FROM CONCEPT TO COMMUNITY IMPACT: THE ABCD MODEL’S TRAILBLAZING ROLE IN COMMUNITY SERVICE PROGRAMS

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ABSTRACT

Objective: This study aims to develop a unique model for the Community Service Program (CSP) at UIN Imam Bonjol Padang by emphasizing the ABCD (Asset-Based Community Development) approach.

Methodology: Involving CSP activities from 2016 to 2023, this study aims to enrich the CSP program by integrating innovative strategies in community empowerment. The research adopted the 4D Model (Define, Design, Develop, Disseminate) for model development, by organising the CSP framework. Using a qualitative approach, the research method involved appreciative inquiry, community mapping, field interviews, and surveys in 10 districts/cities in West Sumatra. Analyses of CSP activities reveal distinctive patterns-Thematic CSP, CSP-PPM, and different types of CSP-that impact community empowerment.

Results: The findings emphasise the need for structured, sustainable, and tailored CSP programs, with an emphasis on continuity of planning, program stability, and sustained impact for lasting community benefit. This study presents an ABCD pattern of service-learning, emphasising collaboration, asset building, and problem-solving, contained within the 4D framework.

Conclusion: The model highlights structured planning stages, debriefing rules, and comprehensive engagement strategies that are essential for the implementation of impactful service-learning.

Keywords: Community Service Program, Asset-Based Community Development, 4D Framework, Thematic CSP.

RESUMO

Objetivo: Este estudo tem como objetivo desenvolver um modelo exclusivo para o Programa de Serviço Comunitário (CSP) na UIN Imam Bonjol Padang, enfatizando a abordagem ABCD (Desenvolvimento Comunitário Baseado em Ativos).

Metodologia: Envolvendo as atividades do CSP de 2016 a 2023, este estudo tem como objetivo enriquecer o programa do CSP por meio da integração de estratégias inovadoras no empoderamento da comunidade. A pesquisa adotou o Modelo 4D (Define, Projetar, Desenvolver, Disseminar) para o desenvolvimento de modelos, organizando a estrutura do CSP. Usando uma abordagem qualitativa, o método de pesquisa envolveu investigação apreciativa, mapeamento da comunidade, entrevistas de campo e pesquisas em 10 distritos/cidades na Sumatra Ocidental. As análises das atividades de CSP revelam padrões distintos - CSP temático, CSP-PPM e diferentes tipos de CSP - que afetam a capacitação da comunidade.
Resultados: As descobertas enfatizam a necessidade de programas de CSP estruturados, sustentáveis e personalizados, com ênfase na continuidade do planejamento, na estabilidade do programa e no impacto sustentado para benefício duradouro da comunidade. Este estudo apresenta um padrão ABCD de aprendizado de serviço, enfatizando a colaboração, a construção de ativos e a solução de problemas, contidos na estrutura 4D.

Conclusão: O modelo destaca os estágios de planejamento estruturado, as regras de debriefing e as estratégias abrangentes de envolvimento que são essenciais para a implementação de uma aprendizagem-serviço impactante.


DEL CONCEPTO AL IMPACTO EN LA COMUNIDAD: EL PAPEL PIONERO DEL MODELO ABCD EN LOS PROGRAMAS DE SERVICIOS COMUNITARIOS

RESUMEN

Objetivo: Este estudio pretende desarrollar un modelo único para el Programa de Servicio Comunitario (PSC) de la UIN Imam Bonjol Padang haciendo hincapié en el enfoque ABCD (Desarrollo Comunitario Basado en Activos).

Metodología: Involucrando las actividades del CSP desde 2016 hasta 2023, este estudio tiene como objetivo enriquecer el programa CSP mediante la integración de estrategias innovadoras en el empoderamiento de la comunidad. La investigación adoptó el Modelo 4D (Definir, Diseñar, Desarrollar, Difundir) para el desarrollo del modelo, organizando el marco de CSP. Utilizando un enfoque cualitativo, el método de investigación incluyó la indagación apreciativa, el mapeo comunitario, entrevistas sobre el terreno y encuestas en 10 distritos/ciudades de Sumatra Occidental. El análisis de las actividades de CSP revela patrones distintivos -CSP temático, CSP-PPM y diferentes tipos de CSP- que repercuten en la capacitación de la comunidad.

Resultados: Las conclusiones ponen de relieve la necesidad de programas de PSC estructurados, sostenibles y adaptados, que hagan hincapié en la continuidad de la planificación, la estabilidad de los programas y el impacto sostenido para un beneficio duradero de la comunidad. Este estudio presenta un modelo ABCD de aprendizaje-servicio, que hace hincapié en la colaboración, la creación de activos y la resolución de problemas, dentro del marco de las 4D.

Conclusiones: El modelo pone de relieve las etapas de planificación estructuradas, las normas de información y las estrategias integrales de participación que son esenciales para la implementación de un aprendizaje-servicio con impacto.

Palabras clave: Programa de Servicio Comunitario, Desarrollo Comunitario Basado en Activos, Marco 4D, DEN Temático.

