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The Role of Modul Nusantara Subject in Increasing the Values of Local Wisdom of PMM Students Program

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Abstrak

Penelitian ini bertujuan untuk mengetahui, mengevaluasi dan mengkaji lebih dalam bagaimana efektivitas mata kuliah modul nusantara dapat berperan dalam pembelajaran kearifan lokal di Universitas Ganesha. Metode yang digunakan untuk mencapai penelitian ini adalah deskriptif kualitatif. Subyek penelitian ini adalah mahasiswa inbound dalam program Pertukaran Mahasiswa Mandiri (PMM) di Universitas Pendidikan Ganesha. Pengumpulan data menggunakan observasi, evaluasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa mata kuliah modul nusantara memiliki peran yang sangat penting dalam pembelajaran kearifan lokal di Universitas Pendidikan Ganesha. Konsep pembelajaran modul nusantara ini adalah memaksimalkan mahasiswa untuk menambah pemahamannya dalam mempelajari kearifan lokal yang sebelumnya belum pernah dipelajari di kampus asalnya. Sehingga dengan mata kuliah modul nusantara ini, siswa dapat mengetahui apa yang belum pernah mereka ketahui. Manfaat peneliti melakukan penelitian ini adalah pengetahuan yang didapat tentang mata kuliah modul nusantara terkait kearifan lokal sangat bermanfaat. Karena sangat menambah wawasan pemikiran peneliti yang lebih luas tentang peranan mata kuliah modul nusantara dalam pembelajaran kearifan yang begitu beragam di Universitas Pendidikan Ganesha.

Kata Kunci: *Nilai kearifan lokal, Program PMM, Modul Nusantara*

Abstract

This study aims to determine, evaluate and examine more deeply how the effectiveness of the archipelago module course can play a role in learning local wisdom at Ganesha University. The method used to achieve the research is descriptive qualitative. The subject of this research is inbound students in the independent student exchange program (PMM) at Ganesha University of Education. Data collection using observation, evaluation, and documentation. The study's results show that the archipelago module course plays a very important role in learning local wisdom at Ganesha University of Education. The concept of learning this archipelago module is to maximize students to increase their understanding of learning local wisdom that has not previously been studied at their home campus. So with this archipelago module course, students can find out what they never knew. The benefit of researchers doing this research is that the knowledge gained about the archipelago module course related to local wisdom is very useful. Because it greatly adds to the researcher's broader thinking insight into the role of the archipelago module course in learning such diverse wisdom at Ganesha University of Education

Keyword: *Local wisdom values, PMM Program, Module Nusantara*

INTRODUCTION

This Nusantara Module course activity aims to deepen knowledge about the diversity of Nusantara culture which comes from various groups, ethnicities, races, religions, and beliefs. (Sutarman & Kom, 2022). Indonesia's diversity consists of language, tradition, ethnicity, religion, cultural customs, and skin color (N. Azizah and Anwar, 2022). The Nusantara Module course is a course that must be taken by students who take part in the MBKM curriculum independent student exchange program. The existence of archipelago module is intended to maximize encounters between students on various islands to increase students' knowledge and insight into learning local wisdom in the destination. the Nusantara Module course activities provide an opinion that tribes in Indonesia have various customs according to their tribes. An independent campus is an effort to increase the weight of learning to provide a process of the ability to think and have a positive response both in the classroom and outside the classroom (Al Anshori and Syam, 2021); (Sherly, Dharma, and Sihombing, 2020).

The Merdeka Learning Campus Merdeka (MBKM) program aims to improve human resources in facing the industrial revolution 4.0 era. Meanwhile, the PMM Batch 2 program is aimed at 16,000 students who will be able to choose one of the 194 highest-ranked universities (kemdikbud.go.id, 2022). The independent campus provides trials and opportunities for students in developing various soft skills and hard skills (Anwar, 2021a). Meanwhile, the independent student exchange research has, among others, research that

results in the existence of the MBKM student exchange program, and general education is a facility for students to learn other sciences that have never been studied, this is an effort to shape students' knowledge so that they can think broadly and thoroughly (Faiz and Purwati, 2021). The archipelago module is a structure that has been designed in the form of diversity, inspiration, reflection, and social contribution activities. Which aims to introduce local wisdom learning at Ganesha University of Education in culture, race, ethnicity, and religion (Tim Pertukaran Mahasiswa Merdeka, 2021, p. 7).

