawing students on the day of the event.
4. Transportation to and from the location is taken care of jointly between students, DPL KORWIL and their respective DPLs. Relatively far locations (more than 25 km) students are not allowed to convoy riding motorbikes. Motorcycles may not be driven and must be transported by special vehicles.
5. Student Identity and Insurance;
- a. Students need to maintain the good name of the Institution in this case Nusa Cendana University by not doing things that violate social, customary and religious norms, for example and getting drunk while at the KKN location.
  - b. Students are required to bring UNDANA identity clothes in the form of alma mater jackets, and KKN participant identities in the form of KKN t-shirts to the field.
  - c. Students are advised to have insurance, to cover the risks during the implementation of KKN.

### C. Assessment

1. Appraiser  
The assessors consist of DPL Debriefing Lecturers and Village Heads/Lurah/Unit Heads. Then the DPL together with the UNDANA PLPKKN Coordinator determines the final score of each student under their guidance.
2. Assessment Range  
The value of KKN is an absolute value referring to the **Guidelines for the Implementation of Education at Nusa Cendana University in 2019 as shown in table 3.1**.
3. Assessment Components  
The assessment component consists of debriefing material, integration of plans and implementation of activities, student performance and student response or sensitivity. The value related to the debriefing material is given by the Organizing Committee with a weight of 10% and the value related to the integration of the plan and implementation of activities, student performance and response is given by DPL with a weight of 90%.



a. Comprehension Test

The debriefing material test is conducted after students attend the KKN debriefing. The purpose of the test is to measure students' understanding of the debriefing material with a value weight of 10%. This value is given by the KKN Organizing Committee.

Table 3.1 Range of KKN Grades

Value	Point	Range
A	4	80 -100
A-	3.75	77.5 - <80
AB	3.5	75 - < 77.5
B+	3.25	72.5 - < 75
B	3	70 - < 75
B-	2.75	67.5 - < 70
BC	2.5	65 - <67.5
C+	2.25	62.5 - <65
C	2	60 - <62.5
C-	1.75	57.5 - <60
CD	1.5	55 - <57.5
D+	1.25	52.5 - <55
D	1	50 - <52.5
E	0	<50

b. KKN Planning and Implementation Score

The value of KKN planning and implementation by students is given by DPL with a weight of 90% of the final KKN score. The score consists of:

1) Activity Plan Sheet (**LRK: Form K1, K2**)

The LRK contains the results of the Problem Analysis (Form K1) and Work Plan (Form K2), which is an activity implementation plan that has been discussed with various parties. The weight of the LRK score is 10%.

2) Implementation, with OT weighting (30%). In the implementation of the assessed items:

- The success of students in mapping the potential, obstacles and problems faced then addressing, expressing and finding solutions to problems.
- Students' ability to carry out various community empowerment and development activities based on local potentials and constraints.
- Students' ability to objectively evaluate the results of various activities undertaken.

3) Discipline with DS weight (15%).

In practice, the items assessed are

- Discipline to live together with other participants in the KKN location.
- Discipline in utilizing the time available.
- Discipline in the values and rules that apply.

4) Cooperation with KS weight (15%)

The items assessed in its implementation are

- Ability and willingness to cooperate between students

- b. The ability to work together among students, and the ability to work together with partners and various other parties involved.
    - c. Ability to perform multidisciplinary activities.
  - 5) Adaptation and / or appreciation with weight = AH (10%)
 

The items assessed are:

    - a. The ability to adapt to local community conditions in accordance with the existing value system, culture and benchmark norms.
    - b. Sensitivity to existing problems and action to find solutions.
  - 6). Activity Implementation Report (LPK)
 

The LPK contains the planning and implementation of activities and the results of the integration of planning and implementation of activities. In addition, opportunities, constraints and problem solving. The assessment of this item is weighted at 10%.
  - 7). Response, RES which is weighted at 10%.
 