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1 INTRODUCTION

The Community Service Program or its called CSP in Indonesia is an integral part of the Tri Dharma of Higher Education that emphasizes academic activities that are integrated with the community directly (Anwar et al., 2017). The main focus of CSP is the application of real practices in the community with the aim of providing benefits to the surrounding environment (Widianti et al., 2023). More than just a curricular program, CSP is the answer to the need for accelerated development, especially in rural areas that are often forgotten in the
dynamics of development. In the research aspect, students are invited to identify and overcome complex problems, and analyze the potential and shortcomings that exist in the community in order to produce solutions that have a direct impact on people’s lives (Bajari et al., 2023). In the future, CSP will not only be a forum for solving existing problems, but will also lead to the development of sustainable assets for the life of the community itself.

The CSP is an integral part of the university curriculum with a weight of four credits such as CSP-Learning and Community Empowerment (PPM), CSP-The Malay World, Thematic CSP, and Tuah Sakato Integrated CSP. Despite carrying a theme chosen by the university, CSP activities remain focused on rural areas, allowing students from various disciplines to contribute directly to improving community empowerment (Lambajo & Akhmad Hanafi Dain Yunta, 2020). The program emphasizes the application of science, theory, and scientific approaches to address various community problems, with the hope that students become interdisciplinary learners who are able to utilize local assets to improve welfare (Doughty, 2020). In its development, CSP requires instruments and methodologies tailored to the needs of the community, as well as institutional commitment to design programs that are effective in providing concrete solutions for rural communities.

An effective approach to the CSP program is key to its success in making a significant contribution to the communities it serves. In this context, an approach that involves active community participation, strong collaboration between the university and the local community, and a focus on developing local potential are important aspects (Nelly Budiharti et al., 2023). Through this approach, CSP programs can ensure relevance in solving real problems faced by communities, while empowering them to identify sustainable solutions. Education, training, and extension activities also play a crucial role in expanding community knowledge and skills (Rahim et al., 2023). In addition, the sustainability aspect must be considered by thinking about how the CSP program can leave a lasting positive impact after the program is over. Continuous evaluation and learning from experience are also key elements to refine and improve the effectiveness of future CSP programs. This helps to ensure that the CSP program does not only provide momentary benefits, but also has a sustainable impact on the progress and independence of the local community.

The ABCD (Asset Based Community Development) approach is a foundation that enables the empowerment of local communities by utilizing their potential. ABCD emphasizes collaboration between university students and community stakeholders in developing programs based on local potential. The program is focused on optimizing the assets and potential of the local community, which is developed through participatory processes such as Focus Group.
Discussions (FGDs) involving various stakeholders from the community (Mann & Bowen, 2021). The ABCD approach was chosen as a strategy to promote sustainable social change by identifying and mobilizing the physical, social and economic capacities and resources of local communities (Rahayu et al., 2022). Through ABCD, there is a deep understanding of the strengths within the community, including physical resources, such as land or natural resources, as well as social resources, such as community networks and local culture. This approach provides an opportunity for communities to identify untapped potential for their own advancement. Moreover, ABCD creates a space for inclusive cooperation between universities and communities, facilitating bottom-up change, meaning programs are developed with the active participation of the communities themselves. With ABCD, the focus is not on providing external assistance or solutions, but on building the capacity and self-reliance of communities in identifying, developing, and utilizing their resources to achieve their desired goals. In the context of CSP, this approach provides space for students to become facilitators who support the process of recognizing, developing, and using local potential as a basis for building programs that are sustainable and relevant to the community.

The selection of the ABCD approach as the cornerstone of the CSP program points to several significant reasons. ABCD was chosen for its strong focus on local potential and existing assets within the community. This approach allows for the use of a community's existing wealth and resources as a starting point for building relevant and sustainable solutions to problems faced by the community (Harrison et al., 2019). Through ABCD, collaboration between universities, students and local communities becomes more productive as the approach encourages active participation of all parties in identifying, developing and using existing assets (Pamuji & Rindanah, 2022). In addition, ABCD strengthens community empowerment by giving people control over the decision-making process and program implementation, allowing them to feel ownership and responsibility for the changes that occur. In the context of CSP, ABCD provides a strong foundation for running programs that are oriented towards sustainability, community empowerment, and building strong collaborations between the university and the community to achieve social change that is greater than a simple academic program.

In the relentless dynamics of development, CSP has become an important milestone in addressing community needs and promoting accelerated development, especially in rural areas that are often left out. This research discusses the revolution in the implementation of CSP, especially at UIN Imam Bonjol Padang, where CSP is not only an academic program, but also a collaborative movement that embraces community potential as the main focus. CSP is not just
a program, but a reflection of the university's commitment to embrace the community directly, channeling academic energy into greater social change (Sukoco et al., 2023). Today, the ABCD approach has become a cornerstone, capitalizing on local strengths and potentials (Sri Widhari et al., 2023). However, the true revolution lies in the collaboration between universities and communities in creating sustainable social change. This research goes beyond conventional boundaries, not only observing new patterns of service-learning implementation, but also paving the way for stakeholders to formulate policies that bring about real transformation. From scientific approaches to ABCD implementation, this research will uncover the secrets of success behind social change that is bigger than just an academic program.