The main research on the archipelago module course is in understanding the four pillars of nationality to show the results research that this course is effective for learning local wisdom in improving the four pillars of students. Students can have a leadership spirit after taking the Nusantara Module course (Jumansyah et al., 2022). Meanwhile, the meaning of the Merdeka Student Exchange program is an exchange activity between one region to another for one semester. The PMM program also provides an experience of diversity, and a maximum credit expert system culture of +/- 20 credits (Batau et al., 2022). Students can also experience firsthand the cultural diversity of the archipelago both in writing and practice (Indriati et al., 2022). Previously in the program, each university encouraged the implementation of cultural activities that had been given the freedom to the implementers of each university in their policies (Wibowo, 2022). Of course, these rules adjust to the rules and regulations for lecturers who are experts in the field of implementing MBKM curriculum cooperation (Tohir M, 2020).

Local Wisdom is passed down via generations. Local wisdom is information obtained from local communities that can be utilized to govern human existence and promote peace and prosperity. Sibarani (2014:115), is a good feature of culture. It shows that cultural principles that were valuable in the past are still important for today's youth. Local wisdom resulting from good cultural values can be appropriately harnessed and applied (Sibarani, 2017:13-14).

The development of teaching materials based on local wisdom is a contextual teaching material to understand the concept of local wisdom, this teaching material can be electronic or print-based (Eliza, 2017; Aulia & Wuryandani, 2019; Deane, 2020). Local wisdom can also neutralize the turmoil of internal problems that exist in various tribes by introducing values in local wisdom, local wisdom is wisdom that comes from the value of cultural traditions that exist in society and community life (Sinaga, Sibarani, 2021). The result of cultural diversity is to be adaptive, inclusive, and tolerant so that it becomes a beautiful social force when working together and synergizing to advance the homeland (Kamal and Junaidi, 2018). The reason the researchers researched the role of the

archipelago module course in increasing local wisdom values is to find out more about the role of the archipelago module course because, in the millennial era, there are still students who do not understand local wisdom where local wisdom is not far from the discussion of culture and the use of the archipelago module course on each student such as the local wisdom of the people in Bali at Ganesha University of Education about diversity, tourism, and the environment. Therefore, researchers are interested in conducting this research. Previous research on the Nusantara Module course includes research that examines the effectiveness of the archipelago module in understanding the four pillars of nationality and has shown the results of research that the archipelago module course can effectively increase the understanding of the four pillars of nationality to students (Januariska, 2022; Windiatmoko, 2022).

Overall, this study revealed that learning by using teaching materials in local wisdom can significantly develop critical thinking skills. This is because, according to Fahmi et al. (2019); Fahmi et al. (2021a); Fahmi et al. (2021b); Kusasi et al. (2021), learning by presenting the real environment in the classroom is very influential to help learn from the concepts being studied, as well as being a way to support student activeness in the learning process. Based on the local wisdom received in learning, it is expected to be able to better appreciate opening on the plains of the student subject. Through local wisdom, it is also as a student subject will not be against what is being studied and can be used as a basis for consideration. In addition, to improve character and moral values, several cultural sources from local communities are considered good and consistent for learning that can be implemented (Halim & Wardana, 2018: 127). The purpose of this research is to reach deeper into the level of local wisdom learning in the archipelago module course for students so that students understand the learning of the archipelago module based on local wisdom both in diversity, reflection, or contribution activities carried out by students.

