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Impact of implementation of Nusantara Module Activities Independent Student Exchange Program Universitas 17 Agustus 1945 Surabaya

Dheny Jatmiko, Eddy Wahyudi, Harjo Seputro, Aris Heri Andriawan,

Eko April Ariyanto, Umul Khasanah

Universitas 17 Agustus 1945 Surabaya

dheny_jatmiko@untag-sby.ac.id, harjoseputra@untag-sby.ac.id, aris_po@untag-sby.ac.id, eko_ariyanto@untag-sby.ac.id

Abstract. This type of research uses a quantitative approach. The quantitative approach is the approach used in research by measuring the indicators of the research variables in order to obtain an overview between these variables. Quantitative research is used to examine the population or sample. Data is collected using instruments or measuring instruments, then analyzed statistically or quantitatively. The Universitas 17 Agustus 1945 Surabaya runs the Independent Student Exchange program by accepting 32 inbound students and sending outbound students as many as 167 students throughout Indonesia outside Java, where the archipelago module is a compulsory subject offered by the Ministry of Education and Research and Technology. In this activity, there were several recipient universities that only provided online learning, so students couldn't directly explore the knowledge gained during the PMM program. However, this doesn't dampen the enthusiasm of students to continue learning about the diversity that exists in Indonesia.

Keywords. impact; independent; program

Introduction

One of the activities in the implementation of the Independent Campus Learning Program (PMM) is the student exchange program. Universitas 17 Agustus 1945 Surabaya also carried out this activity by accepting 32 inbound students and sending 30 outbound students throughout Indonesia outside Java.

The Independent Student Exchange is a domestic student exchange that exchanges students to study at universities throughout Indonesia. The student exchange program is considered to be the development of an innovative learning culture in building collaboration, the obstacles that are often faced by activities seem sudden, there are dilemmas when taking credits, as well as student difficulties when adapting to a new environment and time management (Insani, Fitriyani and Iswandi, 2021). The Independent Student Exchange aims to develop leadership skills and student skills who are able to make friends with various backgrounds to increase unity and nationalism, provide learning experiences at other universities through a credit transfer system to strengthen and/or expand students' academic

competencies, as well as provide diverse experiences through implementation of the Nusantara Module.

This archipelago module contains activities that introduce cultural diversity in the area of origin of the receiving university and the area of origin of the participating students. Students directly interact between students and lecturers who have diverse cultural, religious and ethnic backgrounds so that automatically they will practice mutual respect and work together regardless of differences.

The Independent Student Exchange requires 20 credits of learning, including 2 credits of the Nusantara Module. The Nusantara module is a series of 6 activities focused on creating a comprehensive understanding of diversity, inspiration, reflection, and social contribution designed through sequential and repeated mentoring. This is intended to maximize the meeting space between students, increase understanding, and deposit the meaning of tolerance.

Activities in the Nusantara Module are carried out to foster student love for the cultural diversity of their homeland and encourage the strengthening and expansion of student academic competence and social skills. Love for the homeland and strengthening of competence, both academic competence and student social skills, are valuable modalities for students in treading career paths later.

The Universitas 17 Agustus 1945 Surabaya as one of the universities that organizes Nusantara Module activities has long had various learning activities and other non-academic activities that focus on introducing diversity and culture in Indonesia. The introduction of elements of diversity and culture is important to be disseminated by universities, because the campus is part of the miniature of Indonesia as a place to introduce various socio-cultural, religious, ethnic backgrounds and customs that represent Indonesia's diversity.

The Nusantara Module Learning at the Universitas 17 Agustus 1945 Surabaya will carry four main themes, namely (a) Surabaya past, present, and future; (b) Traces of patriotism in Surabaya; (c) Surabaya as a space for tolerance between religious communities; and (d) the diversity of arts and culture in Surabaya. The implementation of the PMM archipelago module activity certainly has an impact on students, both for inbound and outbound students, and even has an impact on lecturers. For this reason, this study will measure the impact that will be measured in this study, namely cognitive impact, attitude impact, and behavioral impact on students and lecturers.

