

Portrait Student Activities in the Implementation of *Merdeka Belajar Kampus Merdeka*: Development of Tourist Villages and Culture in Ciasmara Village, Pamijahan District, Bogor Regency

Henny Suharyati¹⁾, Langgeng Prima Anggradinata²⁾

¹⁾Education Administration Study Program, Graduate School, Pakuan University

²⁾ Indonesian Literature Study Program, Faculty of Social and Cultural Sciences

A. Introduction

The educational paradigm in Indonesia has undergone significant changes. Initially learning was only carried out on campus, but when the Minister of Education and Culture, Nadiem Makarim, sparked the idea of *Merdeka Belajar Kampus Merdeka* everything changed. Students and lecturers can move outside the campus in carrying out tri dharma. They were given 8 IKU (Main Performance Indicator) signs, namely:



The eight indicators mentioned above can be implemented by lecturers and students to gain experience outside the campus, one of which is the project to build a village. Related to the project, the Ministry of Education and Culture provides grants through PHP2D (Holistic Village Development and Empowerment Program) which can be participated by students from all universities in Indonesia. This grant will support off-campus activities.

Holistic and Development Village Program (PHP2D) is a community development and empowerment activity carried out by students through the Student Activity Unit (Unit Kegiatan Mahasiswa) and or the Student Executive Institution. This PHP2D implementing student is expected to be able to foster a sense of care and contribute to the community in the village to build an active, independent, entrepreneurial, and prosperous fostered village. On the other hand, village communities are expected to be able to find and develop existing potential to be realized into real activities or develop activities that have been pioneered by the community to be more developed and useful to realize national resilience in the territory of the Republic of Indonesia [1]. The mission of implementing PHP2D is 1. Apply positive, empathic, caring, tenacious, creative, responsible characters through student organizations. 2. Discover and develop the potential of the village for community development and empowerment. 3. Build good cooperation between student organizations, universities, local governments, private and community. 4. Build community independence and sustainability. 5. Develop student activities in the village that can be recommended as a conversion of courses. The theme of the program is to achieve "The realization of students who can think critically, creatively, communicatively and collaboratively and have leadership abilities in the development of village communities in the Industrial Era 4.0 as the implementation of *Merdeka Belajar Kampus Merdeka*".

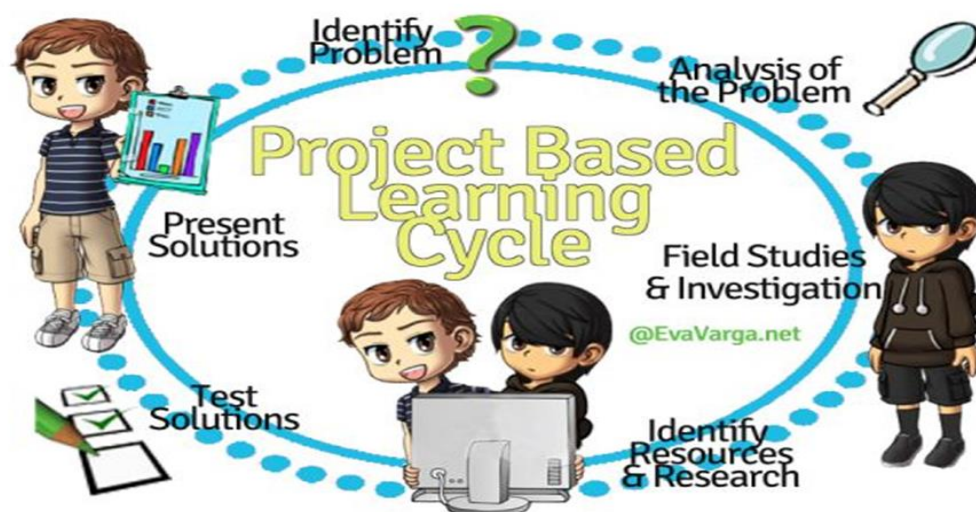
The English Literature Student Association of 10 people received the grant. They chose the Ciasmara-built village, in Pamijahan Bogor. They settled in the village for approximately 4 months to initiate the program that they would run. This activity was carried out under the guidance of two lecturers. In addition, they chose Ciasmara village because the village has potential tourism potential. They cooperate with the village government and local communities to carry out village projects, especially related to the construction of tourist villages.

