

VILLAGE PROJECT AS THE IMPLEMENTATION OF THE PROGRAM OF FREEDOM TO LEARN-INDEPENDENT CAMPUS (MERDEKA BELAJAR-KAMPUS MERDEKA) IN GEOGRAPHY EDUCATION PROGRAM

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ABSTRACT: The village project is one part of the Thematic Community Service Program of Freedom to Learn-Independent Campus program or in Bahasa Indonesia called as Merdeka Belajar – Kampus Merdeka (MBKM) which is a form of education by providing students with experience to live in a society in outside the university, by which with the community can identify potentials of the problems and solve it together. With this activity, students are expected to be able to develop the potential of the village/district and provide solutions to the problems that exist in the that area. This type of research is qualitative research, with data collection methods with observation and documentation. This research was conducted in three villages in West Sumatra, namely Nagari Mandeh, Nagari Manggopoh and Nagari Sungai Pua. In this program, there are seven stages of activities carried out, namely student socialization, technical focus group discussion (FGD), student debriefing, socialization in the village, Geographic Information System (GIS) training, and Web GIS training in Nagari Mandeh, Nagari Manggopoh, and Nagari Sungai Pua. The activity focused on two important programs, namely GIS training and village website training. The results of this program are village maps and websites, there are thirteen (13) physical maps of the area and twelve (12) regional social maps and digital data collection, the results of which are then converted into the equivalent of 10 courses converted for a total of 20 credits.

Key words : Village Project, MBKM



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1. INTRODUCTION

Universities must be able to prepare the graduate students to be tough in facing the social, cultural, work, and technological changes that are growing rapidly in the era of the industrial revolution 4.0. This is stated in the Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Standards for Higher Education [1].

Therefore, it is necessary to have a link and match between university graduate students and the business world, also the industrial world with changes in the future that are getting faster. Based on this, the Minister of Education and Culture has enacted a new policy in the field of higher education through the Independent Learning - Independent Campus or in Bahasa Indonesia

called as Merdeka Belajar-Kampus Merdeka (MBKM) program which is currently being implemented by universities. Through the policy of Merdeka Belajar-Kampus Merdeka, universities are required to design and implement innovative learning processes so that students can achieve optimal learning outcomes.

The Minister of Education and Culture's policy is related to the right to study for students to participate in learning activities for a maximum of three semesters of study outside the study program, inside and outside the university, including: 1 semester (20 credits) in different study programs at the same university, 2 semesters (≤ 40 credits) in the same study program, different universities/different study programs, and different universities/forms of learning activities outside the campus. Independent Learning Policy-

Independent Campus aims to improve the competence of graduates, both soft and hard skills skills, to be more prepared and relevant to the needs of the times, preparing graduates as future leaders [5].

According to the MBKM policy, each university provides opportunities for students to gain wider learning experiences and new competencies through several learning activities including: 1) student exchanges, 2) internships/work practices, 3) teaching assistance in educational units, 4) research, 5) humanitarian projects, 6) entrepreneurial activities, 7) independent studies/projects, and 8) village development/thematic community service program. In addition, students are also given the freedom to participate in learning activities outside their study program in the same university with a certain credit weight. All these activities can be carried out by students under the guidance of lecturers and a cooperation agreement is required if carried out with other parties outside the study program. The key to the successful implementation of the MBKM policy in a university is the courage to change the mindset from a rigid content-based curriculum approach to an adaptive and flexible learning outcomes-based curriculum to prepare students to be independent.

The implementation policies and strategies for achieving an independent campus are outlined in the Guide to The Implementation of Independent Learning - Independent Campus State University of Padang which was stipulated through the Decree of the Chancellor of State University of Padang Number 37/UN35/AK/2021 on January 29, 2021[2]. In implementing the MBKM program, State University of Padang is guided by the achievement of the graduate profile, holistic competence, diverse learning resources, collaborative learning, multiple observations, linkages and equivalence, independent learning and oriented to 21st century skills. In addition, the implementation of the program also applies the principles of four basic skills, namely: (1) critical thinking skills, (2) communication skills, (3) creativity skills, and (4) the ability to collaborate (collaboration) [6-7]. Based on this, the Study Program is challenged to develop an adaptive curriculum and be able to adapt to the increasingly rapid developments of the times without leaving the goal of producing graduates in accordance with predetermined learning outcomes. Explains that learning is a process that is intentionally design to creat learning activity in individuals [4]. In implementing the MBKM policy, collaboration and cooperation with partners or other parties related to their scientific fields are required and participate in supporting the desired learning outcomes. Therefore, the independent campus

policy wants universities in Indonesia to be given space enough to adapt to the times. The most important principle that conceived in an independent campus is academic independence (academic freedom).

This concept generally used in the world of higher education. However, actually Academic independence was first formulated by the German philosopher Wilhelm von Humboldt. The meaning of academic independence is to give freedom to students to choose what will be learned, and how they learn, while the lecturer have the freedom to teach science according to their expertise [8]. With this MBKM policy, the Geography Education Study Program, State University of Padang has designed three programs, namely: 1) student exchange, 2) teaching assistance in education units, 3) village development/thematic community service program (village project).