Implementation method



Research Type

This type of research uses a quantitative approach. The quantitative approach is the approach used in research by measuring the indicators of the research variables in order to obtain an overview between these variables. Quantitative research is used to examine the population or sample. Data is collected using instruments or measuring instruments, then analyzed statistically or quantitatively.

Research procedure

The research procedure consisted of collecting data through distributing questionnaires evaluating the impact of implementation on research subjects, followed by conducting focus

group discussions (FGD) with partners, tabulating survey data, analyzing data, compiling research articles, making research seminars, publishing research results and evaluating implementation research series.

Research subject

The research subjects used the total sampling (population) method, namely the academic community of the Universitas 17 Agustus 1945 Surabaya who participated in the Nusantara Module activities in the Independent Student Exchange Program (PMM) in 2021 consisting of 9 university leaders, 10 archipelago module lecturers, 32 inbound students, and 167 outbound students.

Data collection

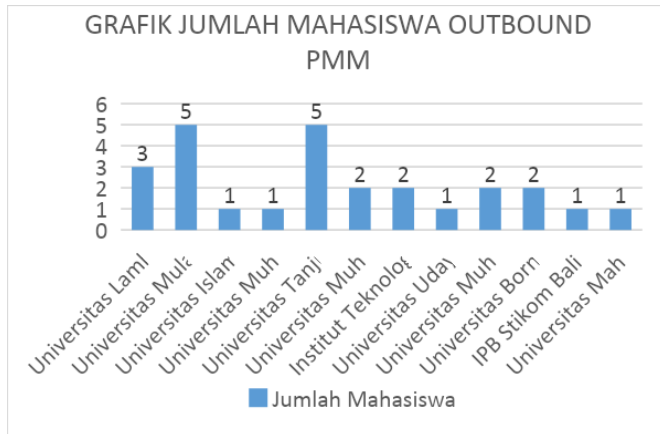
Data collection techniques in this study using a questionnaire.

Data analysis technique

The data analysis technique in this study used descriptive statistical data analysis descriptive analysis method with a quantitative approach. Descriptive research method with a quantitative approach is used if it aims to describe or explain an event or an event that is happening at the present time in the form of meaningful numbers (Sudjana, 1997). The steps taken start from collecting data, classifying and analyzing or processing data, making conclusions and reporting them with the main aim of making an objective picture of a situation in a description.

Table 1.
Data on the Number of Inbound Students for each University

No.	University	Students
1.	Univ. Tadulako	8
2.	Univ. Hasanuddin	2
3.	Univ. Muhammadiyah Palangka Raya	2
4.	Univ. Halu Oleo	2
5.	Univ. Nusa Cendana	2
6.	Univ. Negeri Gorontalo	2
7.	Univ. Negeri Medan	2
8.	Univ. Negeri Makassar	2
9.	Univ. Fajar	1
10.	Univ. Negeri Manado	1
11.	Univ. Sriwijaya	1
12.	Univ. Syiah Kuala	1
13.	Univ. Muhammadiyah Sumatera Utara	1
14.	Univ. Mulawarman	1
15.	Univ. Muhammadiyah Makassar	1
16.	Univ. Prima Indonesia	1
17.	Univ. Udayana	1
18.	Univ. Katolik Widya Mandira Kupang	1



Gambar 6. Grafik Mahasiswa Outbound

PMM

Inbound Students

From the archipelago module activities that have been carried out by the participants of the Independent Student Exchange Program, there are several obstacles and obstacles experienced by student participants, such as:

- This program is interesting but has obstacles from the Ministry of Education and Research related to operational guarantees that are experiencing delays.
- Independent Student Program participants experienced technical delays related to offline learning. Therefore, there are still participants who take part in this archipelago module activity online.

The implementation of the Nusantara module activities, which cannot be separated from obstacles or obstacles, also brings positive impacts and various changes for the participants of the Independent Student Exchange Program such as changes in cognitive, attitude, and behavior. The following is a description of the changes experienced by students:

Cognitive Change

- Increase knowledge of learning to always tolerate ethnicity, culture, race, and religion.
- Students get credit conversion.
- Students learn and become familiar with regional languages between students.
- Students learn and know firsthand the condition of the city of Surabaya, which is the area of PT Recipient.

