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Student Community Service based on Creative Digital Collaboration Project (SCSCDC) to Empower Rural Communities against Covid-19

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ABSTRACT

The outbreak of Covid-19 has created a great change in the implementation of Kuliah Kerja Nyata (KKN) or Student Community Service Program (SCS) in Indonesia. This article promotes the idea of Student Community Service based on Creative Digital Collaboration Project as a collective movement to empower the community against Covid-19. The method of research was a Mixed Method. The research participants were 25 university students who took a part in SCS Covid-19 in 2020. The data were collected through online questionnaires and interviews, then analyzed in quantitative and qualitative approaches. The result shows that the university has provided a platform to implement SCS during a pandemic. The obstacle lies in the lack of collaboration and social challenges in society. Students as the agent of change to create villages resistant Covid-19. The authors believe that this idea can become a future model of SCS during pandemic Covid-19.

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INTRODUCTION

The outbreak of Covid-19 has created a great change in the educational fields. During the spread of the virus, the learning process is carried out in distance education and online learning to minimize social contact. The implementation of distance education and online learning cannot be separated from the characteristics of Covid-19 that attacks the respiratory system with symptoms of fever, respiratory disorders, digestive disorders (Singhal, 2020) and highly contagious (WHO, 2020). The spread of the Covid-19 is considered very fast and no country can avoid the virus (Widiyani, 2020). In Indonesia, the spread of Covid-19 was first confirmed on March 2, 2020. The Indonesian government then implemented a social distancing policy to reduce the level of interaction (H Rashid, 2020) and quarantine (Mona, 2020). This policy affects education and learning programs from the preschool to higher education level.

One of the educational programs affected by the outbreak of Covid-19 is *Kuliah Kerja Nyata* (KKN) or the Student Community Service Program (SCS). Student Community Service Program (SCS) is a community service performed by students in a certain area and period. SCS is embedded with the concept of *Tri Dharma* (Mamikos, 2019). SCS resembles the fieldwork of a researcher who spends time in the field observing, assisting and recording the activities of local communities (Stanley, 2020). This is in line with (Ahmad Fida, 1997) statement that SCS can be categorized as community service by universities carried out by students under the guidance of lecturers and the Regional Government. The purpose of SCS is to prepare university students to cope with problems that arise in society (Amelia Perdana, 2013). SCS can instill character and train students' capability to overcome various problems based on their social skills. Thus, SCS not only aims to provide assistance to increase the potency but also helps to find the best solution to overcome problems in society.

The implementation of SCS during the pandemic becomes important to be examined. Basically, SCS aims to overcome problems in society. It means SCS becomes essential to prevent the spread of Covid-19. However, with the spread of Covid-19, students cannot physically engage with society such as the SCS activities before the Covid-19 period. On the other hand, several universities, such as Sebelas Maret University (UNS) have overseen SCS during the Covid-19 pandemic. Under the rector policy, students are implementing SCS called Covid-19 Student Community Service Program while complying with the health protocol issued by the government. This situation has encouraged the creativity of students in implementing the SCS during the pandemic Covid-19. Theoretically, creativity can be defined as skills to discover new things, which are mostly original. Creativity is developed with a variety of new solutions and it involves the ability to generate ideas that are varied, unique and new (Ching Leen Chiam, 2014). Another theory states that creativity is the ability to create creative ideas with new notions based on experience and prior knowledge (Rohani, 2017). Thus, it can be concluded that creativity is a skill to find new things supported by experiences and knowledge.

Creativity will drive innovation in many ways. Innovation is the transformation of knowledge on products, processes, services using something new (Sutarno, 2012). Innovation also can be perceived as the economic and social success achieved by introducing new ways that create major changes (Vontana, 2009). Innovation is a way to create change in new ways. In the midst of the pandemic, various innovations made by students will be very beneficial for many parties, especially the community. The design of SCS that can accommodate students' creativity and innovation that is highly impacted for society increasingly becomes important nowadays. The demand for creativity and innovation is in line with the position of university students in society. Students can be defined as the younger generation who is studying at the College level both at the University, Academy and Institute (Collins, 2020). According to (Sarwono, 1978), students are groups in society that have academic and social roles in society by creating beneficial innovations.