Response is an assessment to measure the success of KKN students in developing their abilities and skills through the KKN program. Assessment of student responses or responses is carried out by DPL after the KKN period ends.
4. Final KKN Score
- The KKN Final Score includes a combination of understanding test scores from the KKN Implementation Committee (10%) LPK, Performance (DS, KS, AH, PL), LPK and RES. The value is obtained from 40% of the assessment results of the Village Head / Village Head / Unit Leader and 60% of the DPL assessment. The assessment format for DPL can be seen in **appendix 7.1**. The results of both assessments are then recapitulated by the DPL (appendix 7.2). The final score is sent in the form of an Excel file to the KKN Program Manager two weeks after the pick-up of KKN students and also attached to the DPL report and video in the form of *soft files*. If all applicable provisions have been met, the final grade results are sent in writing by LP2M UNDANA to the Faculty.

#### D. Reporting

KKN reporting by students: consists of:

- a) Weekly Report.
 

The Observation Report and Activity Plan (LRK) is a report collected in week I.
- b) Final Report on the Implementation of KKN
- c) KKN Implementation Video

The format of each report can be seen in Appendix 1- 5.

# LAMPIRAN



### Appendix 1a. Individual Daily Record Format

#### INDIVIDUAL DIARY

Student  
Village / Sub-district :  
District :  
District :

No.	Date	Hours	Activities	Signature of Village Head/Unit Leader

### Appendix 1b. Group Diary Format

#### GROUP DIARY

Village / Sub-district :  
District :  
District :

No.	Date	Hours	Activities	Executive	Signature of Village Head/Unit Leader

## Appendix 2. K1 Format: Problem Analysis

### Form K 1 Problem Analysis

Location / Unit of KKN : ..... *(filled in with the name of the village or kelurahan)*  
Sub-district/District: .....

No.	Priority Issues (gap between facts and expectations)	Troubleshooting Strategy	Targeted Problem Solving	Nature of Handling*	
				Monodisciplinary	Interdisciplinary
1					
n					

\*) fill in the mark for the appropriate column

....., 20.....  
Komdes .....  
ttd

Knowing:  
Village Head/Lurah/Unit Leader

Stamp and signature ( .....)

( Student Name )  
NIM. ....

### Appendix 3. K2 format: Activity Plan

Format K2 (Activity Plan) consists of:

- K2 Monodisciplinary, is individual so that it is filled individually according to the discipline of each student as a result of an agreement with KKN partners. Number of K2 Thematic Monodisciplinary forms = number of students in one KKN location
- K2 Interdisciplinary is a group form, which is filled in by the group, as a result of an agreement with KKN partners. So the number of K2 Interdisciplinary forms is only 1 (one) for each KKN location.
- K2 Social Services, is a group form, which is filled in by the group, as a result of an agreement with KKN partners. So the number of Interdisciplinary Thematic K2 forms is only 1 (one) for each KKN location.
- All completed K2 forms will form the core part of the Activity Plan Report (APP).

#### Form K 2 Monodisciplinary Thematic Work Plan

Student Name : .....  
NIM : ...../ .....  
Faculty/Program : .....  
Location / Unit of KKN : .....(filled in with the name of the village /  
kelurahan / unit)  
Sub-district/District: .....  
Science Cluster : .....  
Program Name : .....

No.	Activity Plan	Activity Objective	Target community	Implementat ion Method *)	Financing Source* *)	Implementa tion Time Date / Month
1						

\*) examples of methods: lecture/counseling, demonstration, practice, gotong royong, etc.

\*\*) examples of funding sources: Village Government, Department, Community, Students, etc.

....., 20.....

ttd

(Student Name)  
NIM. ....

Approved:  
Village Head/Lurah/Unit Leader

Stamp and signature

( .....)

**Form K 2**  
**Interdisciplinary Thematic Work Plan**

Location / Unit of KKN : ..... *(filled in with the name of the village or kelurahan*

Sub-district/District: .....

Program Name : .....

No.	Activity Plan	Activity Objective	Target community	Implementation Method*)	Financing Source*)	Implementation Time Date/Month
1						
n						

\*) examples of methods: lecture/counseling, demonstration, practice, gotong royong, etc.

\*\*) examples of funding sources: Village Government, Department, Community, Students, etc.