A number of previous studies have highlighted various aspects related to CSP. One of them is the study by Jones from Australia that explores the perspectives of rural communities on academic outcomes and students' experiences in Service-Learning (Jones et al., 2016). Mann emphasizes the importance of partnerships between universities and communities in facing challenges in higher education (Mann & Bowen, 2021). Meanwhile, the study by Akcay discusses the perceptions of prospective teachers regarding Service-Learning courses in the context of elementary education (Akcay, 2014). There are also studies that focus more on the economic aspects of villages, such as Anwar's research on Village-Owned Enterprises (BUMDES) and an integrative CSP model based on productive, innovative, and creative community empowerment (Anwar et al., 2017). Additionally, there are more practical studies, such as providing CSP students with mango tree seedlings (Marlina & Andriani, 2020). The studies by Astirin focus on the role of communities in preventing Covid-19 transmission through CSP programs in specific regions in Indonesia (Astirin et al., 2021). Meanwhile, Sulistyaningrum's study highlights student learning support through information technology during the Covid-19 pandemic, focusing on the case of thematic Community Service Program related to Covid-19 (Sulistyaningrum & Al Hakim, 2020). Lastly, Basri review the Multimas CSP Program as a solution for community empowerment during the Covid-19 pandemic (Basri & Sukmawati, 2021). This study aims to explore how the CSP concept can directly benefit the community with a more integrated and holistic approach. By amalgamating various existing findings and perspectives, this study seeks to summarize concrete and measurable recommendations that can offer more comprehensive and sustainable solutions in supporting community development both in the present and future.

This study aims to conceptualize the implementation pattern of ABCD, drawing from prior research. The primary objective is to integrate cutting-edge technology, particularly information technology, social media, and various digital tools, into the learning process and student-community...
interactions. Emphasis is placed on enhancing students' creativity, innovation, and productivity during their involvement in university-led CSP, with a focus on developing sustainable solutions or products tailored to community needs. Strengthening partnerships between universities and local governments is a key aspect to ensure a lasting positive impact on community empowerment. Furthermore, establishing a comprehensive evaluation system is crucial to continuously enhance the quality and effectiveness of the CSP initiative. Ultimately, the research aims to establish guidelines and frameworks that enrich the CSP program, contribute significantly to community empowerment, and offer a more meaningful experience for participating students.

2 METHODOLOGY

The purpose of the methodology section is to explain how this study adopted a qualitative approach by applying the 4D Model in model development. The 4D development model, which stands for define, design, develop and disseminate, was first introduced by Thiagarajan et al. in 1974. This model has been used in the development of learning tools by several other researchers, such as (Muqdamien et al., 2021) and (Yunus & Fransisca, 2021). In general, this model is designed for the development of learning tools. However, in the context of this research, the 4D model is used to design a framework for UIN Imam Bonjol Padang's CSP activities to improve their quality and develop an empowerment model that is more relevant to the field needs in the community. The 4D model involves the following steps:

Figure 1

Stages of the 4D Mode

This study adapts the 4D Model in developing a model for CSP activities at UIN Imam Bonjol Padang. The 4D model consists of four stages including Define, Design, Develop, and Disseminate.
Disseminate, each with distinctive steps (Thiagarajan et al., 1974). The first stage, Define, focuses on five main activities. First, Front-end Analysis is used to identify the problems faced in community empowerment learning, based on field facts related to CSP (Maramis et al., 2019). Second, Learner Analysis evaluates the characteristics of the community as participants, such as academic ability, motivation, and skills related to the learning topic. Third, Task Analysis aims to identify the skills required for learners to achieve certain competencies. Fourth, Concept Analysis identifies the main concepts to be taught and develops rational learning steps. Finally, Specifying Instructional Objectives summarizes the results of concept and task analysis to determine the behavior of the research object as the basis of learning. The second stage, Design, consists of four steps. First, Constructing Criterion-Referenced Test is used to develop test standards based on the analysis of learning objectives and learners. Second, Media Selection identifies learning media that are in accordance with the material, concept analysis, tasks, and characteristics of learners. Third, Format Selection designs learning strategies, methods, and resources based on the selected media. Fourth, Initial Design is the overall learning design that needs to be compiled before the trial is conducted. The third stage, Develop, consists of Expert Appraisal to get suggestions for improvement from experts, and Developmental Testing to get direct feedback on the learning tools that have been prepared. The last stage, Disseminate, includes three main stages. First, Validation Testing is the stage where the revised product is tested on the actual target and its effectiveness is measured. Second, Packaging, Diffusion, and Adoption involves packaging the product for dissemination so that it can be accepted and adopted by others. In the context of this study, the research has reached the second stage, Define - Design, by formulating a new concept of CSP UIN Imam Bonjol Padang as an alternative that can meet the needs and challenges in the communities where CSP is implemented.