In fact, students make creative activities, both through social media and going directly into society. However, this only in the region and the community around their residence. Students share information about the virus to the community about what to do in dealing with this virus. Students hope the community will accept the information. Both the community and students can take benefit from the Covid-19 Community Service Program. Although the SCS is different from the previous year, students continue to provide service and contribute to society.

Based on these problems, this research aims to analyze the implementation of SCS during the pandemic Covid-19 that is currently affecting Indonesia as well as promote a model of future SCS. The authors assume that the Covid-19 Community Service Learning program represents Tri Dharma Perguruan Tinggi and educates the public regarding the information about Covid-19. SCS can invite the enthusiasm of the community members to live cleanly and protect themselves from Covid-19 and help the community in solving certain problems. Therefore, the authors include respondents who are conducting Covid-19 Community Service Program in order to find out the conditions they face during the SCS. Based on the empirical data, the authors will try to arrange the design of SCS in the near future, especially during the Covid-19 pandemic. In this article, the authors will explain the design of Students Creative and Collaboration project aimed at rural areas community empowerment. The topic of the Covid-19 resistant village project became important to educate villagers to have knowledge about Covid-19. The villagers have to know what actions they should take in dealing with Covid-19. Moreover, student projects targeted at rural areas can increase the progress of that area to fight against Covid-19. It means the design of SCS based on Students' Creative and Collaboration Project in rural areas can be beneficial for students and society especially in strengthening the rural areas against Covid-19.

METHODOLOGY

Mixed method with quantitative and qualitative approaches was used as the research method to explain and design the Student Community Service Program (SCS) based on the Creative and Collaboration Project. The research is divided into two stages, namely empirical data retrieval and the development of SCS model design (Sugiyono, 2014). The research participants were 25 students of Sebelas Maret University who took a part in Covid-19 Student Community Service Phase 2 in 2020. The research participants came from several faculty in the university such as the Faculty of Teacher Training and Educational Science, Faculty of Mathematics and Natural Sciences, Faculty of Engineering, and Faculty of Sports. Sebelas Maret University (UNS) was chosen because the university has already implemented the Covid-19 Community Service Program that provides a platform for students to implement a Community Service Program during the pandemic. The students implement the Community Service program called Covid-19 Community Service Program while still complying with the health protocol established by the government. Therefore, the university's platform and students' activities can be a space for analyzing student activities and creativity. The research participants were selected by purposive sampling method with an emphasis on the challenges and creativity they do during the Covid-19 Community Service Program. The data were collected through online questionnaire instruments and in-depth interviews. The data questionnaire is the technique of data collection that is done by giving a set of questions or written statements to respondents to be answered (Sugiyono, 2014). In this research, the online questionnaire consisted of five questions regarding students' activities, social media used by students, students' challenges, solutions and perception. The questionnaires were presented in the form of Google Forms. The data were analyzed using the induction analysis approach where the authors already had a hypothesis before conducting field research. During the research, the authors redesign the hypothesis so that the research becomes better (Sosiologis, 2018).

RESULT AND DISCUSSION

The results of the research show that students' creativity becomes a decisive factor that drives innovation during Covid-19 Community Service Program. The internal factors of students' creativity during Covid-19 Community Service Program are as follows: (1) the desire

to facilitate the SCS during the pandemic, (2) the inner spirit and awareness to be beneficial for others through creative activity. On the other hand, the external factor is the policy from university that advises students to carry out the Covid-19 Community Service Program. Based on these factors the results of the research show that students have done various creative activities differently from SCS in the previous years.