....., 20.....

Komdes .....

ttd

(Student

Name) NIM.

.....

Knowing:

Village Head / Lurah / Unit Leader

Stamp and signature

( .....)

**Form K 2**  
**Social Services Work Plan**

Location / Unit of KKN : ..... *(filled in with the name of the village / kelurahan / unit)*

Sub-district/District: .....

Program Name : .....

No.	Activity Plan	Activity Objective	Target community	Implementation Method*)	Financing Source*)	Implementation Time Date / Month
1						
n						

\*) examples of methods: lecture/counseling, demonstration, practice, gotong royong, etc.

\*\*) examples of funding sources: Village Government, Department, Community, Students, etc.

....., 20.....

Komdes .....

ttd

(Student

Name) NIM.

.....

Knowing:  
Village Head / Lurah / Unit

Leader Stamp and signature

( .....)



#### Appendix 4: Activity Implementation Report

The K3 (Activity Implementation Report) format consists of:

- K3 Thematic Monodisciplinary, is individual so that it is filled individually according to the discipline cluster of each student. Number of K3 Thematic Monodiscipline forms = number of students in one KKN location
- Interdisciplinary Thematic is a group activity, which is completed by the group. So the number of Interdisciplinary Thematic K3 forms is only 1 (one) for each KKN location.
- K3 Social Service, is a group activity, which is filled in by the group. So the number of K3 Social Service Activity forms is only 1 (one) for each KKN location.
- All completed OHS forms will form the core part of the Weekly Report and Final Activity Report.

#### Form K 3 Report on the Implementation of Monodisciplinary Thematic Activities

Student Name : .....  
NIM : ...../ .....  
Faculty / : .....  
Department : .....  
Location / Unit KKN : .....  
Sub-district/District: .....  
Science Cluster : .....  
Program Name : .....  
Week to (date) : ..... ( .....2022)

No.	Activities	Activity Objective	Target community	Implementation Method*)	Implementation Outcomes **)	Implementation Constraints	Advice
1							
n							

\*) examples of methods: lecture/counseling, demonstration, practice, gotong royong, etc.

\*\*) filled with : Completed or Not Completed, or Not Implemented

....., ....., 20.....

ttd

(Student

Name) NIM.

.....

Approved:  
Village Head / Lurah / Unit Leader  
Stamp and signature

( .....)

**Form K 3**  
**Interdisciplinary Thematic Activity Implementation Report**

Location / Unit of KKN : ..... *(filled in with the name of the village or kelurahan)*

Sub-district/District: .....

Program Name : .....

Week to (date) : .....(..... - .....2022.

No.	Activities	Activity Objective	Target community	Implementation Method *)	Implementation Outcomes **)	Implementation Constraints	Advice
1							
n							

\*) examples of methods: lecture/counseling, demonstration, practice, gotong royong, etc.

\*\*) filled with : Completed or Not Completed, or Not Implemented

....., 20.....

Komdes .....

ttd

(Student

Name) NIM.

.....

Knowing:

Village Head / Lurah / Unit Leader

Stamp and signature

( .....)

**Form K 3**  
**Report on the Implementation of Social Service Activities**

Location / Unit of KKN : ..... (filled in with the name of the village /  
kelurahan / unit)

Sub-district/District: .....

Program Name : .....

Week to (date) : .....(..... - .....2022.

No.	Activities	Activity Objective	Target community	Implementa tion Method *)	Source of Financing **)	Implementa tion Time Date / Month
1						
n						

\*) examples of methods: lecture/counseling, demonstration, practice, gotong royong, etc.

\*\*) examples of funding sources: Village Government, Department, Community, Students, etc.

....., ....., 20....

ttd

Approved:  
Village Head / Lurah / Unit Leader  
Stamp and signature

(Student

( .....)


Name) NIM.

.....

Format for preparing the report Appendix 5.1.