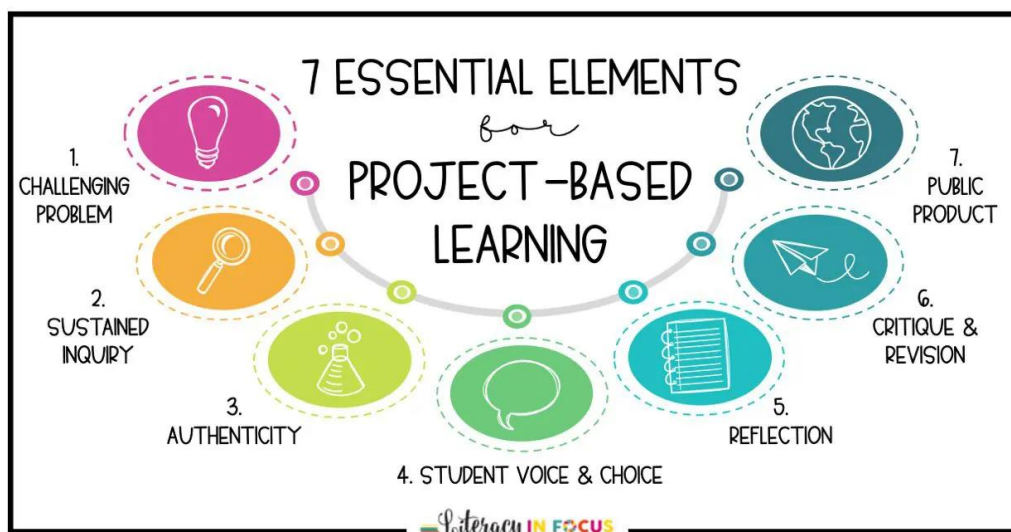
B. Discussion

The concept of students gaining off-campus experience by carrying out this village project will refer to the *Project-Based Learning* model. When can the *Project-Based Learning* Model be implemented? This learning model can be used when educators want to condition active learner-centered learning. The goal is that students will get a more interesting learning experience and produce work based on real (contextual) problems that occur in everyday life. This learning model can also be used when educators want to put more emphasis on science skills, namely on observing, using tools and materials, interpreting, planning projects, applying concepts, asking questions, and communicating well. In addition, educators can also use the PjBL model when they want to develop students' creative thinking skills in designing and creating a project that can be used to overcome problems systematically. So that this Project-Based Learning model can cultivate high-order thinking (HOT) in implementing scientific learning (Observing, Associating, Trying, Discussing, and Communicating) and 21st-century learning (4C: Critical thinking, Collaboration, Creative, Communication).

Below is the Project-Based Learning cycle. Starting from observations and problems that want to be solved by students, namely the concept of tourist villages and culture. The problem of urgency in the village of Ciasmara is the difficulty of access to the tourist sector and the economy is still low so residents are not able to build infrastructure and supporting facilities for the village tourism sector. The problem is that the village government does not have enough funds and competence to market the tourist products they have.

To make us propose a program to Strengthen Village Tourism Institutions through the Development of Integrated Cultural Tourism Village Concepts to Improve the Community Economy and Competitiveness accompanied by training programs and counseling of tour packages which will be expected to change community behavior in the form of changes in knowledge, attitudes/affections, and skills of the village community, physical changes in the form of infrastructure development and Tourism ecosystem, local institutional changes in the form of strengthening Ciasmara Village Owned Enterprises (BUMDES), and the existence of follow-up plans in the form of building networks with travel agents originating from Bogor City or Bogor Regency to increase the number of visits. Village officials admitted that tourism management in Ciasmara Village has existed since 2017, but it has not been well-coordinated and optimally. The indications are seen from the low level of the number of tourist visits. This natural study used primary data through observation and interview methods.





Data sources from the internet

Based on the image description above, there are 7 basic elements in the implementation of Project-Based Learning, including students getting challenges or problems that will be faced in the community, and there are needs needed for economic, social, and other improvements. Students will also be able to voice what solutions are taken to the problem. Students will make reflections on the projects they build, and make criticisms and revisions to produce the best products to launch.

