



UNIVERSITAS
PADJADJARAN

GUIDELINES

INTERGRATIVE VIRTUAL of SCS-CS

2021



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Integrative Virtual of SCS-CS Guidelines

A. Definition

The Integrative Virtual of Student Community Service (SCS) or Kuliah Kerja Nyata (KKN) in local language and Community service (CS) or Pengabdian Pada Masyarakat (PPM) in local language are university compulsory courses for undergraduate and applied undergraduate students at Padjadjaran University together with lecturer community service activities carried out online.

With this scheme, students during the Covid-19 pandemic, conduct student community service activity at home by online together with the lecturer field supervisors (or Dosen Pembimbing Lapangan or DPL in local language) who carry out community service activities. Students follow the CS topic that is owned by the lecturer (DPL) and implement it together using various online media under the guidance of DPL.

There will not be any restrictions on the theme or topic of lecturer's CS offered to students. The lecturer conveyed his readiness to carry out the online CS and involve students in SCS, the topic will be offered to students. One lecturer's CS activity can be followed by a maximum of 20 (twenty) students.



B. Aim

1. Give opportunities for students to learn about problems in the community as well as the community efforts in overcoming various problems.
2. Provide opportunities for students to learn the thinking development in an effort to help the community to overcome problems by using various online facilities,
3. Provide opportunities for students to learn various online facilities and their use in managing community service activities together with the lecturer (DPL).

C. Time, Place, and Lecturer-Student Ratio

Time : Between 30 - 34 working days. (Field Activities)
Ratio : One lecturer guides 15 (fifteen) to 20 (twenty) students

D. Description of Integrative Virtual SCS CS

1. Student Community Service (SCS) activities carried out by students are in accordance with the DPL Community Service (CS) program that has been reformulated into an online implementation program.
2. Students carry out community service activities online from where they live.
3. SCS activities are carried out virtually, if they are carried out outside the regulated provisions, all consequences related to the institution (in this case Unpad) are personally accounted for.
4. Activities carried out by students can be aimed at:
 - a. community in the area where they stay; with activity subjects that can be accessed online,
 - b. aimed at a certain communities: target groups/guided villages from DPL. (this can be discussed between students and DPL)
5. The subject of the activity can be expanded outside the area of residence as long as it can be reached online in accordance with the results of coordination with DPL.
6. Students carry out community service activities in a multidisciplinary collective (15-20 people) from their respective regions and under the guidance of the DPL by online.
7. Implementation stages:
 - a. Students who have completed SCS courses at Study Plan Card (Kartu rencana studi or KRS in local language) can choose the DPL by considering the suitability of DPL CS activities/programs with student interests and the potential and availability of resources in their area.
 - b. Notification to lecturers who have Unpad Research Grants (HRU) CS to submit the CS implementation plan to be online-based. The design is adapted from the CS plan that has been submitted.
 - c. DPL holds an online meeting with students who are members of the group to plan an integrative SCS CS activity that will be implemented online.
 - d. Students carry out SCS activities and make diaries of online-based SCS activities.
 - e. The subject of SCS can come from the community where the student lives or the target group determined by the DPL
 - f. After the implementation period of SCS activities ends, students make individual SCS reports to be collected online through DPL; The SCS report is one component of the assessment.
 - g. In general, the stages The implementation of the Online-Based Integrative SCS CS is as follows:

Stage	Activity	Output
Preparation		
Directorate of Education and Internationalization	DPL recruitment: DPL's willingness to conduct CS HRU online	<ul style="list-style-type: none"> List of lecturers with CS HRU DPL candidate
Lecturer	Redesigning the implementation of CS activities to be online-based and submitting their willingness to serve as DPL	<ul style="list-style-type: none"> DPL Candidates based on the CS title/theme/topic CS activity plan by online
Student	Choose DPL based on the theme of the lecturer's CS according to their interests and potential	<ul style="list-style-type: none"> List of SCS participants based on DPL
SCS Team	The design of the stages of SCS activities	<ul style="list-style-type: none"> SCS CS Technical Guide Integrative for lecturers and students
Implementation		
Pre Field		
Lecturer/student	Debriefing by lecturers regarding the design of lecturers' CS activities, the role of students, and the rules of SCS	<ul style="list-style-type: none"> Lecturer-student agreement for the implementation of Integrative SCS CS
Field		
WEEK I	<ul style="list-style-type: none"> Identification of SCS subjects Identify problems and appropriate resources CS theme Vicon Discussion 	<ul style="list-style-type: none"> CS theme related data Subject candidate SCS Activity logbook
WEEK II	<ul style="list-style-type: none"> Data processing and problem analysis and resource Determination of SCS Subjects SCS activity planning Coordination of activities with SCS subjects Vicon Discussion 	<ul style="list-style-type: none"> SCS subjects to be managed student SCS activity plan Activity logbook
WEEK III	<ul style="list-style-type: none"> Preparation of instruments for the implementation of SCS activities Implementation of activities with SCS subjects online Activity evaluation with the subject of SCS Vicon Discussion 	<ul style="list-style-type: none"> Technical design implementation activity Activity achievements Activity logbook
WEEK IV	<ul style="list-style-type: none"> Planning follow-up activities Carry out follow-up with Subject of SCS Make an agreement and design the sustainability of activities with SCS Subjects Vicon Discussion 	<ul style="list-style-type: none"> Action plan carry on Formulation of agreement and sustainability plan with SCS Subjects Activity logbook