University Platform for Covid-19 Community Service Program

In facing great changes caused by Covid-19, Sebelas Maret University (UNS) has issued a policy to manage the Student Community Service Program (SCS) during pandemic times. Based on the Circular Letter regarding the SCS announced by *Unit Penyelenggara Kuliah Kerja Nyata* (UP-KKN) UNS in the July-August 2020, the SCS activities will be promoted in April-June in the framework of Covid-19 Community Service Program. The decision was taken due to the outbreak of Covid-19 in some regions in Indonesia. Moreover, Indonesian government also announced the *Kondisi Luar Biasa* (KLB) or Extraordinary Situation in Indonesia shortly after the first case was found in Indonesia. KLB can be defined as a particular situation as the result of the culmination of epidemiology of illness/death in a certain group of people in a certain period of time (Sumampouw, 2017). In carrying out the Community Service program, UNS issued a policy of Community Service Program for volunteers handling Covid-19 which is expected to support the community against Covid-19. The Rector Circular Letter Number 24/UN27/SE/2020 explains that the activities of Covid-19 Community Service Program should be carried out in students' respective areas and directed at the problem of public health, community economic security, food security, education and community education, social and community empowerment, and others field. Covid-19 Community Service Program activities can be divided into several stages of implementation. Based on Circular Letter Number 74/UN27.21.3.1/TU/2020, students who want to conduct the Covid-19 Community Service Program are required to register through the UP-KKN UNS, then students will get a Field Supervisor (DPL). After that students will get a briefing and submit their proposals. If the proposal has been approved by the DPL, students are welcome to run the work program. In addition, students also received financial support from the Covid-19 Community Service Program which will be transferred through a DPL account. It is expected to be able to help students to expedite the implementation of Covid-19 Community Service Program activities.

Based on the above description, it can be highlighted that UNS has provided a policy and platform for students to implement SCS during the pandemic. The name of the university platform is Covid-19 Community Service Program. Under this platform, students can carry out their activities such as counseling in the fields of public health, community economic security, food security, education and community counseling, social and community empowerment, and other fields.

Students' Creativity in Covid-19 Community Service Program

Students Activities in Covid-19 Community Service Program

Students tried to implement the Covid-19 Community Service Program creatively by developing various forms of campaigns outreaching the public understanding regarding Covid-19. The outcomes of students' activities were related to information about the transmission and prevention of the Covid-19. In the pandemic time, socialization becomes important because, according to (Jay J. Van Bavel, 2020), the amount of negative news circulating on social media can trigger negative emotions in society. People can feel depressed and worried. In the long term, it will decrease body immunity. Students creatively provide information that is needed by

the community without making the community worried. Besides that, students also initiated many activities related to social and health campaigns. The student activities in Covid-19 Community Service Program can be seen in table 1 below:

Table 1. Student activity in Covid-19 Community Service Program

No.	Type of activity	Forms of activity
1.	Offline Activities	<ul style="list-style-type: none"> • Create PHBS (Clean and Healthy Life Behavior) banners and share PHBS tools • Public health services, academic education assistance and the Qur'an • Distributing masks, hand sanitizers, PPE distribution, and disinfecting spraying • Distribution of vegetable seeds • Learning assistance to children • Distribute posters or brochures • Empowering communities by creating public facilities
2.	Online Activities	<ul style="list-style-type: none"> • FGD and Seminar on Covid-19 • Socialization of food security • Tips for making hand sanitizers, masks, herbal medicine, and others
3.	Combination of offline and online activities	<ul style="list-style-type: none"> • Promoting community understanding about Covid-19 • Initiating a healthy lifestyle program

(Source: Questionnaire Data)

Students' activities presented in table 3.2.1 can be categorized as the effort of community empowerment. According to (Sumardjo, 2008) the key factor of community empowerment is about involving the community by focusing on the needs of the community through a holistic approach. For this reason, it is necessary to have assistance or guidance to the community. The form of community empowerment can be in the form of health campaigns. Based on (Galea, 2020), research, the mental health system of the community needs to be strengthened because the community must change their behavior through the application of social distancing to prevent covid-19 transmission. Thus, students must adapt themselves to the state of society by issuing various innovations to attract public interest in SCS activities.