3 RESULT

Based on the summary presented of the various CSP activities carried out by UIN Imam Bonjol Padang from 2016 to 2023, it can be seen that there are two main patterns in the implementation of CSP, namely Thematic CSP and CSP-PPM. Thematic CSP in 2016 focused on the theme of Mosque-Based Power Posts, while from 2019 to 2023, it was carried out with the Community Empowerment Learning CSP pattern. From the guidelines for the implementation of CSP-PPM Batch 45 in 2019, there are ten principles that become the foundation, including the integration of aspects of the Tri Dharma of Higher Education, the
principle of empathy-participatory, interdisciplinary approach, comprehensive-complementary, realistic-pragmatic, co-creation, co-financing, flexibility, sustainability, and research-based (Jones et al., 2016). The objectives of CSP-PPM include preparing prospective scholars, learning and empowering the community, collaborative training between fields of expertise, and opening partnerships between universities and local governments.

There are various types of CSP, according to the Decree of the Rector of UIN Imam Bonjol Padang, including Regular, Non-Regular, Dunia Melayu, and Tuah Sakto CSP PPM. However, based on interviews in 2019, only Regular CSP-PPM was implemented, while other types of CSP such as Non-Regular CSP and CSP Melayu Serumpun were carried out in various locations in subsequent years with specific objectives and characteristics. The CSP management stages are divided into preparation and implementation stages (Akcay, 2014). The preparation stage involves registration of participants, coordination with the local government, location determination, and material briefing for students and DPLs. The implementation stage of CSP consists of pre-implementation and implementation of CSP itself, which involves activities such as debriefing, observation, program preparation, and direct activities in the field (Finley, 2021). In addition, the results of FGDs and surveys of local government, sub-district heads, nagari guardians, and nagari representatives showed support and expectations for CSP activities. This support includes the adjustment of CSP programs to the needs of the villages, expectations of positive student contributions, and hopes for further collaboration between universities and local governments. Overall, the implementation of CSP at UIN Imam Bonjol Padang has covered various aspects, is based on certain principles, and has broad support from local government and community components.

Figure 2
Survey Result Answers
Figure 2 illustrates the distribution of survey fillers across 10 regencies/cities in West Sumatra. It can be seen that the majority of respondents came from four districts, namely Pasaman, Tanah Datar, Dharmasraya, South Solok and Limapuluh Kota. Pasaman became the district with the highest contribution in filling out the survey with a percentage of 33.3%, followed by Tanah Datar and Dharmasraya each reaching 25%. Meanwhile, South Solok and Limapuluh Kota contributed 8.3%. From the data illustrated, it can be concluded that the response to this survey was dominated by certain districts. This may indicate different levels of participation and concern from each region regarding evaluation and feedback on the CSP program. There is a significant difference in the level of involvement and response from Pasaman District compared to other districts, indicating a high level of enthusiasm or awareness of the importance of providing feedback on the implementation of the CSP program at UIN Imam Bonjol Padang. However, it is important to take additional steps to increase participation from all regencies/cities in West Sumatra so that the data obtained can be representative and provide a more comprehensive picture of the evaluation of the CSP program.

The results of in-depth interviews with various stakeholders at the CSP locations in 2023 illustrate that the presence of students from UIN Imam Bonjol Padang is considered beneficial by the community. In particular, the religious and cultural approach applied by the students allowed them to carry out the CSP program well. Suggestions for improving the implementation of CSP are to strengthen the debriefing conducted on campus by involving relevant parties from the Village Community Empowerment Office (DPMD) so that students and Field Supervisors (DPL) get more up-to-date information related to the direction of village development policies in CSP locations. Analysis of UIN Imam Bonjol Padang's CSP program reports shows that the activities carried out are mostly related to religious activities such as recitation, visits to madrasas, training in organizing funerals, and tahfizh house activities. However, the report also shows that the programs reported by students tend not to follow the continuation or planning of the previous program. The programs arranged are still incidental and more temporary in nature. Likewise, the location of CSP activities tends to be unstable and often changes. To create a stronger and more sustainable positive impact on the community, more structured and sustainable CSP program planning is needed. This involves establishing fixed locations and planned programs with clear goals and targets, even within the next five years. Resources that change from year to year are not a crucial issue in sustainable empowerment, as long as there is data availability, careful program planning, and in-depth evaluation of activities.

The analysis of sustainable program planning is illustrated through the example of the Tahfizh House Management Empowerment program. There are five stages of this program,
starting from the unification of vision, mission, to the strategy of establishing tahfizh houses until finally giving birth to hafizh who have proven their abilities. From this example, it can be seen that sustainable empowerment requires careful planning and intensive evaluation of each stage of the program. In order to increase more sustainable positive effects, it is necessary to improve the planning, implementation, and evaluation of CSP programs in order to make a greater contribution to community empowerment in CSP locations.