Stage	Activity	Output
Post Field		
Lecturer	<ul style="list-style-type: none"> Follow up CS activities according to the CS activity plan Providing guidance SCS reporting Checking the SCS report, giving grades SCS, and submit student SCS reports and student SCS scores to DIRDIK 	<ul style="list-style-type: none"> Lecturer CS Report Student SCS scores
Student	<ul style="list-style-type: none"> Prepare a Simkatmawa report or sub group report Prepare the individual SCS reports The activity logbook is attached to the SCS report Provide guidance and consultation with DPL for report generation Submit a complete SCS report in PDF form to DPL 	<ul style="list-style-type: none"> 4 Simkatmawa reports (each group consists of 3-5 students) Individual Report Group video of 7 minutes duration and uploaded to YouTube with the hashtag #KKNUNPAD2021

E. Field Supervisor (DPL)

1. DPL is a lecturer assigned by Padjadjaran University as a supervisor in the online-based Integrative CS SCS program.
2. Lecturers who will become DPL prepare a plan for CS activities that will be carried out online and submitted to Dirdik and DRPM when expressing their willingness to become DPL.
3. DPL submits the CS implementation plan online to its student guidance so that students can arrange SCS activities in accordance with the mechanism and objectives of the lecturer's CS.
4. DPL provides online guidance and assistance to students throughout the implementation of the Integrative CS SCS.
5. DPL gives the final point value SCS lectures for students under their guidance after students complete SCS activities.





INTEGRATIVE VIRTUAL SCS-CS GUIDELINES

Note: The themes shown are illustrations of the virtual implementation of SCS-CS without limiting other CS themes prepared by Lecturers.

VIRTUAL SCS-CS Entrepreneurship Theme

A. Definition

SCS CS Virtual Entrepreneurship is a SCS activity that is integrated with CS HRU owned by Lecturers (CS with the theme of Entrepreneurship or other themes that propose changes to the theme of entrepreneurship). During the Covid-19 pandemic, the Virtual Entrepreneurship Community Service Program was carried out virtually through the use of online media.

Students can carry out Community Service activities in their respective areas of residence by expressing their ideas or ideas under the guidance of one Field Supervisor (DPL).

The various activities that can be carried out in the implementation of SCS CS Entrepreneurship are:

1. Start-up development
2. Improved business management
3. Excellent product design
4. Creation of online trading platforms and applications

Students can choose one of the various activities to be discussed with DPL before starting the guidance activities during the implementation of SCS.

This SCS CS Virtual Entrepreneurship has a weight of 3 credits where students who carry out this activity are expected to be able to contribute directly to efforts to optimize the potential and problems of entrepreneurship with a focus on micro-enterprises/home industries that require assistance for business development through the application of the scientific background of each. - each student.

DPL first conveyed its readiness to implement CS and involve SCS students in it. The CS Virtual Entrepreneurship Community Service activities are overall carried out online starting from the pre-implementation, implementation, to post-implementation processes.



B. Aim

1. Provide opportunities and train the students to be able to learn the problems related to entrepreneurship themes that arise in their environment from various perspectives that are adapted to their respective scientific backgrounds.
2. Provide opportunities for students to learn creatively and develop thinking in an effort to help overcome problems related to entrepreneurship that exist in their respective neighborhoods and in the target area determined by DPL.
3. Provide opportunities for students to learn to use and apply various online facilities and utilization in managing community service activities with DPL.

C. Time, Place, and Lecturer-Student Ratio

Time : Between 30 - 34 working days. (Field Activities)

Ratio : One lecturer guides 15 (fifteen) to 20 (twenty) students

D. SCS Description Virtual Entrepreneurship

1. SCS activities carried out by students are in accordance with the DPL community service program which has been reformulated into a Virtual Entrepreneurship SCS program which is carried out online.
2. Student conduct online community service activities from their respective residences.
3. SCS activities are carried out virtually, if they are carried out outside the regulated provisions, all consequences related to the institution (in this case Unpad) are personally accounted for.
4. Activities carried out by students can be aimed at small or medium-scale business actors, and home industries located in the area where they live or in the DPL-assisted area, with activity subjects that can be accessed online.
5. The subject of the activity can be extended beyond the student's residence area as long as it can be reached using the online system.
6. Students carry out community service activities in a multidisciplinary collective (consisting of 15 - 20 students in one group).
7. Implementation stages:
 - a. Notifications and offers to lecturers who have CS HRU to submit the CS implementation plan to be online-based with the theme of Entrepreneurship.
 - b. Students who have taken SCS courses choose DPL by considering the suitability of DPL CS activities/programs with student interests and the potential and availability of resources in each residence.
 - c. DPL holds a meeting with students who are members of the online SCS group to formulate a plan for the Virtual Entrepreneurship KKM activity to be carried out.