Change of attitude

- Preserve the Indonesian language in speaking between students or the local community.
- Increase the love of students or the younger generation towards the archipelago.

Changes in behavior

- It is more friendly because of environmental factors in Surabaya, where the people are also very friendly.
- More disciplined time because in the archipelago module activities students must arrive on time.

From the various impacts in the implementation of the archipelago module activities, of course, it makes students learn about perspectives on the differences that exist in Indonesia. Students think that the Indonesian state has a diversity of cultures, ethnicities, races, religions, and customs. This diversity has its own uniqueness for the people of Indonesia and also provides a positive thing in differences, namely a sense of kinship. Where with a sense of kinship in differences, people can explore and appreciate the diversity that exists in Indonesia. Therefore, the diversity that exists in Indonesia is the capital for the formation of national unity and integrity.

Outbound Student

The implementation of this archipelago module brought various impacts for the PMM participants personally. The only negative impact received by PMM participants who conduct online programs is that students cannot contribute and explore more about the receiving PT area. Despite the negative impact, the implementation of the Nusantara module has more positive impacts on all PMM participants, namely:

- a. Students can learn about the history, culture that exists in the area of each receiving PT
- b. Students can add new experiences and insights to the lives of PMM participants
- c. Students can add new friends in the area of the receiving PT and can find out the different characters of each new friend
- d. Students can respect and tolerate the religions and cultures of each receiving PT region.

The negative impact received by some PMM participants may occur because the receiving PT area has not been able to carry out these activities offline. There are many factors that may be experienced by the receiving PT area. However, it didn't decrease the attitudes and behavior of the PMM participants. These changes experienced by PMM participants thought that with this activity, students could further develop their abilities, such as:

Change of attitude

- a. Students better understand the meaning of tolerance
- b. Students are able to appreciate differences more
- c. Students are more curious about regional and cultural icons in Indonesia

Changes in behavior

- a. Students are able to adapt to new friends and environment
- b. Students are more open to the surrounding environment
- c. Students are more concerned with events that occur in their respective areas
- d. Students are more active in asking about things that were not known before

Follow-up

Inbound Students

Of the existing obstacles, students conveyed follow-up actions that need to be improved by the Ministry of Education and Research and Technology and PT Recipients for the implementation of the following year, namely as follows:

- a. Nusantara module activities are held both offline and online. For activities carried out online, it has an impact on the participants of the Independent Student Exchange program related to technical problems. Therefore, PT Recipient develops more creativity during the archipelago module activities so that students who have returned want to return
- b. Services and techniques from the Ministry of Education and Research and Technology for the Independent Student Exchange program need to be improved so that in the future it can run according to the plans and expectations of the participants.

Outbound Student

Because there are several obstacles experienced by several receiving PT areas, this has resulted in some PMM participants conducting online activities so that they cannot realize it directly in the lives of PMM participants. Some of the follow-ups from the implementation of the PMM program that must be improved are as follows:

- a. In the registration process for the election section, it should be adjusted to the area of interest for PMM participants.
- b. Scheduling that must be done consistently so that there are no conflicting agendas, even days that are not filled with any activities
- c. More mature preparation for the recipient PT in order to provide maximum knowledge and insight.

Conclusion

The Universitas 17 Agustus 1945 Surabaya runs the Independent Student Exchange program by accepting 32 inbound students and sending outbound students as many as 167 students throughout Indonesia outside Java, where the archipelago module is a compulsory subject offered by the Ministry of Education and Research and Technology. In this activity, there were several recipient universities that only provided online learning, so students couldn't directly explore the knowledge gained during the PMM program. However, this doesn't dampen the enthusiasm of students to continue learning about the diversity that exists in Indonesia.

There are many impacts that occur on the students concerned, including:

- a. Students can visit several historical places, tourist attractions, and culinary specialties at each recipient university
- b. Students can learn about the diversity of religions, ethnicities, races, and cultures in Indonesia
- c. Students can be more tolerant of differences between other students

References

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