4 DISCUSSIONS

Based on the findings, analysis, and review of literature and field experiences related to CSP activities at UIN Imam Bonjol Padang, it is important to develop a pattern or model that shows the distinctive characteristics of CSP implementation at the university. This model will serve as a guide for organizing and implementing CSP activities in the future. The proposed CSP pattern will include several important elements such as name, vision, mission, principles, strategies, and processes that reflect systematic flows and stages (Mann & Bowen, 2021). First of all, in the development of this CSP pattern, it is necessary to give a name that represents the essence and purpose of the activity (Vinciguerra, 2020). Then, the vision and mission must clearly describe the direction to be achieved and the goals to be realized through CSP activities (Jones et al., 2016). The principles that guide the implementation of CSP also need to be emphasized to establish the moral foundation, ethics, and values that are the basis for interaction with the community (Selmo, 2015). Effective and efficient strategies need to be formulated so that the implementation of CSP can run in accordance with the goals that have been set (Morrison, 2016). The CSP process must be outlined systematically from the preparation stage, which includes planning, to the implementation, monitoring, and evaluation stages (Baker, 2019). It is also important to create sustainable programs, which are not only oriented towards temporary activities, but also have a continuing and sustainable impact on the communities served (He, 2019). Thus, the development of this CSP pattern must be a comprehensive and structured guide, providing clear direction, and covering the various aspects needed to build and run CSP activities that are beneficial and sustainable for the community and students.

The CSP pattern, known as the ABCD CSP pattern based on KOMPAS (Collaborative, Independent, Asset Development and Solutive), has a structured foundation to direct the implementation of CSP activities at UIN Imam Bonjol Padang. The Collaborative approach to CSP emphasizes the involvement of different disciplines and stakeholders to plan, implement, and evaluate CSP activities (Zahra et al., 2021). Meanwhile, the Independent approach
emphasizes CSP activities carried out independently by students under the supervision of LP2M, with the aim of empowering the community in utilizing existing potential. Asset Development explains that CSP activities are tailored to the conditions and assets owned by the community, while the Solutive approach emphasizes problem solutions based on participatory problem solving. The CSP vision aims to become a competitive, superior, moderate, and integrated model, based on local assets and wisdom, and looking to the future in 2037. The CSP mission includes training students to communicate, collaborate, and educate the community, as well as assisting them in managing and developing assets to improve welfare. The strategy used in CSP focuses on mutual benefit and utilizing human, natural, and cultural resources (Wibisono, 2022). The CSP process includes the stages of preparation, debriefing, implementation, monitoring and evaluation, and program continuation (Paulson, 2018). The principles that form the basis for the implementation of CSP include expertise, transparency, integration, participatory involvement, cooperation, freedom and responsibility, future vision, priority scale, quality of life improvement, local wisdom, and real action (Akcay, 2014). The objectives of CSP are divided into four categories involving collaborative, self-reliant, asset-building, and solutive aspects, each with specific goals (Khusniah, 2018). The principles underlying CSP include the values of collaboration, independence, asset development, and solving individual and social problems faced by the community (Satrya, 2023). By carrying out this CSP pattern, it is expected that CSP activities at UIN Imam Bonjol Padang can be more structured, effective, and have a significant impact on both students and the communities they serve. In addition, the principles used are also expected to be able to bridge the real needs of the community with real contributions from CSP students.

CSP at Imam Bonjol State Islamic University (UIN) Padang has become an integral part of the higher education curriculum with a weight of 4 credits that includes education and teaching, research, and community service. Responding to the dynamic needs of society in accelerating development, especially in rural areas or those that are still lagging behind in the development process, UIN sees the need to develop CSP that is realistic, pragmatic, and directly connected to the needs of the community, especially in the realm of religion, education, social, and culture. CSP at UIN Imam Bonjol Padang is known as CSP ABCD approach of KOMPAS. ABCD is a community empowerment approach that focuses on fostering collaboration, independence, participation, and problem-solving through learning to empower communities (Paulson, 2018). The objectives of this program are very broad and cover various aspects, such as building social awareness for students and the academic community, improving scientific, emotional, and spiritual quality, and facilitating the community to understand the potential of
their assets (Paulson, 2018). The basic concept of CSP ABCD KOMPAS emphasizes principles such as seeing every potential as a source of benefit, recognizing that every individual has potential that can be managed and developed, promoting active community participation in the development process, building mutually beneficial partnerships, finding positive solutions to problems faced, exploring the potential of the community from within (endogenous), and moving towards sources of energy or development that bring benefits to the community as a whole (Dahan, 2016). In its application, the concepts of "Half-Filled Means More" and "All Have Potential" invite to see existing potential rather than limitations, while the principle of "Participation" underlines the active involvement of the community in every stage of the program. "Partnership" is the main foundation that allows students and academicians to work with the community, while "Positive Deviation" is a strategy to find better solutions to the problems faced (Dahan, 2016). The concept of "Partnership Related" emphasizes the principles of mutual trust, understanding, respect, and mutual benefit in the relationship between partners. While "Positive Deviation" refers to efforts to find innovative solutions to the problems faced. The approach also pays attention to the principle of "Derived from the Community" which places empowerment as an endeavor that starts from within the community itself (Novitasari et al., 2023). This involves recognizing, selecting and using external resources that are appropriate to local conditions. While "Towards Energy Sources“ reflects the spirit and grand vision of a community that leads to development that provides widespread and sustainable benefits. Thus, CSP ABCD KOMPAS at UIN Imam Bonjol Padang is not just a community service program, but a holistic approach that integrates various principles and values in an effort to empower communities and sustainable development.