- d. Students carry out SCS activities and make diaries of online-based SCS activities.
- e. Students convey information to the local government through communication media regarding the SCS and CS activities carried out.
- f. After the implementation period of SCS activities ends, students are required to make individual SCS reports to be collected online through DPL which will later become one of the components of the assessment.
- g. In general, the stages of implementing the Entrepreneurship Virtual Community Service Program are as follows:

Stage	Activity	Output
Preparation		
Directorate of Education and Internationalization	DPL recruitment: DPL's willingness to do CS HRU online with the theme of Entrepreneurship	<ul style="list-style-type: none"> Have a list of CS HRU lecturers who are candidates for DPL
Lecturer	Redesigning the implementation of CS activities into a Virtual Entrepreneurship CS and submitting a willingness to become DPL	<ul style="list-style-type: none"> Candidates for DPL based on the CS Title with a redesigned Entrepreneurship Theme Design of CS activities with the theme of online-based Entrepreneurship
Student	Choosing DPL based on the theme of the lecturer's CS that is in accordance with the interests and potentials of the students and the area where they live.	<ul style="list-style-type: none"> List of SCS participants based on DPL
SCS Team	The design of the stages of SCS-Virtual entrepreneurship activities	<ul style="list-style-type: none"> Technical Guidelines for the implementation of the Virtual Entrepreneurship Community Service for lecturers and students
Implementation		
Pre Field		
Lecturer/student	Debriefing by lecturers regarding the design of lecturers' CS activities, the role of students, and the rules of SCS	<ul style="list-style-type: none"> Student lecturer agreement for implementation Entrepreneurship Virtual Community Service
Field		
WEEK I	<ul style="list-style-type: none"> Identification of SCS subjects or prospective Subjects SCS through CP in the area of residence through WA media or telephone. Identify problems and appropriate resources CS themes by phone. Online discussion using vicon 	<ul style="list-style-type: none"> CS theme related data Subject candidate SCS Daily activity logbook

Stage	Activity	Output
Field		
WEEK II	<ul style="list-style-type: none"> • Data processing and problem analysis and resource • Determination of SCS Subjects • SCS activity planning • Coordination of activities with SCS subjects • Online discussion using vicon 	<ul style="list-style-type: none"> • SCS subjects to be managed student • SCS activity plan • Daily activity logbook
WEEK III	<ul style="list-style-type: none"> • Preparation of instruments for the implementation of SCS activities • Implementation of activities with SCS Subjects online using Vicon • Activity evaluation with the subject of SCS • Online discussion using vicon 	<ul style="list-style-type: none"> • Technical design implementation activity • Activity achievements • Daily activity logbook
WEEK IV	<ul style="list-style-type: none"> • Make a plan for follow-up activities • Carry out follow-up with Subject SCS • Make an agreement and design the sustainability of activities with the subject of SCS • Vicon Discussion 	<ul style="list-style-type: none"> • Action plan carry on • Formulation of agreements and sustainability plans with the subject of SCS • Activity logbook
Post Field		
Lecturer	<ul style="list-style-type: none"> • Follow up CS activities according to the CS activity plan • Providing guidance SCS reporting • Checking the SCS report, giving grades SCS, and submit student SCS reports and student SCS scores to DIRDIK 	<ul style="list-style-type: none"> • Lecturer CS Report • Student SCS scores
Student	<ul style="list-style-type: none"> • Make a Simkatmawa report or sub group report • Make individual SCS reports • The activity logbook is attached to the SCS report • Provide guidance and consultation with DPL for report generation • Submit a complete SCS report in PDF form to DPL 	<ul style="list-style-type: none"> • 4 Simkatmawa reports (each group consists of 3-5 students) • Individual Report • Group video of 7 minutes duration and uploaded to YouTube with the hashtag #SCSUNPAD2021

E. Supervisor Field (DPL)

1. DPL is a lecturer assigned by Padjadjaran University as a supervisor in the online-based Integrative CS SCS program.
2. Lecturers who will become DPLs make plans for CS activities that will be carried out online and submitted to the DRPM when expressing their willingness to become DPLs.

3. DPL submits the CS implementation plan online to its student guidance so that students can arrange SCS activities in accordance with the mechanism and objectives of the lecturer's CS.
4. DPL provides online guidance and assistance to students throughout the implementation of the Entrepreneurship Virtual Community Service.
5. DPL gives the final grades for the SCS course for its mentored students after the students complete the Entrepreneurship Virtual Community Service



VIRTUAL SCS-CS Health Theme

A. Definition

Health theme of SCS (SCS-TK) is an activity that is integrated with CS HRU owned by Lecturers and carried out through online media during the Covid-19 pandemic. Students can carry out Community Service activities in their respective homes by expressing their ideas or ideas under the guidance of one Field Supervisor (DPL).

SCS CS with the theme of Health This program has a weight of 3 credits where students who carry out SCS activities are expected to be able to contribute directly according to the potential and health problems that exist in their respective hometowns through the creation of service work products.

DPL first conveyed its readiness to implement CS and involve SCS students in it. One lecturer will guide and assist 15-20 students.

The variety of activities and fields of activity of the Health Theme SCS CS consists of:

1. Empowerment related to the community's healthy lifestyle. As :
 - a. Increasing awareness of the importance of healthy living
 - b. Increased awareness of the importance of maintaining a healthy lifestyle
 - c. Detection early disease
 - d. And a variety of other types of activities
2. Activity development Alternatives in the health sector
 - a. Increase awareness of the importance of planting TOGA
 - b. Development, utilization, processing and packaging of TOGA
 - c. Various alternative activities in the health sector
3. Stunting Problems
 - a. Enhancement community nutrition awareness
 - b. Prevention and early detection of stunting
 - c. Enhancement Posyandu cadre capacity
 - d. Creation of Platforms or applications for public education; or
 - e. Other activities related to stunting
4. Family planning
 - a. Health adolescent reproduction
 - b. Information and education related to issues of family resilience and empowerment
 - c. And a variety of other types of activities.

