

Implementation of Independent Campus Learning (MBKM) IN THE Thematic Real Work Lecture (KKNT) at STKIP Al-Amin, Indramayu District

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Abstract

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Research on the implementation of independent learning on an independent campus in thematic real work lectures (KKNT) at STKP Al-Amin Indramayu is a form of appreciation to students who have participated in KKNT activities carried out in 7 villages in Anjatan District, including: 1) Bugis Tua Village, 2) Mangun Jaya Village, 3) Cilandak Lor Village, 4) Lempuyang Village, 5) Anjatan Baru Village, 6) Kopyah Village and 7) Wanguk Village. Then it has implications for whether students in KKNT are indeed carrying out the tridarma of higher education which is based on the spirit of independent campus learning.

The method used in this study was qualitative by determining 7 respondents from 7 KKNT workplaces to be able to find out an overview of the implementation of KKNT in each village where students were sent for job training.

Students who carry out KKNT activities are very enthusiastic about these activities and hope that in the next time the committee will be even better in preparing for the implementation of KKNT. Students are well received in their place in the village and carry out activities that are usually carried out by the community there, such as helping to teach in schools, teaching salaries, collaborating in sports, and so on. However, there has been no working group that has plunged into the potential of the village, namely agriculture.

Success in the implementation of KKNT in Anjatan District will be better if it is based on careful preparation, complete debriefing, and adequate monitoring. Because indeed students are still learning how to interact and realize programs in the community in a real way.

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INTRODUCTION

One of the government's programs, especially the ministry of education and culture in independent learning independent campuses is to build villages/Thematic Real Work Classes

(KKNT) which is a form of education by providing learning experiences for students to live in the community outside the campus and directly with -with the community identifying potentials and dealing with problems so that

they are expected to be able to develop village/regional potential and concoct solutions to existing problems in the village. Village Development/KKNT activities are expected to hone partnership soft skills, cross-disciplinary/scientific (cross-competence) teamwork, and student leadership in managing development programs in rural areas. So far, tertiary institutions have implemented the Village Building/KKNT program, it's just that the Semester Credit Unit (SKS) has not been recognized according to the independent campus program whose credit recognition is equivalent to six months or 20 credits based on several implementation models. After the implementation of building a village/KKNT, students can write down the things that were done along with the results.

It is also hoped that after implementing village building or Thematic Real Work Lecture (KKN-T) activities, students can write down the things they have done and the results in the form of a final assignment. The implementation of KKN-T can be carried out in very underdeveloped, underdeveloped and developing villages, where human resources do not yet have development planning capabilities with such large funding facilities. Thus, the effectiveness of using village funds to drive economic growth still needs to be improved, one of which is through students who can become human resources who further empower village funds.

"The KKN program is a form of community service activity in the Tri Dharma of Higher Education. This activity prioritizes concrete practices in the community, so that its existence can benefit the surrounding community. In relation to research, students are invited to research and formulate complex problems, examine the potentials and deficiencies that exist in society which can later solve problems (problem solving) in society" (Anwas, 2011).

In accordance with the Tridharma of Higher Education, ideally higher education should have concern and sensitivity towards society. In the field of education and teaching,

studying and studying theories adapted to the needs of society. Students are accustomed to applying the concepts learned directly to the community. Likewise, the field of research whether carried out by lecturers, non-educational staff, or students should have relevance to society. Research problems must really happen and are needed by the community. Research results also need to be reviewed and discussed so as to give birth to research implications that can get positive benefits for society. Likewise, in community service, the community should explore the problems, potentials and needs of the community which are then solved based on concepts learned in college or applying research results. Because of that, to synergize the Higher Education environment with the community, community service activities are very important, especially Community Service Program (KKN) activities.

Real Work Lectures are a model of community service carried out by tertiary institutions. This Community Service Program needs to be directed at solving the problems faced by the community in accordance with the potential and needs in the field. The problems in this society are very complicated.

Solving problems with a charity approach, for example cash assistance, can only overcome problems for a moment. On the other hand, the top down approach often does not get a positive response from the community. Because of this, solving problems in society needs to be pursued through an empowerment approach, so that people are encouraged to have the ability and independence.

Community service can be done in various forms of activity. Kemdiknas (2004) details that there are four programs of community service activities:

"First, the Vocer Program, namely community service activities in the form of implementing and developing research results in Higher Education. Second, the Multi-Year Vocational program is a community service activity in the form of implementing and developing research results by Universities which lasts for three years because the

commodities produced must be able to be exported and sold between islands. Third, the Business and Industry Unit is a program to support efforts to develop higher education autonomy. Fourth, Community Empowerment Synergy Potential is the realization of government policies on regional autonomy and efforts to increase community empowerment synergies that require an integrative strategy of various parties. (Ministry of National Education 2004).