Methods are defined as ways or techniques that have been organised to achieve a goal. This guide reveals what methods or techniques will be used to identify assets, strengths, and potentials in the community through seven processes.

**Figure 3**

*ABCD Process*
Appreciative Inquiry (AI) is an approach that promotes the identification and reinforcement of positive aspects, successes, and potential within an organisation or community. Through the AI process, community members are invited to share stories of success and proud achievements, which are then used as a foundation to explore ways to expand or enhance these positives (Burton, 2019). Community Mapping (CM) is a method that visually depicts resources, assets, and problems in an area. The process involves the active participation of community members in spatially mapping important information, helping to identify and visualise important elements within the neighbourhood (Sarofian-Butin, 2017). Transect (TS) is a survey method that describes changes that occur in an area along a specific path or transect. Individual Inventory Skill (IIS) is an approach to identify and assess the skills of individuals within a group or community. The Leaky Bucket (LB) method is often used to highlight problems or leaks in a process or system, while Low Hanging Fruit (LHF) refers to identifying solutions or fixes that are easy to reach or complete quickly. Each method has its own unique purpose in helping with mapping, problem or potential identification, and solutions that can be applied as needed in various community or organisational contexts.

The work plan during CSP ABCD is neatly organized in a time frame that is divided into several important stages. Starting from the first week, the initial focus is on orientation and introduction to the location, as well as program creation based on survey results and communication with relevant parties. The second to fourth week is the time for the actual implementation of the previously planned programs. Students are directly involved in field activities, collaborating with the local community, and designing projects that suit the needs and potential of the village. Program evaluations are conducted towards the end of this period, while initial preparation of the report also begins. In the final week, the focus shifts to preparing final reports, articles, and other documentation that reflects the journey and outcomes of the CSP activities. All of this allows students to play an active role, make meaningful contributions, and make a positive impact in their service to the local community during the ABCD CSP period.
Figure 4
ABCD Cycle

Appreciative Inquiry (AI) is a revolutionary approach to organisational development and change, developed by David Cooperrider in the 1980s. The basic concept of "appreciative" in AI describes appreciation of positive values, recognising strengths, successes, and potentials that exist both historically and currently. While "inquiry" emphasises exploration, the ability to ask questions, and discover new things. The AI approach asserts that every organisation has positive aspects that can be enhanced, generate success, and provide vitality to existing systems (Nurlia et al., 2023). AI encourages identifying the positive aspects and linking them in a way that amplifies the energy and vision to realise change towards a better future (Vinciguerra, 2020). In contrast to conventional approaches that often focus on problems, AI emphasises enhancing the positives that already exist in organisations. It does not simply analyse problems and look for solutions, but rather focuses on how to improve the things that are already working well in the organisation (Shalabi, 2013). While the problem-solving approach posits that organisations can function better by identifying and addressing shortcomings, AI proposes that increased organisational effectiveness can be achieved through discovery, appreciation, dreaming together, dialogue, and collaboration in building a desired future together. By focusing on the positive and multiplying it, AI creates an environment where organisations not only thrive, but also connect positively with their communities and other stakeholders.

The underlying principles of AI bring recognition of existing assets and the development of a vision that drives positive change for the future. AI, as part of the 4-D cycle (Discovery, Dream, Design, Destiny), takes service-learning participants through a process of in-depth data mining, discovering previous experiences of success, and asking appreciative questions to
explore areas of value. The first stage, Discovery, allows students and academics of UIN Imam Bonjol Padang to conduct appreciative interviews to explore best experiences, significant values, and hopes for improving personal and organizational effectiveness. Meanwhile, the Dream stage led to the development of a vision of a desirable future (Finley, 2021). This is where they can imagine and think about the results they want to achieve, including hopes and dreams both personally and for the sustainability of the organization (Morrison, 2016). Afterward, in the Design stage, participants begin formulating strategies, systems, and collaborations that support the desired changes. This process encourages the transformation of positive things found in the past into strengths to realize the envisioned vision. The final stage, Destiny, asks students and academicians to implement the strategies and changes that have been formulated previously. This stage is where change efforts take place continuously, complemented by monitoring, dialog, learning, and new innovations to support sustainable change. Through AI and its 4-D cycle, ABCD KOMPAS CSP at UIN Imam Bonjol Padang promotes an approach that focuses on the positive, inspires an inclusive vision, and encourages collaboration and change that leads to meeting the needs of the community as a whole. The above activities can be described as follows:

**Figure 5**

*Destiny Stage*

![Diagram of the ABCD Model with stages: Discovery, Dream, Destiny, Design]