B. Aim

1. Provide opportunities and train students to be able to study problems related to health themes that arise in their environment from various perspectives that are adapted to their respective scientific backgrounds.
2. Provide opportunities for students to creatively learn to develop thinking in an effort to help overcome community problems using various online facilities,
3. Provide opportunities for students to learn to use and apply various online facilities and utilization in managing community service activities with DPL.
4. Train sensitivity and foster leadership aspects of students in analyzing problems and potentials in their environment.

C. Time, Place, and Lecturer-Student Ratio

Time : Between 30 - 34 working days. (Field Activities)
Ratio : One lecturer guides 15 (fifteen) to 20 (twenty) students

D. Description of Health Thematic SCS (SCS-TK)

1. Community service activities carried out by students are in accordance with the DPL community service program that has been reformulated into an online implementation program.
2. Students carry out SCS activities online from their respective residences.
3. SCS activities are carried out virtually, if they are carried out outside the regulated provisions, all consequences related to the institution (in this case Unpad) are personally accounted for.
4. Activities carried out by students can be aimed at people in the area where they live; with activity subjects that can be accessed online.
5. The subject of the activity can be extended beyond the student's residence area as long as it can be reached using the online system
6. Students carry out community service activities in a multidisciplinary collective (15-20 people) from their respective regions and under the guidance of DPL online.
7. Stages implementation of activities:
 - a. Notifications and offers to lecturers who have HRU CS to submit the CS implementation plan to be online-based with the theme of Health.
 - b. Students who have taken SCS choose DPL by considering the suitability of DPL CS activities/programs with student interests and the potential and availability of resources in each place of residence.
 - c. DPL holds a meeting with students who are members of an online SCS group to formulate a plan for the Health Thematic KKM activities to be carried out.
 - d. Students carry out SCS activities and make diaries of online-based SCS activities.

- e. After the implementation period of SCS activities ends, students are required to make individual SCS reports to be collected online through DPL which will later become one of the components of the assessment.
- f. In general, the stages of implementing the Health Thematic SCS (SCS-TK) are as follows:

Stage	Activity	Output
Preparation		
Directorate of Education and Internationalization	DPL recruitment: DPL's willingness to do CS HRU online with the theme of Health	<ul style="list-style-type: none"> Have a list of CS HRU lecturers who are candidates for DPL
Lecturer	Redesigning the implementation of CS activities into CS with an online-based Health Theme and submitting their willingness to become DPL	<ul style="list-style-type: none"> Candidates for DPL based on CS Title with Theme Redesigning health CS activity plan with an online-based Health Theme
Student	Selecting DPL based on the theme of the lecturer's CS in accordance with the interests and potentials of the students	<ul style="list-style-type: none"> List of SCS participants based on DPL
SCS Team	The design of the stages of SCS-Thematic health activities (SCSTK)	<ul style="list-style-type: none"> Technical Guidelines for the implementation of Health Thematic SCS (SCS-TK) for lecturers and students
Implementation		
Pre Field		
Lecturer/student	Debriefing by lecturers regarding the design of lecturers' CS activities, the role of students, and the rules of SCS	<ul style="list-style-type: none"> Student lecturers' agreement for the implementation of the Thematic tHealth Community Service
Field		
WEEK I	<ul style="list-style-type: none"> Identification of SCS subjects Identify problems and appropriate resources CS theme Online discussion using vicon 	<ul style="list-style-type: none"> CS theme related data Subject candidate SCS Daily activity logbook
WEEK II	<ul style="list-style-type: none"> Data processing and problem analysis and resource Determination of SCS Subjects SCS activity planning Coordination of activities with SCS subjects Online discussion using vicon 	<ul style="list-style-type: none"> SCS subjects that have been agreed upon by students and DPL SCS activity plan Daily activity logbook

Stage	Activity	Output
Field		
WEEK III	<ul style="list-style-type: none"> • Preparation of instruments for the implementation of SCS activities • Implementation of activities with SCS Subjects online using Vicon • Activity evaluation with the subject of SCS • Online discussion using vicon 	<ul style="list-style-type: none"> • Technical design implementation activity • Activity achievements • Daily activity logbook
WEEK IV	<ul style="list-style-type: none"> • Make a plan for follow-up activities • Carry out follow-up with Subject SCS • Make an agreement and design the sustainability of activities with the subject of SCS • Vicon Discussion 	<ul style="list-style-type: none"> • Action plan carry on • Formulation of agreements and sustainability plans with the subject of SCS • Activity logbook
Post Field		
Lecturer	<ul style="list-style-type: none"> • Follow up CS activities according to the CS activity plan • Providing guidance SCS reporting • Checking the SCS report, giving grades SCS, and submit student SCS reports and student SCS scores to DIRDIK 	<ul style="list-style-type: none"> • Lecturer CS Report • Student SCS scores
Student	<ul style="list-style-type: none"> • Make a Simkatmawa report or sub group report • Make individual SCS reports • The activity logbook is attached to the SCS report • Provide guidance and consultation with DPL for report generation • Submit a complete SCS report in PDF form to DPL 	<ul style="list-style-type: none"> • 4 Simkatmawa reports (each group consists of 3-5 students) • Individual Report • Group video of 7 minutes duration and uploaded to YouTube with the hashtag #SCSUNPAD2021