Week I Report

a. Activity Plan Report Cover Sheet

<p>WEEK I REPORT APRIL 2022 REAL WORK LECTURE NUSA CENDANA UNIVERSITY YEAR:</p>			
<p>Village: ..... KECAMATAN : ..... DISTRICT : ..... PROVINCE : .....</p>			
			
<p>Prepared by:</p>			
No.	Student Name	NIM	Study Program/Faculty
1.	.....	.....	.....
2.	.....	.....	.....
3.	.....	.....	.....
4.	.....	.....	.....
5.	.....	.....	.....
<p>CIVIC DEVELOPMENT CENTER RESEARCH AND COMMUNITY SERVICE INSTITUTION (LP2M) NUSA CENDANA UNIVERSITY KUPANG 2022</p>			

**b. Activity Plan Report Ratification Page**

ENDORSEMENT PAGE

With the completion of our KKN activity plan, we:

No.	NAME OF STUDENT	MHS No.	SIGNATURE
1	.....	.....	1.....
2	.....	.....	2.....
3	.....	.....	3.....
4	.....	.....	4.....
5	.....	.....	5.....
6	.....	.....	6.....
7	.....	.....	7.....
8	.....	.....	8.....

Have completed the preparation of our activity plan during the KKN PPM period.

.....

.....,  
..... Stamp

Knowing/Approving

Village Head

.....DPL .....

.....

.....

NIP.

Authorize,  
Head of KKN Development Service Center,  
Institute of Research and Community  
Service

.....

NIP.

### **c. Activity Plan Report Systematics**

Report Cover Page  
Endorsement Page  
Foreword Table of  
Contents

Report Content:

1. Problem Analysis (insert form K1)
2. Activity Plan
  - 2.1. Monodisciplinary Thematic Work Plan (insert all Monodisciplinary thematic K2 forms)
  - 2.2. Interdisciplinary Thematic Work Plan (insert Interdisciplinary thematic K2 form)
  - 2.3. Social Services Activity Work Plan (insert Social Services K2 form)
3. Documentation: relevant photos/videos

Appendix 5.2. Week II/III Report/.....

a. Weekly Report Face Skin

WEEK REPORT .....  
APRIL 2022 REAL  
WORK LECTURE  
NUSA CENDANA UNIVERSITY  
YEAR:

Village: .....  
KECAMATAN :  
..... DISTRICT :  
..... PROVINCE  
: .....



Prepared by:

No.	Name	NIM	Study Program/Faculty
1.	.....	.....	.....
2.	.....	.....	.....
3.	.....	.....	.....
4.	.....	.....	.....
5.	.....	.....	.....

CIVIC DEVELOPMENT CENTER  
RESEARCH AND COMMUNITY SERVICE INSTITUTION (LP2M)  
NUSA CENDANA UNIVERSITY  
KUPANG  
2022

**b. Weekly Report Ratification Page**

ENDORSEMENT PAGE

With the completion of the weekly report of the KKN activities that we do, then  
us:

No.	NAME OF STUDENT	MHS No.	SIGNATURE
1	.....	.....	1.....
2	.....	.....	2.....
3	.....	.....	3.....
4	.....	.....	4.....
5	.....	.....	5.....
6	.....	.....	6.....
7	.....	.....	7.....
8	.....	.....	8.....

Have completed the preparation of our weekly report during the KKN period .....

.....  
Village Head .....

Knowing/Approving  
Location Supervisor

.....  
NIP.

.....  
NIP.

Authorize,  
Head of KKN Development Service Center,  
Institute of Research and Community  
Service

.....  
NIP.



### c. Weekly Report Systematics

Report Cover Page  
Endorsement Page  
Foreword Table of  
Contents

1. Activity Plan for this week  
Contains a brief explanation of the monodisciplinary, interdisciplinary thematic work plan and social service activities that will be carried out that week.
2. Activity of the Week
  - 2.1. Implementation of Monodisciplinary Thematic Work Activities (*insert all Monodisciplinary Thematic K3 forms*)
  - 2.2. Implementation of Interdisciplinary Thematic Work Activities (*insert Interdisciplinary Thematic K3 form*)
  - 2.3. Implementation of Thematic Work Activities Social Service Activities (*insert form K3 Social Service*)
3. Documentation: relevant photos/videos.