RESEARCH METHOD

This research uses qualitative method research. In qualitative research, all data is obtained from various sources using various data collection techniques and is carried out continuously until the data obtained is accurate. (Rahnang et al., 2023) description research is a type of research to provide a thorough description of individuals or groups regarding the circumstances or symptoms that occur. A qualitative descriptive research method is a method used to find knowledge or theory for research. Data collection is very important in any research, therefore a researcher must be experienced in collecting data to get accurate data. The data collection stages carried out are observations,

evaluations, and documents. The primary goal of observation is to collect varied data and information to address a variety of research questions. The evaluation aims to demonstrate how much progress has been accomplished as a result of program implementation and indicates whether or not the program is appropriate. While documentation, such as collecting images or videos, provides evidence of a researched statement. The data analysis used is content analysis. This analysis is a technique that systematically converts a text, subject on written media, photos, videos, or audio into quantitative data so that it can be easily used to identify a study. Therefore, researchers use the steps of the data analysis technique procedure, namely: Data Reduction is summarizing, selecting important things, 2. Data Display is a combination of information arranged for action based on understanding and analysis of the data presented, 3. Conclusion drawing/verification is after the two stages have been completed, then the author makes conclusions from the data that has been presented (Miles, M. & Huberman, 2014: 10).

RESULTS AND DISCUSSION

A. Results

This research was conducted during the archipelago module course activities at Ganesha University of Education which took place from September 2021 to January 2022. Ganesha University of Education is a university that accepts students from the Merdeka Student Exchange program, namely 340 students. The archipelago module course activities are carried out with online, offline, and hybrid learning systems. Because some students cannot get permission to attend online lectures outside the city. Archipelago module courses are conducted every Saturday and Sunday. Merdeka Student Exchange comes from various regions and universities. Starting from North Sumatra, Kalimantan, Jakarta, Gorontalo to Papua. In addition to diverse cultures, there are also different religions.

Implementation results during Nusantara Module activities. Recap of the archipelago module activities on September 30, 2022 Diversity 4, namely observation to the Buleleng Museum and Gedong Kertya which lasted 2 hours and the activities carried out described that students observed and recognized, and heard explanations about the king's relics, collections of ancient objects from museum officers. Reflection activities carried out are students conducting activities to analyze news that contains radicalism and intolerance. Students first search and prepare the news obtained.

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Picture 1. Documentation at Buleleng Museum

- b) The activities of the archipelago module on October 8, 2022 Diversity 5, namely learning through watching video review films about the diversity of religious tolerance. The link provided:

TOLERANCE: https://youtu.be/K_JD4s1FMpQ

The duration is 2 hours and the description of the activities carried out is that after watching the movie the students elaborate on the meaning of what is contained in the movie.



Picture 2. Documentation of Learning at Undiksha Campus

- c) The archipelago module activity on October 15, 2022 Diversity 6 is visiting Brahma Vihara Arama, Buleleng. The diverse activities carried out describe that students observe and identify the local cultural values of Brahma Vihara Arama. Reflection activities carried out are tracking in Panji Village, a village closely related to the history of Buleleng. Therefore, students observe and get to know the daily life of local people in Panji Village.



Picture 3. Documentation at Brahmana Wihara Arma and Tracking in Panji Village

- d) The activities of the archipelago module on October 22, 2022 Diversity 7, namely a visit to the Hobbit camp of the Bali Aga Pedawa Village and visiting the Bandung Rangki traditional house. The diverse activities carried out describe that students

learn about the history of the traditional house, the uniqueness of the architecture, and the equipment contained in the house.



Picture 4. Documentation at the Hobbit Kubu of Bali Aga Pedawa village and Bandung Rangki traditional house

- e) The archipelago module activity on October 29, 2022 Diversity 8 was a visit to Sanggar Santhi Budaya, a dance studio in Singaraja which is a traditional dance studio of the Buleleng Regency community using gamelan accompaniment music. Inspiration 2 activities carried out are students listening to information and discussing with I Gusti Ngurah Eka Prasetya, an outstanding youth in Buleleng who has developed his art scene to the international realm.



Picture 5. Documentation at Sanggar Santhi Budaya The Kinds Values of Local Wisdom

1. Politeness

In local wisdom, values are closely tied to politeness, in speech or everyday acts. An example of politeness in speech is using polite joking when talking to someone older or younger. while an example of politeness in action is maintaining polite actions when with someone such as respecting and listening when someone is talking. Therefore, the values that exist in local wisdom will be well preserved.