E. Supervisor Field (DPL)

1. DPL is a lecturer assigned by Padjadjaran University as a supervisor in the online-based Integrative CS SCS program.
2. Lecturers who will become DPLs make plans for CS activities that will be carried out online and submitted to the DRPM when expressing their willingness to become DPLs.
3. DPL submits the CS implementation plan online to its student guidance so that students can arrange SCS activities in accordance with the mechanism and objectives of the lecturer's CS.
4. DPL provides online guidance and assistance to students throughout the implementation of the Health Theme CS SCS.
5. DPL gives the final point value SCS lectures for students under his guidance after students complete the Health Theme SCS CS activities.

VIRTUAL SCS-CS Agriculture Theme/ Fisheries/Livestock

A. Definition

Agriculture/Fisheries/Livestock Virtual Community Service is a SCS activity that is integrated with the CS HRU owned by the Lecturer (CS with the theme of agriculture or animal husbandry or fishery innovation). During the Covid-19 pandemic, the implementation of the SCS - CS Virtual Agriculture/Fisheries/Animal Husbandry activities was carried out virtually through the use of online media.

Students can carry out Community Service activities in their respective areas of residence by expressing their ideas or ideas under the guidance of one Field Supervisor (DPL).

As for the variety of activities What can be done in the implementation of SCS – CS Vitrual with the theme of Agriculture/Animal Husbandry/Fisheries are:

1. Dissemination Aquaculture/Agriculture
2. Institutional Strengthening of Farmer/Cultivation Groups,
3. Socialization Superior seed innovation
4. Introduction Technology in Livestock
5. Design Product; Increasing the added value of agricultural/livestock/fishery products
6. And others

Students can choose one of the various activities according to the potential in the area where they live. Furthermore, students conduct discussions with DPL before starting the guidance activities during the implementation of SCS.

This CS activity integrated with SCS activities which have a weight of 3 credits where students who carry out SCS activities are expected to be able to contribute directly to efforts to optimize potential and problems in agricultural/animal husbandry/fishery cultivation activities that are engaged in by the community in their area or in areas that have been determined by the community. DPL.

DPL first conveyed its readiness to implement CS and involve SCS students in it. Virtual Community Service activities as a whole are carried out online starting from the pre-implementation, implementation, to post-implementation processes.

B. Aim

1. Provide opportunities and train students to can study the problem and potential related to the theme of agriculture/animal husbandry/fisheries in their environment.

2. Provide opportunities for students to learn creatively and develop thinking in an effort to increase the potential of agriculture/animal husbandry/fishery in their respective neighborhoods
3. Provide opportunities for students to learn to use and apply various online facilities and utilization in managing community service activities with DPL.

C. Time, Place, and Lecturer-Student Ratio

Time : Between 30 - 34 working days. (Field Activities)
 Ratio : One lecturer guides 15 (fifteen) to 20 (twenty) students

D. Description of Agriculture/Fisheries/Animal Husbandry Virtual Community Service

- a. SCS activities carried out by students are in accordance with the DPL community service program which has been reformulated into a Virtual SCS program with the chosen theme which is carried out online
- b. Students carry out SCS activities online at their respective residences.
- c. SCS activities are carried out virtually, if they are carried out outside the regulated provisions, all consequences related to the institution (in this case Unpad) are personally accounted for.
- d. Activities carried out by students can be aimed at fish cultivators/farmer communities/breeders who are in the area where they live; or in communities that have been determined by DPL with activity subjects that can be reached online.
- e. The subject of the activity can be extended beyond the student's residence area as long as it can be reached using the online system.
- f. Students carry out community service activities in a multidisciplinary collective (consisting of 15-20 students in one group).
- g. Stages implementation of activities:
 - a. Notifications and offers to lecturers who have HRU CS to submit the CS implementation plan to be online-based with the theme of Fisheries/Agriculture/Animal Husbandry.
 - b. Students who have taken SCS choose DPL by considering the suitability of DPL CS activities/programs with student interests and the potential and availability of resources in each place of residence.
 - c. DPL holds a meeting with students who are members of an online SCS group to formulate a plan for the Virtual Fisheries/Agriculture/Animal Husbandry KKM activities that will be carried out.
 - d. Students carry out SCS activities and make diaries of online-based SCS activities.
 - e. Students convey information to the local government through communication media regarding the SCS and CS activities carried out.