## Appendix 5.3. Final Report on Activity Implementation

### a. Face Skin of the Final Report on the Implementation of Activities

**FINAL REPORT ON THE IMPLEMENTATION OF  
ACTIVITIES  
COMMUNITY EMPOWERMENT  
LEARNING REAL WORK LECTURE  
NUSA CENDANA UNIVERSITY  
YEAR :**

**Village: .....**  
**KECAMATAN :**  
**..... DISTRICT :**  
**..... PROVINCE**  
**: .....**



**Prepared by:**

No.	Student Name	NIM	Study Program/Faculty
1.	.....	.....	.....
2.	.....	.....	.....
3.	.....	.....	.....
4.	.....	.....	.....
5.	.....	.....	.....

**CIVIC DEVELOPMENT CENTER  
RESEARCH AND COMMUNITY SERVICE INSTITUTION (LP2M) NUSA  
CENDANA UNIVERSITY  
KUPANG  
2022**

**b. Ratification Page of the Final Report on the Implementation of Activities**

**ENDORSEMENT PAGE**

No.	NAME OF STUDENT	MHS No.	SIGNATURE
1	.....	.....	1.....
2	.....	.....	2.....
3	.....	.....	3.....
4	.....	.....	4.....
5	.....	.....	5.....
6	.....	.....	6.....
7	.....	.....	7.....
8	.....	.....	8.....

Approved,  
Field Supervisor,

.....  
NIP.

Authorize,  
Head of KKN Development Service Center, Institute  
of Research and Community Service

.....  
NIP.

### **c. Systematics of the Final Report on the Implementation of Activities**

Report Cover Page  
Endorsement Page  
Foreword Table of  
Contents List of  
Tables List of  
Appendices

#### **CHAPTER I. GENERAL CONDITION OF THE KKN AREA**

- 1.1. Geography
- 1.2. Administrative Area (number of dusun, RW, RT etc.)
- 1.3. Population (population, population growth, population composition)
- 1.4. Social Conditions
  - 1.4.1. Education of the Population
  - 1.4.2. Population Health
  - 1.4.3. Social Relationship Patterns
- 1.5. Economic Conditions
  - 1.5.1. People's Livelihoods
  - 1.5.2. Leading Economic Potential
- 1.6. Socio-economic Facilities
- 1.7 Village Potential

#### **CHAPTER II. RESULTS AND DISCUSSION OF THE IMPLEMENTATION OF KKN**

- 2.1. Implementation of Monodisciplinary Thematic Activities (discuss Monodisciplinary Thematic K3 form, add photos of activities, drawings etc.)
- 2.2. Implementation Activities Thematic Interdisciplinary (discuss the form K3 Thematic Interdisciplinary added photos of activities, pictures etc.)
- 2.3. Implementation of Social Service Activities (discuss the K3 Social Service form added photos of activities, drawings etc.)

#### **CHAPTER III. CONCLUSIONS AND SUGGESTIONS**

- 3.1. Conclusion
- 3.2. Advice

#### **BIBLIOGRAPHY**

#### **APPENDICES**

## Appendix 6. Permission Sheet

<b>Departure:</b> <b>To:</b> <b>On Date:</b> <b>Knowing Hours</b> <b>Village Head..... /DPL .....</b>  <b>(Name .....)</b>	<b>Arrive at :</b> <b>On Date:</b> <b>Hours</b>  <b>Knowing</b> <b>Village Head..... /DPL .....</b>  <b>(Name .....)</b>
<b>Departure:</b> <b>To:</b> <b>On Date:</b> <b>Knowing Hours</b> <b>Village Head..... /DPL .....</b>  <b>(Name .....)</b>	<b>Arrive at :</b> <b>On Date:</b> <b>Hours</b>  <b>Knowing</b> <b>Village Head..... /DPL .....</b>  <b>(Name .....)</b>
<b>Departure:</b> <b>To:</b> <b>On Date:</b> <b>Hours Knowing</b> <b>Village Head..... /DPL .....</b>  <b>(Name .....)</b>	<b>Arrive at :</b> <b>On Date:</b> <b>Hours</b>  <b>Knowing</b> <b>Village Head..... /DPL .....</b>  <b>(Name .....)</b>
<b>Departure:</b> <b>To:</b> <b>On Date:</b> <b>Knowing Hours</b> <b>Village Head..... /DPL .....</b>  <b>(Name .....)</b>	<b>Arrive at :</b> <b>On Date:</b> <b>Hours</b>  <b>Knowing</b> <b>Village Head..... /DPL .....</b>  <b>(Name .....)</b>