Learning based on project-based learning is student-centered. They investigate problems, reconstruct, research, and solve problems. This was done by students who built a tourist village project in Ciasmara Village. In the initial stage, they make observations of the field to see the potential of the village that has been formed and which will be developed next. Then they made research and produced a design for the construction of a tourist village that also considered the economic development and local wisdom that had been embedded in the village. Here are described some characteristics of the Project-Based Learning model, namely:

1. Centrality, the project becomes a center of learning
2. Driving questions, focus on questions or problems that lead students to find solutions in the form of the concept of a tourist village and its management through the website.
3. Constructive investigation, students can build their knowledge independently of course accompanied by lecturers as facilitators.
4. Autonomy, students have required to problem solvers the problem of projecting to build tourist villages.
5. Realism, the project is very realistic and students take to the field or the village to produce authentic task activities and their professional attitude in solving problems in the field.

By the expectations and objectives of Free Learning and Independent Campus and the goal is that students can study in the dictionary and study in the community. The results of this learning aim to:

1. Improve students' ability to solve problems.
2. Acquire new knowledge and skills in learning.
3. Make students more active, critical, and able to solve very complex project problems with real product results.
4. Develop and improve students' skills in managing materials or tools to complete their tasks.
5. Increase student collaboration with their groups and also the village community.

Here are the steps were taken by our students who built a tourist village project in Ciasmara Village.

Design of Cultural Tourism Village Packages

As we know that in the development and empowerment of this village, it is necessary to design and careful thinking to be able to manage the tourism sector in Ciasmara Village. To meet these tourism needs, a cultural tourism village package was formed with the theme *Sport, Tourism, and Culture*. Which has a role and purpose for the empowerment of village tourism. This was formed by looking at the potential contained in Ciasmara Village. For the design of the tour village package to be empowered, training and discussions were held together with community groups such as cadet corals and local BUMDES. It is expected that in the design of this cultural tourism village package, tourism managers and community groups can create tourism packages that integrate natural tourism and cultural tourism.