In the Director General of Higher Education's DP2M Grant Program Management Guide (Kemdiknas, 2008) it is emphasized that the Community Potential Empowerment Synergy (Sibermas) is needed because of the complexity of the problems that occur in society, namely a) the powerlessness of most people towards the development of personal, family and community life in welcoming the era of globalization; b) Higher Education science has not been deliberately aimed at the people's welfare; and c) the potential of the community and the natural resources of the environment have not been used wisely. f. However, in reality according to the results of Noor's research (2010) that "research and community service carried out by tertiary institutions, both public and private, have not been able to carry out according to what has been determined by the Directorate of Higher Education, the Ministry of National Education consistently". Community service must be able to develop potential and solve problems faced by society in improving the quality of life and people's welfare.

In its realization, Higher Education implements community service activities through several activities. These activities include: education and training, community service, development of action research areas and Community Service Programs (KKN). Real Work Lectures are a form of service that directly involves students. Students within a certain period of time immediately blend with the community in the field. KKN is not just deploying students to the community. Student activities in the KKN vehicle are also not just

making street signboards, alleys, or sports competitions which are often carried out so far. KKN needs to be equipped with a clear concept of sustainable community empowerment.

Thematic KKN is a model that is able to empower according to the potential and needs of the community. "Thematic KKN aims to provide opportunities for students to join with the people in building a family empowerment institution called the Family Empowerment Post or Posdaya" (Suyono, 2009a).

What is the attitude of students in carrying out this activity in the community, especially for STKIP Al-Amin students who have just completed this KKNT will be discussed carefully in the discussion chapter.

METHOD

The method of this research is to use a qualitative method by giving interview questions to KKN participants who in this case are referred to as respondents. Pradley called qualitative research the term "social situation" or a social situation which consists of three elements, namely: place, actors, and activities that interact synergistically. The social situation, can be at home with family and their activities, or people on street corners chatting, in villages, in cities. The social situation can be stated as the object of research that you want to know.

The selected actors/respondents were Al-Amin 2022 KKN participants from the PGSD Study Program, Social Studies Education, Science Education and English Education, a total of 7 people spread across 7 KKNT working groups. The 7 working groups are divided into 7 villages namely: Old Bugis Village, Mangun Jaya Village, Cilandak Lor Village, Lempuyang Village, Anjatan Baru Village, Kopyah Village and Wanguk Village.

RESULTS AND DISCUSSIONS

Thematic Real Work Lecture (KKNT) at STKIP Al-Amin Indramayu is an activity that is always carried out every year, to be precise in the 6th semester of each year. Students who are in semester 6 will be asked to register for a KKNT provided they have met academic

requirements such as having completed all courses from semester 1 to semester 5.

This year's KKNT focuses on Anjatan sub-district and occupies 7 villages in the sub-district. The seven villages in question are: 1) Old Bugis Village, 2) Mangun Jaya Village, 3) Cilandak Lor Village, 4) Lempuyang Village, 5) Anjatan Baru Village, 6) Kopyah Village and 7) Wanguk Village.

Village area is considered fertile because it also has a watershed (watershed).

According to sources from local residents, the word "Anjatan" itself originally came from the word "Panjatan" (Place of Climbing), Panjatan appeared along with the many cattle pens in the Anjatan area. In the past, apart from farming, the Anjatan people had a profession as breeders, both goat, buffalo and cow breeders.

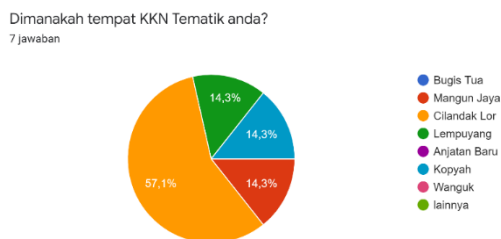
This is not surprising because the Anjatan area used to have large grasslands, so the community took advantage of this situation to graze their livestock in the village's grasslands. Starting from 1 and 2 breeders, then expand to dozens or even hundreds of breeders. Until then a community of breeders was formed in Anjatan.

The activities of grazing cattle in the pasture together starting in the morning until later in the evening the breeders herd their cattle to the pen, and raise the cattle into the pen using a climbing ladder. Buffaloes, goats climbed down and climbed the cage through the climb.

The unique event of the entry of cattle that have been herded into pens using Panjatan then inspired the local people by giving the name of the area they live in with the name Panjatan, which then changed with the pronunciation of the people to become "Anjatan".

On this year's KKNT opportunity, students are expected to be able to absorb the aspirations of the community where the KKNT is located and be able to contribute and provide solutions to all aspirations in society. Because the people there are an agrarian society who support their lives from agricultural products, it is only natural for the KKNT participants to be able to help with agrarian issues there. Such as the answers of the respondents who answered that the majority of community work in the KKNT locations were farmers.

Tabel 1
KKNT Places



Anjatan is one of the villages located in Indramayu Regency, Anjatan was also later chosen to be the name of the sub-district which oversees 13 villages in its territory. Anjatan is located in the easternmost area of Indramayu Regency, to the west by Bongas and Patrol sub-districts, to the north by Sukra District, to the south by Hargeulis District, while to the east by Subang Regency.

The history of the naming and establishment of Anjatan Village, according to local residents' oral sources, took place between 1805-1805 AD, with the first Kuwu or Village Head being held by Mr. Sanijam.