- f. Community service activities are activities that can be accessed online and the subject of SCS is determined according to the theme and purpose of the activity. The subjects of SCS are community groups in the area where students live or the assisted communities of DPL.
- g. After the implementation period of SCS activities ends, students are required to make individual SCS reports to be collected online through DPL which will later become one of the components of the assessment.
- h. In general, the stages of implementing the Fisheries/Agriculture/Animal Husbandry Virtual Community Service are as follows:

Stage	Activity	Output
Preparation		
Directorate of Education and Internationalization	DPL recruitment: DPL's willingness to do CS HRU online with the theme of Fisheries/Agriculture/Animal Husbandry	<ul style="list-style-type: none"> Have a list of CS HRU lecturers who are candidates for DPL
Lecturer	Redesigning the implementation of CS activities to become Fisheries/Agriculture/Animal Husbandry Virtual CSs and submitting their willingness to serve as DPLs	<ul style="list-style-type: none"> Candidate for DPL based on CS Title with redesigned Fisheries/Agriculture/Animal Husbandry Theme The design of CS activities with the theme is online-based
Student	Choosing DPL based on the theme of the lecturer's CS that is in accordance with the interests and potentials of the students and the area where they live.	<ul style="list-style-type: none"> List of SCS participants based on DPL
SCS Team	The design of the stages of the SCS-Virtual Fisheries/Agriculture/Animal Husbandry activities	<ul style="list-style-type: none"> Technical Guidelines for the implementation of SCS-Virtual Fisheries/Agriculture/Animal Husbandry for lecturers and students
Implementation		
Pre Field		
Lecturer/student	Debriefing by lecturers regarding the design of lecturers' CS activities, the role of students, and the rules of SCS	<ul style="list-style-type: none"> Student lecturer agreement for the implementation of Fisheries/Agriculture/Animal Husbandry Virtual Community Service
Field		
WEEK I	<ul style="list-style-type: none"> Identification of SCS subjects through WA media or phone. Identify problems and appropriate resources CS themes by phone. Online discussion using vicon 	<ul style="list-style-type: none"> CS theme related data Subject candidate SCS Daily activity logbook

Stage	Activity	Output
Field		
WEEK II	<ul style="list-style-type: none"> Data processing and problem analysis and resource Determination of Student SCS Subjects SCS activity planning Coordination of activities with SCS subjects Online discussion using vicon 	<ul style="list-style-type: none"> SCS subjects at the location each SCS activity plan Daily activity logbook
WEEK III	<ul style="list-style-type: none"> Preparation of instruments for the implementation of SCS activities Implementation of activities with SCS Subjects online using Vicon Activity evaluation with the subject of SCS Online discussion using vicon 	<ul style="list-style-type: none"> Technical design implementation activity Activity achievements Daily activity logbook
WEEK IV	<ul style="list-style-type: none"> Make a plan for follow-up activities Carry out follow-up with Subject SCS Make an agreement and design the sustainability of activities with the subject of SCS Vicon Discussion 	<ul style="list-style-type: none"> Action plan carry on Formulation of agreements and sustainability plans with the subject of SCS Activity logbook
Post Field		
Lecturer	<ul style="list-style-type: none"> Follow up CS activities according to the CS activity plan Providing guidance SCS reporting Checking the SCS report, giving grades SCS, and submit student SCS reports and student SCS scores to DIRDIK 	<ul style="list-style-type: none"> Lecturer CS Report Student SCS scores
Student	<ul style="list-style-type: none"> Make a Simkatmawa report or sub group report Make individual SCS reports The activity logbook is attached to the SCS report Provide guidance and consultation with DPL for report generation Submit a complete SCS report in PDF form to DPL 	<ul style="list-style-type: none"> 4 Simkatmawa reports (each group consists of 3-5 students) Individual Report Group video of 7 minutes duration and uploaded to YouTube with the hashtag #SCSUNPAD2021

E. Supervisor Field (DPL)

1. DPL is a lecturer assigned by Padjadjaran University as a supervisor in the online-based Integrative CS SCS program.
2. Lecturers who will become DPLs make plans for CS activities that will be carried out online and submitted to the DRPM when expressing their willingness to become DPLs.

3. DPL submits the CS implementation plan online to its student guidance so that students can arrange SCS activities in accordance with the mechanism and objectives of the lecturer's CS.
4. DPL provides online guidance and assistance to students throughout the implementation of the Fisheries/Agriculture/Animal Husbandry Virtual Community Service.
5. DPL gives the final grades for the SCS courses for their mentored students after the students complete the Fisheries/Agriculture/Animal Husbandry Virtual Community Service activities.



An aerial photograph of a large, circular stadium, likely the National Stadium in Singapore, with a semi-transparent purple overlay. The stadium's architecture features a prominent triangular structure on its facade. The text is contained within a white rectangular box in the lower-left quadrant.

Systematic of Integrative Virtual SCS-CS Reports

Systematic Report

STUDENT SERVICE PROGRAM TO THE COMMUNITY 2021 (Subgroup Report)

INSTRUCTION

- The systematic report of the 2021 Community Service Program Report is used as a guide for making reports for the Unpad Integrative Virtual SCS-CS group.
- One group of Student Service Program Report to the Community are consist of 4 or 5 people.
- The Student Service Program to the Community Report contains the implementation of student service program activities to the community along with the results.
- In this group report, students involved as implementers of the student service program to the community - not as SCS students - therefore they do not use the term as SCS student.

COVER

The title on the group report reflects the FOCUS, SUBJECT, AND LOCUS of the activity
Student Service Program to the Community

1. APPROVAL PAGE

2. ABSTRACT

3. PREFACE

4. TABLE OF CONTENTS

5. LIST OF ATTACHMENTS

PIG

preliminary

1. Situation Analysis

- Describe the phenomenon of general problems related to issues that are the focus of student service activities to the community.
- Describe the specific focus based on the results of the assessment, covering various aspects including: strengths and weaknesses as well as opportunities and obstacles.
- This description becomes the basis for conducting community service activities.
- The form of student service programs to the community carried out by students and their rational considerations.
- Quantitative or qualitative data is required in the description.