## Appendix 7.1. Format of Assessment by DPL

### Individual Student Assessment Format

By Field Supervisor (FP1)

Student Name: .....

NIM/Faculty : ...../ .....

Location / Unit of ..... *(filled in with the name of the village/sub-*  
 KKN : *district/unit)*

District : .....

District : .....

No.	Assessment Components	Percentage (weight)	Raw Value	Final Grade
(1)	(2)	(3)	(4)	(5) = Raw score x weight
1	Activity Plan Report (LRK)	10 % (0,10)	.....	.....
2	Student Performance:			
	a. Implementation (PL)	30 % (0,30)	.....	.....
	b. Discipline (DS)	15 % (0,15)	.....	.....
	c. Cooperation (KS)	15 % (0,15)	.....	.....
	d. Appreciation (PH)	10 % (0,10)	.....	.....
3	Activity Implementation Report (LPK)	10% (0,10)	.....	.....
4	Response (RES)	10 % (0,10)	.....	.....
	Total Value			.....

....., 20.....

Field Supervisor .....

(.....)

## Appendix 7.2. Format for Recapitulation of Assessment by DPL

### Format for Recapitulation of Assessment of Individual Students by Field Supervisors (FP2)

Location / Unit of ..... *(filled in with the name of the*  
 KKN : ..... *village/sub-district/unit)*  
 District : .....  
 District : .....

No.	Student Name/Faculty	NIM	Final Grade of Debriefing	Final Grade FP 1	Final Grade/ Weight
(1)	(2)	(3)	(4)	(5)	(6)
1	.....	.....	.....	.....	...../.....
2			.....		
dst	dst				

*\*) sent by DPL to P2KKN staff*

....., 20.....  
 Field Supervisor .....

(.....)

Approved:  
 UNDANA PLPKKN Coordinator

(.....)





## Appendix 9. DPL Monitoring Report

### Monitoring of Undana Real Work Lecture Students in 2022

Location:

#### I. Group Program

No.	Program Name	Program Implementation			Progress (%)
		SS*	SL*	BL*	
1					
2					
3					
4					
5					
6					

\* Check V in the Remarks column:

SS : Completed; SL : Being Implemented; BL : Not yet Implemented

Knowing

Field Supervisor

Rosmiyati A. Bella, ST.MT

....., 20...  
Group Coordinator

# MONITORING SHEET

DAY/DATE :

LOCATION :

NO	PROBLEM	ADVIC E	TTD DPL	TTD MHS
Notes:				

Field Supervisor

.....,  
.....20..  
Group Coordinator

.....

.....



Attendance of KKN Students



**KULIAH KERJA NYATA**  
**PERIODE .....**  
**DAFTAR HADIR MAHASISWA**

Kab. :  
 Unit :  
 Kelompok :

No.	Nama Mahasiswa	NIM	Fakultas	Minggu I (7 s/d 14 November 2020)							
				Sabtu, 7-11-2020	Minggu, 8-11-2020	Senin, 9-11-2020	Selasa, 10-11-2020	Rabu, 11-11-2020	Kamis, 12-11-2020	Jumat, 13-11-2020	Sabtu, 14-11-2020
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
<b>Dosen Pembimbing Lapangan</b>											
<b>Penanggungjawab Kegiatan</b>											

Mengetahui

Dosen Pembimbing Lapangan

Kepala Desa/Lurah

.....

.....

koa°gafia %o "â0iao äao êao/ o..èăăao 0Eaopaaóôt
Bn8rom8mo O "ieo



**LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT  
UNIVERSITAS NUSA CENDANA**