The Village Project is a program that can provide a learning experience for students to be able to live in the community outside the campus, which can directly increase the entrepreneurial capacity of the community, MSMEs, or BUMD and solve problems with the community by identifying, dealing with problems and developing village potential through several activities in village development. Based on the background of the problem, the researchers are interested in conducting research with the title "Village Project as The Implementation of The Program of Freedom to Learn-Independent Campus (Merdeka Belajar-Kampus Merdeka) in Geography Education Program".

2. METHODS

The type of this research h is qualitative research. This research was conducted in three villages, namely Nagari Mandeh, Nagari Manggopoh, and Nagari Sungai Pua. The informants in this study were the Head of the Geography Education Study Program, the Head of the Geography Education Village Project Program, the Wali Nagari (headman), Village Apparatus, the community, and executive students in village program activities who had become partners. Data collection techniques that used are the method of observation and documentation.

3. RESULT AND DISCUSSION

Merdeka Belajar-Kampus Merdeka or often referred to as MBKM is one of the policies of independent learning-independent campuses included the right to study in three semesters outside the study program, this program is a mandate from various legal educational foundations to improve the quality of learning and

the quality of university graduate students (Kemendikbud, 2020 :2). This program is expected to provide a wider learning experience for students. The general requirements for implementing MBKM are: 1) students from accredited study programs, 2) active students as evidenced by registration with PDDikti. These two things are general requirements for MBKM to be implemented. This program is not forgotten to be compiled and agreed upon jointly between universities and partners. The independent learning program is a national program that has been prepared by the ministry or a program that has been prepared by universities that have been registered in the higher education database.

Based on Permendikbud Number 3 of 2020 article 15 paragraph 1 that in the study program and outside the study program there are 8 MBKM programs that can be developed, namely: 1) student exchanges, 2) internships/work practices, 3) teaching assistance in educational units, 4) research, 5) humanitarian projects, 6)

entrepreneurial activities, 7) independent studies/projects, and 8) village development/thematic community service program [4]. From the eight existing programs, the researcher took the village development/thematic community service program. The village project is one part of the thematic community service course of MBKM program which is a form of education by providing students with experience to be able to live in a society that is outside the university. By joining the community, they can identify the problem potentials and solve them. Thus, the problem can be expected to be able to develop the potential of the village/district and provide solutions for the problems that exist there. This activity is expected to hone partnership soft skills, cross-disciplinary/scientific team collaboration (cross-competence), and student leadership to manage development programs in rural areas. For more details on how the village development program system can be seen from the table below :

Table 1. Village Development Program System

Aktiviy	Sub. Program	Partner	Purpose	Description
Village development/thematic community service program	GIS Training Village Website Training	Nagari mandeh Nagari manggopoh Nagari sungai pua	Increase the percentage of undergraduate-graduate students who spend 20 credits off campus Increase the number of partnership-based activities/collaborations by providing internship programs Increase the number of partnership-based activities/collaborations with government agencies	The requirements that have to be fulfilled by students : Students who have completed four semesters of learning and village development/thematic community service program is implemented in the fifth semester Done in groups Students are required to stay at the location Students pass the physical and spiritual tests

Source : Research Data Analysis, 2021

Table 2. Courses conversion in Village Development/Thematic Community Service Program

No	Conversion Courses	Credits
1	Economic Geography	3
2	Community Service Program Course	2
3	Social and Mapping Community Service Course	1
4	Development Geography	2
5	PKLH	2
6	Watershed Area Management	2
7	Environmental Geography	2
8	GIS Application	2
9	Disaster Geography	2
10	Regional Analysis	3
	Total	20

Source : Research 2021

Based on the table above, it can be seen that in the sub. Program there are two programs carried out by this program, namely GIS training and

village website training. From this training, it is hoped that the Nagari (village) that become partners can develop their potential that exists in

the village in form of developing village administration. With the GIS training, you can make village maps and the data from that can be viewed on the official website of the village. In the Village Development/Thematic Community Service Program students are involved in it, which is required to stay within 4-6 months, from this program you can see conversion courses which totalled as 20 credits with 10 courses.

From the table above, it can be seen that the courses can be involved in this activity are economic geography course, community service-

program course, social and mapping community service course, watershed area management, PKLH, environmental geography, GIS (geographical information systems) analysis, disaster geography and regional analysis course. For this program, it can be implemented by following several stages of activity. There were seven activities, namely: student socialization, Technical FGD, student debriefing, socialization in Nagari Mandeh, Manggopoh, Sungai pua, and GIS training for each village.