2. Objectives and benefits

- State specifically the goal (change) to be achieved through the activity.
- State the benefits that will be obtained by taking into account the interests of the community, and related stakeholders.

CHAPTER II

IMPLEMENTATION METHOD

1. Implementation Methods and Stages

- Explain that community service is carried out virtually using online communication media; combined with on-site activities as needed.
- The stages of implementation are described by stages:
 - a. Preparation stage: team coordination and consultation, design
 - b. Implementation stage: data collection, field preparation, implementation of community service activities and follow-up; and
 - c. follow-up stage: team coordination and consultation.
- Provide an adequate explanation for each of these stages.

2. Subject, Location and Time

- Describe the target/subject of the activity, location, and the basis for consideration
- The program implementation time is detailed into The three stages above



CHAPTER III

IMPLEMENTATION OF STUDENT COMMUNITY SERVICE

1. Preparation

- Describe the activities carried out at this preparatory stage which include
 - Assessment (Describe based on the assessment tools used)
 - Coordination and consultation with the team and supervisors.

2. Implementation

- **This activity is carried out by students under the supervision of a Advisory Lecturer.** Student service activities to the community are delivered in the following presentation format:
 - 1) Name of activity;
 - 2) Type of activity (training/demonstration/workshop/extension/etc.);
 - 3) Objectives and benefits;
 - 4) Activity targets;
 - 5) Execution time
 - 6) The parties involved (and their roles);
 - 7) Implementation process (describe the process in detail): technical stages of activities
 - 8) Activity results
 - 9) Plans for follow-up on the results of activities.
- Materials/Modules/Instruments/Handouts/Questionnaires/etc. used in these activities are attached.

3. Follow-up Activities

Present a description of the follow-up based on the results of community service:

- a. What has been implemented in community service activities and the changes that occur (can be in terms of knowledge, attitudes, skills, actors and outcomes/improvements produced)
- b. What needs to be done for a follow-up plan based on the problems or obstacles that the subject is still facing.

CHAPTER IV

Conclusions and Recommendations

1. Conclusion
2. Recommendation

References

Attachment

Note: One of the attachments is a statement from the Student Service Team to the Community from the Dean of the Faculty from which the team leader came from.

INDIVIDUAL REPORT SYSTEMS UNPAD STUDENT SCS ACTIVITIES IN 2021

INSTRUCTION

- The systematics of the 2021 Unpad Student SCS individual report is used as a guide for making the Unpad Virtual Integrative KKN-PPM individual report,
- The 2021 Unpad Student SCS individual report contains individual activities of SCS students in carrying out SCS activities,
- SCS activities in the report contain the implementation of the Student Service Program to the Community under the guidance of Field Supervisors (DPL).
- “Student Service Program Report to the Community” is made separately as a sub-group report; as well as SIMKATMAWA Report.
- SCS activities in individual reports are the main element of the DPL assessment.

COVER

Title on report individual Student Community Service activities reflect FOCUS, SUBJECT, and LOCUS of SCS activities carried out by students

1. APPROVAL PAGE

2. ABSTRACT

ABSTRACT

A. Background

- Describe the phenomenon of general problems related to issues that are the focus of student community service activities in SCS.
- Explain the relevance of the position of SCS and the function of student SCS in contributing to overcoming problems in this phenomenon through community service programs for students and lecturers,
- Explain the strategic role of student SCS in an effort to respond to problems that occur at the SCS location.

B. Objectives and benefits

- State specifically the objectives and benefits related to the interests of student community service activities, the interests of the community, and related stakeholders.

C. Stages of Student Community Service Activities

- Describe the stages of SCS activities virtually or blended activities that are presented in the form of a logbook containing the form of activities, time, place, actors and targets, and results (achievements of activities).
- Explain the matrix sufficiently.

D. Location and time

- Describe the location and the basis for determining the location.
- The implementation time of SCS is broken down into 3 main stages:
 - (1) preparation stage: debriefing and assessment of the location/subject of SCS
 - (2) implementation and field stages: data collection, field preparation, implementation of community service development activities in SCS.

(3) post-field stage: report writing and report guidance.

E. SCS Implementation Process

- Describe the individual working mechanism within the framework of the SCS group according to the matrix of the stages of the SCS activity stage.
- Describe the relationship between individual activities and the overall working mechanism of the group.
- Show the contribution of individual activities to the achievement of group activities.

F. Reflection

- Describe the achievements of the activities achieved, compared with the level of achievement that can actually be achieved.
- Describe the contributions made by interested parties, compared with the contributions that could actually be made.
- Describe the process that according to students can be done so that the achievement of similar activities in the future will be better.

G. Conclusions and Recommendation

- Conclusion
- Recommendation

Attachment

cover example

**IMPLEMENTATION REPORT of INTEGRATIVE
STUDENT COMMUNITY SERVICE – COMMUNITY SERVICE (SCS-CS)**

**TITLE
(STATE SPECIFICALLY THE FOCUS, SUBJECT, AND LOCUS
OF THE SCS ACTIVITIES)**



Prepared By:

**NPM
NAME**

**PADJADJARAN UNIVERSITY
FACULTY ... (refer to each faculty) ...
YEAR 2021**

APPROVAL PAGE

**INTEGRATED SCS-CS
IMPLEMENTATION
REPORT**

Title	:	(STATE SPECIFICALLY THE FOCUS, SUBJECT, AND LOCUS OF THE SCS ACTIVITIES)
Time	:
Location	:
Prepared by		
1. Name	:
2. NPM	:
3. Study Program	:
4. Faculty	:

Jatinangor,

.....