Student Platform

In implementing the Student Community Service Program (SCS), students use various social media platforms. The media platform used by students to conduct socialization can be seen in Figure 1.

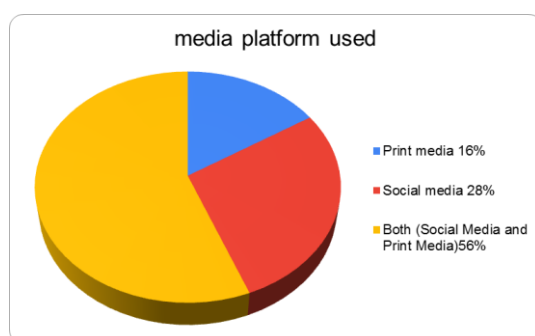


Figure 1. Platform or Media Diagrams used by Students
(Source: Questionnaire Data)

Based on the Figure 1, most of the students use social media, such as Instagram, WhatsApp, and other social media as a media for Covid-19 Community Service Program activities. The use of social media is considered to be more effective and efficient in reaching the community. The content about the Covid-19 campaign is designed in interactive ways so the users of social media will be more interested in knowing the impact of the Covid-19 pandemic. The use of social media is also considered to be more flexible, practical, and economical for students. This is in line with the opinion of (Dhifa Nabila, 2020) that states social media is equipped with features that make it easy for users to interact socially. Besides online social media, students also use printed media such as posters, billboards, and other types of printed media as their medium of campaigns. The print media is usually installed in strategic places and affordable to the public. Students also combine the online and offline media so that the socialization of Covid-19 can reach the public more quickly.

This research finding is in (Daniel Shu Wei Ting, 2020) research that states the Covid-19 pandemic can enhance the development of digital tools such as the use of applications and electronic media due to the increasing use of technology for carrying out socialization of Covid-19. Various technological changes are often used as a reference to innovation through the management of resources which include skills, knowledge, experience, institutional structure and links that produce a technological change (Lestari, 2019).

The Obstacle of Covid-19 Community Service and Student Response

In the implementation of Covid-19 Community Service Program, students experience various obstacles. The detailed description about the obstacles faced by students can be seen in table 2 below:

Table 2. The Obstacles of Covid-19 Community Service Program

No	Internal Obstacles	External Obstacles
1	Students must do all the SCS activities themselves, so there are no friends to discuss with each other.	Many misinformation about the Covid-19 issue, giving rise to different perceptions.
2	Students have an awkward feeling when giving directions to the community.	Many regulations from the local community are limiting students' activities of Covid-19

No	Internal Obstacles	External Obstacles
3	Some students experience difficulties in the internet network caused by different regional conditions.	Many people violate the health protocol because too much information is received.
4	Students need more adaptation skills and good time management, because it is in conjunction with the period of the Final Examination in campus.	Lack of public enthusiasm for the Covid-19 Community Service program conducted by students.
5	Students are required to create creative ideas so that the form of Covid-19 Community Service Program activities attracts the attention of the public.	Limited funds provided by the university in running the Covid-19 Community Service Program.
6	Students must apply social distancing and cleanliness when conducting Covid-19 Community Service Program.	Difficult to meet the administrative requirement and the report of Covid-19 Community Service Program.

(Source: Interviews Data)

Students' responses in facing the obstacles produce creativeness. The students shift their activities to be more creative and communicative. The shifts are expected to be able to attract the interest of the community to contribute actively in the framework of preventing the spread of Covid-19. Students can also hold discussions with the community to gain a better understanding about the problem faced by the community. However, students must comply with health protocols because Covid-19 mostly spreads through human interaction (Yuliana, 2020). Meanwhile, the delivery of information through posters and social media can be done massively and more educative by using communicative language so that it can be easily understood by the public. Students also must be able to manage time and arrange activity schedules. While the funding problems experienced by students can be overcome by cross-funding between activities to be carried out. In the eyes of students, the creativity carried out during Covid-19 has contributed to community empowerment. This is shown from the data of students' personal perceptions of the activities carried out in the community. Personal reflection of students can be seen in the figure 2.