2. Environment care

Local wisdom and environmental challenges are inextricably linked. It can be observed that the presence of local wisdom played a role in environmental preservation before the environmental care movement began. Local knowledge of

environmental protection can be achieved by cultivating attitudes, behaviors, lifestyles, and traditions that have good consequences for environmental maintenance and preservation. environmental concern Local wisdom is the community's hereditary knowledge in managing their environment, specifically information that gives rise to behavior because of their adaptation to their environment, which has good implications for the preservation of their ecosystem.

3. Discipline

Discipline is one of the characteristics that must be developed. Discipline is the application of one's self-control in the form of a rule. That is the ideals of local knowledge are strongly related to discipline, where we must learn from a disciplined attitude, whether in time or job.

B. Discussion

The Nusantara Module Course is very related to local wisdom because the archipelago module studies culture, religion, race, and ethnicity well as diverse languages in the area. An independent campus gives students the freedom to seek learning experiences outside their study program (Directorate General of Higher Education, Ministry of Education and Culture, 2020 (GTK Secretariat, 2020). Therefore, the archipelago module is very much related to local wisdom. The role of local wisdom in education is to become teaching materials to improve the character and early childhood development well as learning that provides a view of life, science, and life activities carried out by local communities.

Nusantara Module activities are categorized as Experiential learning where students are required to learn by doing activities describing experiences so that they feel local wisdom-based learning, including diverse cultures, religions, ethnicities, races, customs, and languages. In line with that, the archipelago module also uses a variety of communication media that can provide students with the ability to communicate effectively. In addition, this research also supports Safrida's research, where this research provides evidence of the practice of the MBKM student independent student exchange program, especially in the archipelago module lecture (Safrida, 2021)

Nusantara Module course activities have activities such as Diversity, Reflection, Inspiration, and Social contribution. Diversity activities aim to introduce a variety of different cultures, religions, races, tribes, customs, and languages in Indonesia. While inspiration activities aim to ins students obtained from discussion conversations by inspiring figures. Reflection activities aim to reflect on the learning process obtained from

diversity and inspiration activities. Social contribution activities are the final project of students who take part in the activities of the independent student exchange program which aims for students to carry out learning in a university environment or a community environment.

In this study, the authors examined that the most diverse activities were carried out, namely 14 times during the archipelago module activities which included indirect reflection and inspiration activities. In the activities of the archipelago module course, diversity 1 students are introduced to the state, diversity, and beauty of the island of Bali as a place of higher education that accepts many PMM 2 program students. In this Nusantara Module activity, students are also introduced to the culinary in the area.

The term local wisdom refers to instructions on the existence of concepts in socio-cultural life such as nobleness, virtue, truth, and beauty that are valued by the community and can be used as a reference in developing links between communities. Learn more about the role of the archipelago module course in improving local wisdom learning because, even in the millennial era, there are still students who do not understand local wisdom where local wisdom is not far from the discussion of culture and the use of the archipelago module course.

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As a result, even in the face of technology and globalization, indigenous wisdom must be preserved and appreciated. The education path can be utilized to preserve local wisdom, allowing it to flourish and develop in the community. When the study of local wisdom becomes a component of education, particularly learning, it helps to shape students who can represent the values of local wisdom in everyday life. In everyday life, values are important.

CONCLUSION

The main material of Modul Nusantara Subject in Increasing The Values of Local Wisdom Nusantara Module activities is categorized as Experiential learning where students are required to carry out learning by doing activities that describe experiences

so that they feel local wisdom-based learning which includes various cultures, religions, tribes, races, customs, and languages. learning from local wisdom because there are still students in this millennial period who do not grasp local wisdom, where local wisdom is not distant from the debate of culture and the use of archipelago module courses. When the study of local wisdom is made a part of education, particularly learning, it helps to shape students who can embody the values of local wisdom in everyday life

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