Approved by
Advisor,

Prepared
by,

(Name)
(NIP)

(Name)
(NPM)

**IMPLEMENTATION REPORT of
STUDENT COMMUNITY SERVICE PROGRAM**



**DEVELOPMENT CAPACITY OF HOME INDUSTRY COMPANY IN
DESIGNING THE PRODUCT**

IMPLEMENTATION TEAM:

NO.	NAME	NPM	STATUS
1			Team Leader
2			Member
3			Member
4			Member

**PADJADJARAN UNIVERSITY
FACULTY ... (according to the origin of the
team leader faculty) ... YEAR 2021**

**APPROVAL PAGE of
STUDENT COMMUNITY SERVICE PROGRAM**

Title	:	DEVELOPMENT CAPACITY OF HOME INDUSTRY COMPANY IN DESIGNING THE PRODUCT	
Time	:	
Location	:	
Prepared by	:	Name	Faculty
		1. ...	
		2. ...	
		3. ...	
		4. ...	
		5. ...	

Jatinangor,

Approved by
Advisor,

Team Leader,

(Name)
(NIP)

(Name)
(NPM)

Acknowledge,
Dean of the Faculty (according to the origin of the DPL faculty)..,

(Name)
(NIP)



**MINISTRY OF EDUCATION AND CULTURE
PADJADJARAN UNIVERSITY
FACULTY**

Jalan Raya Bandung – Sumedang Km.21 Jatinangor – Sumedang 45363 Tel. (022)
84288890

<http://www.faperta.unpad.ac.id> - e-mail: dean.faperta@unpad.ac.id

STATEMENT LETTER

Number :....(To be filled in by the faculty who signed the letter)

Hereby the Faculty of Agriculture, Padjadjaran University explains that:

NO	NAME	NIP/NPM	DESCRIPTION
1			Lecturer
2			Undergraduate of Faculty.....
3			
4			
5			
6			
7			
8			
9			
10			

Has carried out Student Community Service Activities of Padjadjaran University in entitled
"....." on January 11, 2021
until 10 February 2021.

Thus this statement letter is given, to be used properly.

Jatinangor,

Dean/Vice Dean,

.....
NIP.

Note: There should not be the word SCS, there are only Student Community Service Activities



**MINISTRY OF EDUCATION AND CULTURE
PADJADJARAN UNIVERSITY
FACULTY OF AGRICULTURE**

Jalan Raya Bandung – Sumedang Km.21 Jatinangor – Sumedang 45363 Tel. (022)
84288890

<http://www.faperta.unpad.ac.id> - e-mail: dean.faperta@unpad.ac.id

STATEMENT LETTER

Number/UN6.E.1/PM/2019

Hereby the Faculty of Agriculture, Padjadjaran University explains that:

NO	NAME	NIP/NPM	DESCRIPTION
1	Prof. Dr. Ir. Abraham Suriadikusuma, DDA	195701071984031004	Lecturer
2	JOHN KENNETH	110110160234	Undergraduate student
3	EXCEL DIEN PRAMANA	110110160237	Undergraduate student
4	Agnestasya Safitri Hernita	120110150053	Undergraduate student
5	Felix Noviantoro	140310160047	Undergraduate student
6	Nisa Kamila	180110160035	Undergraduate student
7	CANTIKA PUTRI PRATIWI	180210170057	Undergraduate student
8	Nisa Ainun Nurul Hidayah	180810160028	Undergraduate student
9	Revi Rizki Ahmad	180910160044	Undergraduate student
10	DANDIN FRI SETIA	200110160227	Undergraduate student

Has carried out student service activities for the community of Padjadjaran University in 2019 entitled "Evaluation of the Agricultural System in Solokan Jeruk District" on July 1, 2019 to July 31, 2019.

Thus this certificate is given, to be used properly.

Jatinangor, July 1, 2019

Vice Dean,

Prof. Dr. Ir. H. Denny Kurniadie, M.Sc.
NIP. 19600601 198603 1 005

The Assessment Form

The assessment form

VIRTUAL INTEGRATIVE SCS-CS 2020
 DIRECTORATE OF EDUCATION AND INTERNATIONALIZATION
 PADJADJARAN UNIVERSITY

No	NPM	NAME	Involvement in SCS (30%)	SCS ACTIVITY (45%)			REPORT (25%)	FINAL RESULT
				Attendance in meeting (15%)	Cooperation with subject (15%)	Creativity in daily activity (15%)	Completeness of content	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Jatinangor, ... 2020
 Field Supervisor (DPL)

(.....)

Information :

1. Quality Score = Total percentage (DPL value)
2. Quality Value = If ≥ 80 "A", if ≥ 70 "B", If ≥ 60 "C", If ≥ 50 "D", If ≥ 40 "E", If < 40 "T"
3. Quality Letters = A, B, C, D, E, and T. (T = Incomplete Score)



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