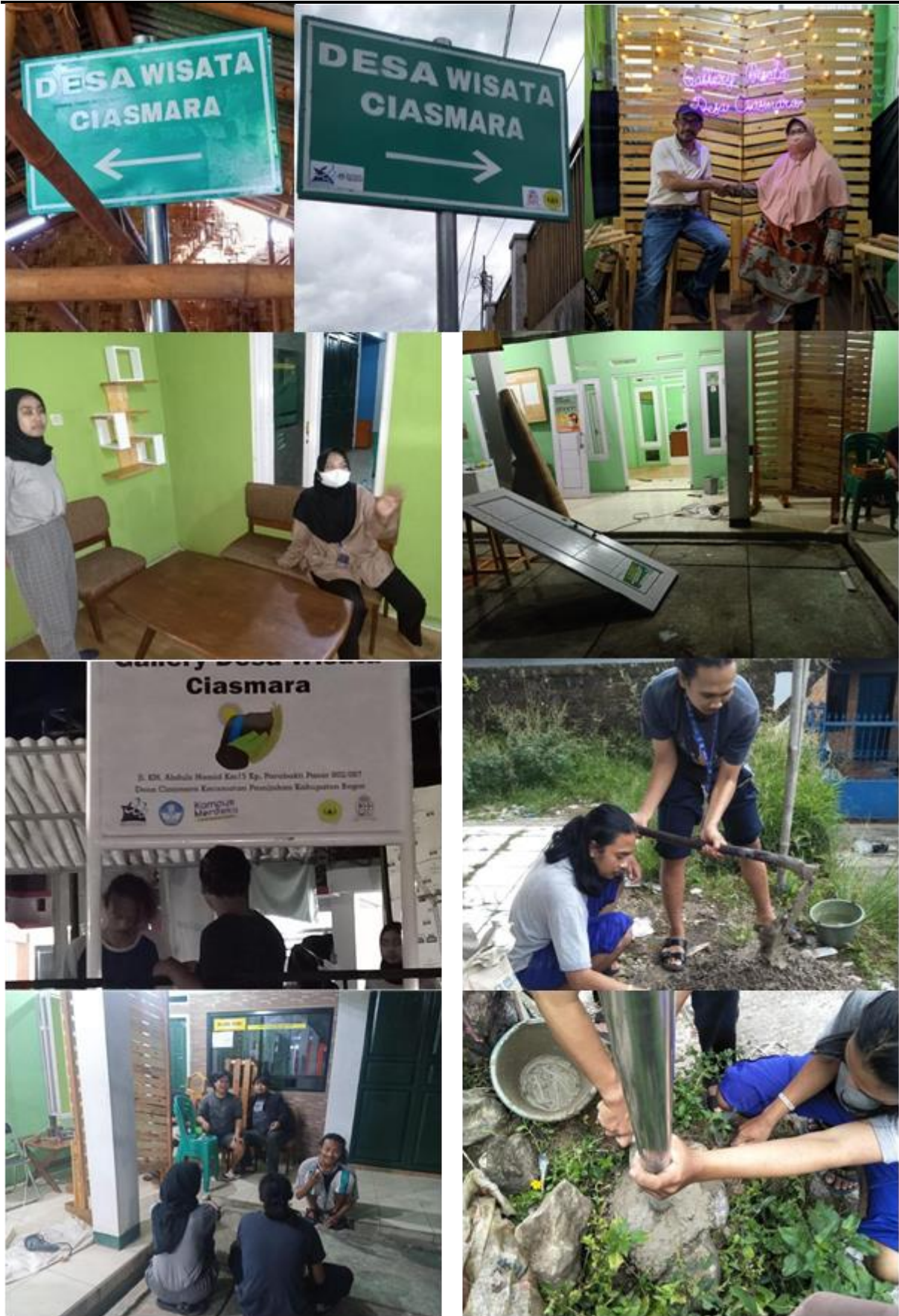


Training on the management of information and communication technology and the creation of cultural tourism profile videos for promotion

In this activity, the PHP2D team focused on increasing the capacity of tourism managers in producing videos and photos for cultural tourism village promotion activities on social media owned by tourism managers, village offices, and BUMDES. This training activity in the framework of social media optimization and video profile as a means of promotion was carried out in nine meetings with a meeting duration of approximately 90 minutes. The first meeting was to explain the importance of social media and video profiles as a means of promotion. Social media that will be used includes Instagram, while the video profile that will be created later as content in youtube social media training is under the assistance of Dini Valdiani's mother, M.Si. as a celebgram, influencer, and content creator.



Shared photos during observation and creation of a Tourist Profile Video



Photos of collaboration activities carried out

C. Conclusion

The objectives of this program are 1. The opening of opportunities for students to play an active role in development, through community service programs, namely: 1. Helping to overcome problems in the village with various aspects through efforts to increase awareness/attitude, insight/knowledge, and skills. 2. Applying the concept of community development and empowerment through technological innovations implemented in multidisciplinary and collaborative work teams; 3. Build partnerships with relevant stakeholders in realizing the program. 4. Make the php2D location a sustainable campus development village. 5. Become a means of recommendation to universities for PHP2D activities converted as courses.

Reference

1. Panduan PHP2D, 2021, <https://php2d.kemdikbud.go.id/file/file/download/Y9twI5uWnM7akfFG.pdf>, diunduh tanggal 27 Februari 2022.
2. Project-Based Learning. https://www.google.com/search?q=project+based+learning&source=lnms&tbn=isch&sa=X&ved=2ahUKewj_8oe8n6D2AhXaUGwGHYrQALEQ_AUoAXoECAIQAw&biw=1920&bih=904&dpr=1#imgrc=ibyVe91WofARYM, diunduh tanggal 27 Februari 2022
3. <http://dikbud.kolutkab.go.id/blog/pembelajaran-berbasis-proyek-project-based-learningpbl/> diunduh tanggal 28 Februari 2022.
4. https://sibatik.kemdikbud.go.id/inovatif/assets/file_upload/pengantar/pdf/pengantar_5.pdf diunduh tanggal 27 Februari 2022.
5. Division of Teaching and Learning Office of Curriculum, Standards, and Academic Engagement. 2009. Project-Based Learning: Inspiring Middle School Students to Engage in Deep and Active Learning. New York. http://blog.ncue.edu.tw/sys/lib/read_attach.php?id=11950 diakses 19 Januari 2019
6. Educational Technology Division Ministry of Education, Malaysia. Project-Based Learning Handbook, "Educating the Millennial Learner". <http://fliphtml5.com/ygry/apzb/basic>, diakses 19 Januari 2019. Nurohman, Sabar. Pendekatan Project Based Learning Sebagai upaya Internalisasi Scientific Method Bagi Mahasiswa Calon Guru Fisika. <http://staff.uny.ac.id/sites/default/files/132309687/project-based-learning.pdf> diakses 19 Januari 2019