The AI method as an integral part of the service-learning program provides an in-depth framework to explore the community's potential, build a vision, and implement the desired changes. The Appreciative Inquiry (AI) interview technique is a fundamental strategy in CSP ABCD KOMPAS, where students and academics use this approach to elicit positive memories and analyze community successes. In this context, interviewing is not just about eliciting positive memories, but also a process that leads to a collective analysis of community achievements. This approach provides a foundation for designing future organizational change
or community action. The technical steps in the Appreciative interviewing technique require an understanding of the positives around the community. This involves observing the environment, the way people live, and the success of communal activities. After understanding this, the next step is to develop questions that can dig deeper into the positive aspects that have been observed. The importance of using language that is easily understood by the community allows for their broad participation in the empowerment process. Interviews are conducted by involving various parties such as residents, community leaders, religious leaders, as well as those who have significant influence in the community (He, 2019). When conducting interviews, it is important to be a good listener, give positive responses, and show appreciation for the stories and contributions told by the interviewees. With this approach, it is hoped that the community can realize its strengths and discover the individual contributions that have contributed to its success (Morrison, 2016). Furthermore, this interview technique aims to build a future dream that is based on the strengths that have been identified. It encourages the desired change by using the strengths findings as an impetus for the community to move forward (Burton, 2019). This technique is specific in its efforts to create and enhance confidence, inclusive participation, creative ideas, as well as transferring ownership of the change process back to the community itself. Meanwhile, community mapping is also an important strategy in ABCD KOMPAS CSP. It involves visualizing community-based knowledge and perceptions to support information exchange and equal opportunities for community members. Through this process, the main objectives are to increase public engagement in mapping, provide opportunities for communities to evaluate planning proposals, increase community knowledge about their area, and improve geospatial data collection. The operationalization of community mapping involves various parties such as community organizations, residents' associations, non-profit organizations, local civil institutions, and minority groups present in the SCS site. This allows for the understanding and identification of strengths held as part of the group. Asset mapping can be grouped into several categories, including personal assets, associations or social assets, institutions, natural assets, physical assets, financial assets, and spiritual and cultural assets. Throughout the mapping process, it is important to involve the active participation of all community members and to review and recheck the data collected to ensure the accuracy of the information obtained. In this way, community mapping and appreciative interviewing techniques become an integral part of KOMPAS' ABCD CSP, which aims to strengthen communities by recognizing their strengths and building an inclusive vision for a better future.

The implementation of ABCD KOMPAS CSP at UIN Imam Bonjol Padang requires a structured and tiered planning. The design of this activity follows a series of stages, starting
from preparation, registration, selection, debriefing, field survey, program preparation, delivery, supervision, withdrawal of students from CSP locations, report preparation, and assessment. The preparation stage is carried out through the formation of an Implementation Team that plans all aspects of the activity, from exploring the location to coordinating with the district/city DPMD. MoUs and MoAs are also recommended to build cooperation with partner nagari for 3-5 years. Registration is done online with special requirements, including the number of credits that have been taken and certain semesters. However, in following the development of the Merdeka Belajar and Kampus Merdeka curriculum, it is recommended that there are eligibility criteria that regulate student participation without attachment to SKS or semester restrictions, in line with the principles of Merdeka Belajar and Kampus Merdeka. Selection is carried out to evaluate student competence in accordance with the needs of the community at the CSP location. The selection material includes various aspects such as religious, organizational, and self-development abilities. Selection results will fulfill the requirements requested by the Nagari and have the potential to participate in CSP outside UIN, such as International CSP or CSP Melayu Serumpun. Debriefing is conducted by appointed experts and continued by DPL, prioritizing technical mastery of ABCD-based CSP patterns. Field surveys are conducted before students go to the field to understand the real conditions of the CSP destination location. In addition, the survey helps in mapping, gathering information, and planning programs that can be done collaboratively with the local nagari. The formation of this program involves DPL and CSP participating students according to the needs and assets at the location. Delivery, supervision, student withdrawal, report preparation, and assessment are the stages that complete the ABCD KOMPAS CSP process, following an agreed format. The materials presented in each stage of CSP activities include hearings on the readiness and needs of the Nagari, surveys to obtain relevant field data, selection to evaluate student abilities, debriefing with various technical aspects of ABCD CSP, and monitoring and evaluation that includes program planning, field constraints, and applicable solutions. Thus, the implementation of CSP ABCD KOMPAS at UIN Imam Bonjol Padang illustrates a structured process, from preparation to assessment, that ensures student participation in sustainable community service.

The work plan during CSP ABCD is neatly organized in a time frame that is divided into several important stages. Starting from the first week, the initial focus is on orientation and introduction to the location, as well as program creation based on survey results and communication with relevant parties. The second to fourth week is the time for the actual implementation of the previously planned programs. Students are directly involved in field
activities, collaborating with the local community, and designing projects that suit the needs and potential of the village. Program evaluations are conducted towards the end of this period, while initial preparation of the report also begins. In the final week, the focus shifts to preparing final reports, articles, and other documentation that reflects the journey and outcomes of the CSP activities. All of this allows students to play an active role, make meaningful contributions, and make a positive impact in their service to the local community during the ABCD CSP period.