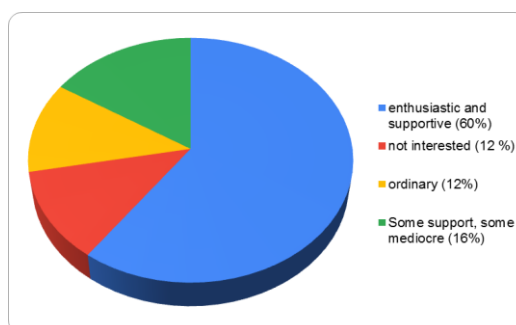


Figure 2. Student's Personal Perception of Covid-19 Community Service Activities
(Source: Questionnaire Data)

Figure 2 shows that 60% of students consider the community enthusiastic about their Covid-19 Community Service program. Meanwhile, 12% of students consider the community less interested. As many as 12% of students consider their Covid-19 Community Service Program activities to be ordinary. Meanwhile, 16% of students consider their Covid-19 Community Service Program is supportive but were less enthusiastic and only certain circles were interested. The variety of students' perception regarding the Covid-19 Community Service program indicates that students have really jumped in and felt within the community although some other communities were still less enthusiastic about the Covid-19 Community Service Program.

Based on the above research findings, it can be highlighted three points regarding the implementation of Covid-19 Community Service Program. First, students have implemented the Covid-19 Community Service Program through online, offline, and combination between online-offline activities. Most of the students use social media as the medium for their activities in the community. The obstacles came from internal and external factors such as the lack of collaboration or community disengagement. In conclusion, UNS have provided an umbrella, in the process called community empowerment, there are weaknesses in the collaboration and some challenges in implementing offline and online activities. However, students perceive that their activities have contributed to the community. Based on these research findings, the authors then design a model of SCS based on the CDC project approach.

Students Community Service Program based on Creative Digital Collaboration (SCSCDC) Project

The descriptions about the existing university platform and the findings of student creativity in implementing Covid-19 Community Service Program become the basics of the designed Student Community Service Program (SCS). Based on the above explanation, it has been shown that the university has provided a platform for students to implement Covid-19 Community Service Program. On the other hand, students have carried out activities in Covid-19 Community Service Program and tried to empower the community through offline, online and a combination of both. However, there are several obstacles, namely projects conducted by students tend to be individual and the challenges to social conditions and public health. Based on the empirical data, the idea of Student Community Service based on Creative-Digital-Collaboration (SCSCDC) to empower rural communities can be a future model of Student Community Service. Student Community Service based on Creative Digital Collaboration rests on university policies that have overseen the Covid-19 Community Service activities. SCSCDC

accommodation of elements of creativity, collaboration, digital technology usage, and the purpose of community empowerment, especially in creating village resistance to Covid-19 which can be summarized in the form of humanitarian projects or research and community service.

The village or rural areas become important in handling Covid-19 because the people are still lacking information about Covid-19. Meanwhile, the urban people tend to go back to their villages when facing a crisis in their hometown (Soedjatmoko, 1980). In fact, it can be seen on the wave of social mobilization from town to villages at the early period of the Covid-19 outbreak. Villages can be seen as the safe place to avoid the spread of the virus. Unfortunately, this social mobilization has brought a negative impact to the rural communities where many suspected and infected people nowadays are found in the rural areas and villages. It means, villagers with lack of knowledge and information without any precautions can be in dangerous situations.