Anjatan Village, which was originally one village, was then split into 3 villages, namely Anjatan Village, North Anjatan and the new Anjatan. The split into three Anjatan villages was due to factors such as the breadth of Anjatan village and the increasing population growth of Anjatan at that time. So that the Indramayu Regency government then divided it. The division of Anjatan into 3 villages occurred between 1980-1989.

Geographically, Anjatan is a village located in a lowland area surrounded by rice fields. Rice fields in Anjatan basically rely on rainfall. However, as a whole, the Anjatan

Table 2

The majority of Community Work at the KKNT site



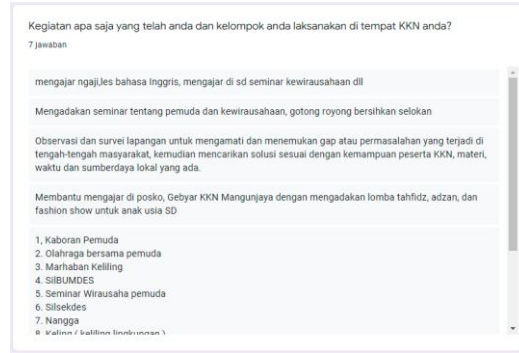
This is also in line with statistical data which shows that Indramayu district in general and in Indramayu batrat in particular, 90% of the agricultural area is dominated by rice fields which allows its residents to work as farmers..

Data from Simpedal Kab. Indramayu also shows the same thing which states that the geographic and topographical location of Indramayu Regency, especially Anjatan District, ranges from 0-18 m above sea level and its lowland areas range from 0-6 m above sea level in the form of swamps, ponds, rice fields. , yard. Most of the land surface in Indramayu Regency is plains with a slope of between 0% -2% covering an area of 201,285 ha (96.03%) of the total area.

However, none of the 7 KKNT working groups have played an active role in the agricultural sector. This is very unfortunate when the natural potential that is widespread for agriculture and agriculture in Anjatan sub-district is also good but cannot be utilized by students to learn and exchange information about agricultural technology both from seeds, patterns of planting processes, nurseries, fertilization and how to harvest all of them take advantage of technology. If there has been collaboration between farmers and academics, it will make agricultural development progress and have the potential to be even better.

Students who carry out activities at the new KKNT site can carry out routine activities in the village without making significant moves. This is in accordance with the answers of the respondents who carry out activities around teaching children the Koran, holding seminars, teaching elementary school, sports together and sports together.

Table 3
KKNT Student Activities



Of all the respondents' answers, none of them led to agriculture, which is the majority of the income of the surrounding community.

Nevertheless, the community is still very enthusiastic about the arrival of the Al-Amin Indramayu KKNT participants. This can be seen from the active role of the local community in helping to find KKNT places or posts in every existing village and KKNT participants also feel that they are welcomed in the village where they work independently.

Table 4
The level of community acceptance in the KKNT



No wonder the students who took part in this activity really enjoyed their situation with the people they had just met. The majority of KKN participants answered that they really liked activities that they thought were new. In fact, for the surrounding community, the activities carried out by the KKNT participants were ordinary activities that they carried out every day.

If the students participating in the KKNT are first equipped with background knowledge of the community they will live in, then programs that are pro-community are the majority, namely agriculture. Thus, technology transfer from campus to village and from village to campus can be maximized. The KKNT

participants also hoped that next year's KKNT would be even better.

Tabel 5
Saran Pererta untuk Panitia

What's more, students who are from the lower middle class expect a reduction in KKNT financing because they feel it will be a burden on their economy.

When respondents were asked what suggestions they hoped for for the improvement of the village they lived in this year's KKNT, they answered that the village needed to focus on building road infrastructure which they felt was not feasible. Because the roads in Anjatan District are still not good and not smooth and this interferes with the mobility of residents in their daily activities. What's more, the road in this sub-district is one of the dominant accesses to go to other sub-districts in Subang Regency.

Table 6
Respondents' suggestions for village government

In addition to infrastructure, socio-economic issues are also a problem in the KKN locations occupied by the respondents. There are still people who are not harmonious with their neighbors, lack of infrastructure, inactive youth groups, and more about community welfare which the community in the village apparatus should pay attention to.

CONCLUSION

The implementation of the KKNT in 7 villages in Anjatan District was carried out very well and was welcomed by the residents/community in the village. However, the participants have not been able to take advantage of the village community's agricultural potential which is the village community's main income. If academics have intervened in agricultural technology in the village, it will create technology-based agriculture in terms of seeding, seeding, fertilizing and even at the stage of harvesting agricultural products. No less important than agricultural products are used as finished materials or processed into a product that uses raw materials from local agricultural products. Thus, farmers do not depend on collectors of agricultural products which sometimes provide unsatisfactory prices.

Hopefully, the results of this research can be a trigger to be even better in activities similar to the KKNT. Because this KKNT is indeed a start for students to be able to fully engage in society after they graduate from college, in this case STKIP Al-Amin Indramayu.

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