Figure 6

*Compass ABCD CSP Procedure*

The Compass ABCD CSP procedure is a structured and systematic series of steps in the implementation of the CSP. It begins with the formation of a committee responsible for planning and coordinating all activities (Finley, 2021). After that, a coordination meeting is held to formulate a work plan and division of tasks. The next step involves a survey to understand the needs of the CSP location, followed by a policy hearing with DPMD to obtain official direction. Acceptance of students and determination of locations and student groups are important stages before debriefing students. A survey of students and Field Supervisors (DPL) was conducted to ensure understanding of the task. Furthermore, the preparation of Proker 40 by students and submission to LP2M for approval. The release of students to the location is carried out after the process, followed by supervision, withdrawal, and assessment of the results of CSP. An internal evaluation is conducted to identify problems and suggest future improvements (Sarofian-Butin, 2017). These procedures are designed to ensure that CSP is effective, procedurally sound, and beneficial to students and the communities they serve.
CSP ABCD KOMPAS activities (Collaborative, Independent, Participatory, Asset Development and Solutive) are carried out continuously in a five-year cycle with certain targets. The targets and achievements per year are illustrated as follows:

**Figure 7**
*Outcomes/Targets of Compass CSP*

The initial stage in the development of CSP involves a socialisation process in which all parties, including students, communities, and higher education institutions, understand each other's role and presence in developing the village through the education, social, and religious sectors (Baker, 2019). At this stage, the main focus is on building understanding, acceptance, and collaboration between parties (Vinciguerra, 2020). The next step is the asset extraction stage, which requires open cooperation between the community and related parties to identify human, natural and cultural potential as resources that can be managed and developed to improve welfare (Selmo, 2015). Asset management is done consciously and aims to improve living standards in accordance with existing capacities and capabilities (Baker, 2019). Furthermore, the asset development stage emphasises community innovation and collaboration with other parties, including the use of technology and information, to increase income and develop businesses according to their potential. The self-reliance stage marks the community's ability to live independently with their assets and provide assistance to other communities by providing education, training and support in managing and developing their assets.

The rules outlined in the three main points establish the framework and rules that must be followed by students participating in CSP ABCD during the implementation of activities. Starting from the debriefing rules, the rules in the field, to the obligations of Field Supervisors (DPL), everything is designed to maintain discipline, focus, and quality of the entire CSP process. The debriefing begins with general provisions that cover aspects of student attendance, involvement, and discipline. There are also specific provisions regarding appearance that must
be considered for both male and female students during the activity (Dahan, 2016). The field rules outline the important aspects that students must adhere to during the CSP program. This includes obligations, such as maintaining the good name of the alma mater, following health protocol rules, and complying with religious norms and local customs (Sarofian-Butin, 2017). In addition, there are prohibitions that must be avoided, such as breaking the law, conducting practical political activities, or bringing family without permission. Sanctions for violating the rules are also clearly explained, where significant violations can result in the absence of CSP participants from the program (Shalabi, 2013). In addition, there are also obligations that must be carried out by DPL as a companion and assessment will be carried out through individual and group reports, as well as through assessments from DPL and related parties at the CSP location (Burton, 2019). Evaluation and assessment include aspects of performance, discipline, cooperation, and adaptation to the community which are the focus of monitoring and evaluation carried out by the organizing committee. All of these rules and regulations are made to create a conducive environment for CSP students to carry out activities with focus, responsibility, and high concern for the surrounding environment and to ensure that the CSP process runs in accordance with the expectations and standards set.

5 CONCLUSION

The findings and studies related to the literacy and field experience of CSP at UIN Imam Bonjol Padang have created a pattern of CSP that illustrates the uniqueness in modeling future CSP activities. This pattern includes various elements, ranging from the name, vision, mission, principles, to strategies and processes that describe the systematic stages from the beginning to the end of CSP activities. This pattern is not only a guide, but also the main reference in implementing CSP activities that reflect the essence of the ABCD concept which is the basis for empowering and strengthening communities through learning and empowerment efforts. The ABCD KOMPAS CSP program at UIN Imam Bonjol Padang is based on fundamental principles that underpin all CSP activities at the institution. These principles are in line with the ABCD concept that aims to empower and strengthen communities through learning and empowerment approaches. The paradigm and fundamental principles of ABCD summarized in this concept illustrate several key aspects. Starting from a positive view of the community's potential, active participation from all parties, to an emphasis on positive deviance in achieving the desired changes. The method used in identifying assets, strengths and potential in the community involves seven systematic and purposeful processes. Starting from an appreciative
inquiry approach, community mapping, to prioritization, all these steps aim to understand and utilize the potential and resources within the community. Thus, the ABCD KOMPAS CSP program specifically focuses on identifying, understanding, and optimizing the assets and potential of the community, with the aim of achieving sustainable empowerment. The basic principles of ABCD become the main foundation in realizing the vision and mission of the CSP program at UIN Imam Bonjol Padang, creating a series of directed and measurable activities that have a positive impact on the community.

REFERENCES