The idea of village resistance to Covid-19 aims to educate villagers to have knowledge about Covid-19 based on the students' creativity, collaboration and digital technology usage. The idea is expected to improve villagers' response and actions in dealing with Covid-19. Furthermore, the existence of student projects that are targeted to the villagers will also increase the progress of that area against the spread of Covid-19. The understanding about the Covid-19 will educate and improve the capacity building of rural communities. The design of SCSCDC to empower rural communities can be seen in the following table 3:

Table 3. The Design of SCSCDC to empower rural communities against Covid-19

Student Community Service based on Creative Digital Collaboration Project (SCSCDC) to empower rural communities against Covid-19
A. Preparation
<ol style="list-style-type: none"> 1. Determining Covid-19 Spread Zones 2. Student service placement based on domicile or assignment 3. Determining online/offline projects according to Covid-19 zone 4. Determining technology usage
B. Implementation
<ol style="list-style-type: none"> 1. Analyzing the needs of community 2. Determining the focus of rural community empowerment based on student creativity in the fields of (1) education, (2) health and hygiene, (3) village administration and governance, (4) food security, (5) human resource empowerment, (6) village infrastructure. 3. Determining technology/innovation based on student creativity and collaboration with the community. Several of technological innovation can be in several activities: (a) Improving the community's healthy lifestyle to adjust conditions during and after a pandemic by utilizing herbal plants; (b) Teaching students about the procedures for making works so that students can also practice their creativity, for example teaching procedures for making wax from frying oil; (c) Technology based learning process assistance due to online learning demands; (d) Providing education to parents about things that are beneficial to household life as the application of more creative economic activities; (e) Submitting actual information through posters adjusts the level of public literacy which is still low; (f) Creative thinking increases public literacy with simple readings but contains important information; (g) Vegetable planting with media and materials that are

Student Community Service based on Creative Digital Collaboration Project (SCSCDC) to empower rural communities against Covid-19

- more creative so that the community is also able to participate in creating innovation assisted by college students; (h) Create content about Covid-19 and related information through social media in order to reach a wider community
4. Collective capacity building of students and rural communities to ensure the sustainability of the project
 5. Collaboration community empowerment movement

C. Evaluation

1. Evaluation of SCSCDC
 2. SCSCDC Sustainability
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(Source: Author Research)

The model of Student Community Service based on the Creative Digital Collaboration (SCSCDC) is divided into three stages namely preparation, implementation, and evaluation. Due to the spread of Covid-19, the University had to issue an appropriate policy for Covid-19 Student Community Service. In the preparation stage there are three important stages. The first stage is determining the Covid-19 spread zone which is divided into: (1) green zone, (2) orange zone, (3) red zone, and (4) black zone. After knowing the zone, the second stage is determining the location of the Student Community Service. Students in the green zone can choose the location of the Community Service program because they are in a safe area, while the students in the red, the orange, and the black zones are only allowed in the residential area. Students then determine the offline and online projects. The project is also adjusted to the zone. Students in the green zone are allowed to do offline activities. Meanwhile, students in the orange, red and black zone are suggested to do online activities. In the implementation stage, the students' activities are started with analyzing the needs of the community. After that students can determine the needs of the community whether in the fields of education, health or other fields by creating various technological innovations in various fields. Increased capacity building for the community such as training in order to increase community capability is needed. It can generate creativity, workshops and outreach as an effort to understand what is needed by rural communities. The community empowerment movement is carried out in collaboration with universities that oversee policies, students as a liaison agent, local government and the community who take a benefit from SCSCDC activities. Furthermore, at the project evaluation stage, there are evaluations related to the sustainability SCSCDC project. All parties must ensure that the project is being continued by the next students in later periods of student community service.

The operationalization of Student Community Service based on the Creative Digital Collaboration (SCSCDC) Project to empower rural communities against Covid-19 should be supported by several parties. The circle of supportive parties can be seen from Figure 3 below.