Table 3. Village Development/Thematic Community Service Program Activity

No	Activity	Purpose	Description
	Student Socialization	To introduce the student about village development/thematic community service program	The socialization will carried out online via zoom, with 1 resource person and 100 participants.
1	Technical FGD	To discuss about the technical system of the village project implementation in geography education program about the procedure of the execution of the village project implementation that customized with MBKM	This activity will be conducted online via zoom, with 3 resource persons and 15 participants.
2	Student Briefing	To provide understanding, equip, and prepare the competencies that needed in the implementation of this program, before students can carry out the Village Development/Thematic Community Service program.	The debriefing will carried out offline at the GIS Laboratory for Geography FIS State University of Padang, with 3 resource persons and 6 participants.
3	Mandeh Socialization	To socialize program and work plans in the Village Development/Thematic Community Service program to village officials in Nagari Mandeh, Pesisir Selatan Regency	The socialization will carried out directly/face to face at the wali nagari's (headman's) office, Madeh, Pesisir Selatan Regency, with 1 resource person and participants are the village apparatus of Nagari Mandeh, Pesisir Selatan Regency
4	Manggopoh Socialization	To socialize program and work plans in the Village Development/Thematic Community Service program to village officials in Nagari Manggopoh, Agam Regency	The socialization will carried out directly/face to face at the wali nagari's (headman's) office, Manggopoh, Agam Regency, with 1 resource person and participants are the village apparatus of Nagari Manggopoh, Agam Regency
5	Sungai Pua Socialization	To socialize program and work plans in the Village Development/Thematic Community Service program to village officials in Nagari Sungai Pua, Agam Regency	The socialization will carried out directly/face to face at the wali nagari's (headman's) office, Sungai Pua, Agam Regency, with 1 resource person and participants are the village apparatus of Nagari Sungai Pua, Agam Regency
6	GIS Training in 3 Villages	To be able to provide material and technical knowledge about GIS so that it can make it easier for village apparatus to map the potential of natural and human resources so that they can make it easier for them to make policies	The opening event will be conducted online via zoom, while the GIS training is held offline in the three villages. With 6 resource persons, spread over three villages, each village received 2 resource persons and 30 participants, with 10 participants in each village.

Source : *Research Data Analysis 2021*

Based on the table above, it can be concluded that each activity in the Village Development/Thematic Community Service Program will carried out as many as 7 activities, each activity has its own purpose, in the implementation of activities some are carried out online and some are carried out offline/face to face this is considering that there is now an epidemic Covid-19 virus so that face-to-face activities must be reduced for various reasons. The Village

Development/Thematic Community Service Program in three villages produced several maps, both physical maps of the area and social maps of the area, which can be described in the table below.

Table 4. Map Product from Village Project

No	Regional Physical Map	Regional Social Map
11	Administration Map	Population Map
22	Slope Map	Livelihood Map
3	Geology Map	Houses Point Map
4	Landform Map	Population Density Map
55	Soil Map	Regional Commodity Map
66	Land Cover Map	Tourism Distribution Map
77	Watershed Area Map	Map of Presence and Type of Micro Industry
88	Agricultural Product Distribution Map	Map of Settlement Distribution
99	Rainfall Map	Distribution Map of Facilities and Infrastructure
10	Water Quality Map	Map of Average Economic Growth
111	Land Capability Map	Population Growth Map
112	Land Suitability Map	Map of Accommodation and Catering
113	Regional Potential Map	

Source : *Research Data Analysis 2021*

From the table above, the Village Development/Thematic Community Service Program produced 13 regional physical maps and 12 regional social maps, from the results of this village project it is expected to be a potential owned and all of these maps can be accessed through the website of each village. In this activity or program, the Village Development/Thematic Community Service Program has several obstacles, namely firstly not all village apparatus have laptops or computers with processor capabilities that allow them to be able to install the ArcGIS application and secondly there are some village apparatus that cannot take this training because they have any other urgent assignments that can't be left

4. CONCLUSION

Merdeka Belajar, Kampus Merdeka or often referred as MBKM is one of the policies of independent learning-independent campus which consists the right to study in three semesters outside the study program, this program is a mandate from various legal educational foundations to improve the quality of learning and the quality of university graduates. Based on the Minister of Education and Culture No. 3 of 2020 Article 15 Paragraph 1 that within the study program and outside the study program there are 8 MBKM programs that can be developed, namely: 1) student exchanges, 2) internships/work practices, 3) teaching assistance in educational units, 4) research, 5) humanitarian projects, 6) entrepreneurial activities, 7) independent studies/projects, and 8) village development/thematic community service program.

From the eight programs, researchers took the village development/thematic community service

program, which were carried out in three villages, namely Nagari Mandeh, Nagari Manggopoh, and Nagari Sungai Pua. The program developed is GIS training and village website training, with MBKM increasing the percentage of undergraduate graduates by spending at least 20 credits off campus and increasing collaboration between partners and government agencies such as education. In this activity there are several conversion courses with a total of 10 courses with 20 credits. This program is carried out with 7 stages of activities, namely student socialization, technical FGD, student debriefing, GIS training for Nagari apparatus and Village Web GIS training. This program produces regional physical maps and social maps of the area and digital data collection.

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