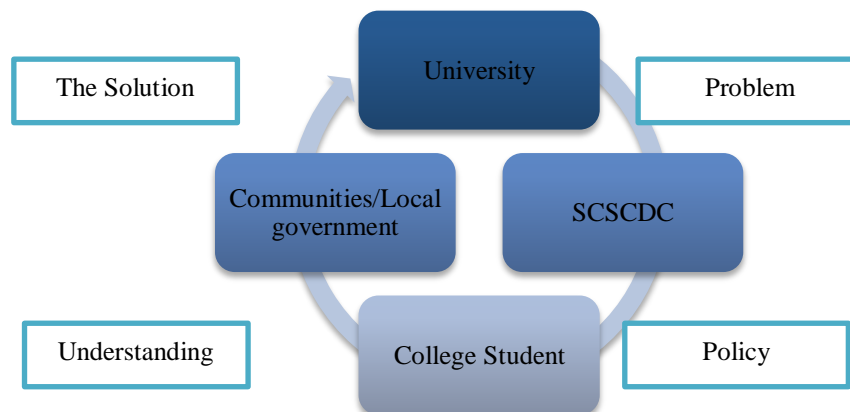


Figure 3. The circle of Collaboration of SCSCD (Source: Author Research)

Based on the figure 3, the spread of Covid-19 creates complex problems. Universities have to tackle the spread of Covid-19. The university can issue policies that are adjusted to the needs of society. Furthermore, through SCSCDC activities, students can promote a better understanding to the rural communities about Covid-19. In the long term, SCSCDC can generate a positive impact for rural communities especially in overcoming and preventing the spread of Covid-19 in the rural area. The implementation of SCSCDC should be synchronized with the Ministry of Education and Culture program namely the Independent Campus Program. SCSCDC can be categorized as the Humanity Project. Students create a project based on the needs of communities and support them against the threat of Covid-19. The synchronization is expected to increase the benefits of the project to be more meaningful and beneficial, especially for the prevention and control of the spread of Covid-19 in the community (Malena, 2020). SCSCDC can provide a space for students to articulate their creativity and innovation. This can be adjusted to the independent campus policy set by the government. Students can freely explore themselves by implementing unique and interesting projects. In the near future, the independent campus policy can be applied to various educational programs, one of which is the Community Service Program which is converted into an independent Community Service Program. Independent KKN will make students free to determine the program to be implemented but still pay attention to the policies made by the campus. Besides that SCSCDC also should be aligned with the local government policy and the needs of communities. Students can act as the agent of change in supporting the local government policy. Students have scientific knowledge to support particular policy such as the campaign of The New Normal or Quarantine policies. The empowerment is focused on the village level to overcome the Covid-19 from local level. It has become effective to manage villages as the pivotal point for preventing Covid-19. As mentioned before, a village is the center of social capital to revitalize the crisis because of the richness of social ethic and social collectivism. Based on this research, SCSCDC can become a future model of student community service which focuses on village resilience Covid-19. On the other hand, SCSCDC is expected to be able to provide a space for students to articulate their creativity, innovation, and independence to solve the problem in society, especially in preventing Covid-19.

CONCLUSION

The results of the study indicate that UNS has provided a platform to implement Covid-19 Community Service Program. In its implementation, students carry out community service activities by utilizing elements of creativity in the form of offline, online and combination activities. The obstacle faced by students lies in the lack of collaboration and challenges in

society. These empirical findings become the basis to design Student Community Service based on the Creative Digital Collaboration Project to empower the community, specifically creating a village resistant to Covid-19. This idea can become a model of Student Community Service in the near future, especially to prevent the spread of Covid-19. However, this research is only limited to students from Sebelas Maret University so it cannot be generalized to other universities. Moreover, the research is limited in finding reference sources because of social distancing, thus it cannot reach large respondents. Apart from the limitations of the research, the authors recommend universities to provide appropriate policy and funding to support students community service. The rural communities and local government should put attention in preventing the spread of Covid-19 by accommodating students' activities in student community service programs. Thus, the implementation of Student Community Service can be more beneficial to overcome problems in society.

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