

MBKM Program, Village Community Learning By Using Good Physical Facilities In Semen Gandusari Village, Blitar

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Abstract

This research activity as well as community service activity is an activity program funded by the Ministry of Education and Culture of the Republic of Indonesia in the field of Research and Technology. The main focus of this activity is the process of building learning facilities in the form of earthquake-resistant buildings for children of primary school age which are used specifically for learning in the field of religion and other educational activities. The scope of use of this facility covers the area of Semen village, Gandusari sub-district, in Blitar Regency, East Java-Indonesia. With the existence of these buildings or facilities, school-age children who use these facilities further increase their motivation and success in learning. This building can accommodate as many as 25 school-age children. The process of conducting research involving lecturers and researchers from various fields of science, especially civil engineering construction science, management science and education science, it is hoped that in the future the development of this facility and its benefits can be an example for other areas that focus on providing learning facilities for school-age children. Most of the survey activities for school-age children that have been carried out express a sense of pleasure, agreement and positive response to the presence of facilities for them in the form of learning buildings. The survey was conducted for two weeks covering the area of Semen Village, Gandusari District, Blitar Regency, East Java. Another objective of this research and community service activity is equal opportunity to enjoy better facilities for school-age children to support their academic achievement. Given that until now the government's ability to provide learning facilities and infrastructure there are still some obstacles and

problems. So that the contribution of thoughts and energy from the academy is very much needed. Therefore, the Ministry of Education and Culture of the Republic of Indonesia is aggressively and focused on implementing the Independent Learning of Independent Campus (MBKM) policy in an effort to succeed and equalize learning and study opportunities from undergraduate level down. The limitations of this research and community service are only focused on one area or village, but in the future it will be developed to other areas that are relevant to its designation.

Keywords:

Learning facilities, independent learning, learning room, multi-function building.

1. Introduction

In an effort to accelerate development in all fields in Indonesia, the most important basic foundation is the development of Indonesian people as a whole. This program has been run since 1990 by the government. In carrying out this program there are many obstacles and obstacles faced by the Indonesian government. This is because Indonesia is an archipelagic and maritime country which is quite extensive. To overcome these obstacles or obstacles, the government seeks to embrace all parties to carry out and make this activity a success according to the development plan and the goals achieved. Therefore, apart from being the responsibility of the government, other parties must also contribute according to the government's long-term development plan (CBS, 2021). Through the Central Statistics Agency development plan, all activities can be adapted to all needs and can be valuable inputs when making decisions.

One area of need in long-term development is the availability of adequate facilities, facilities and infrastructure to support learning activities for urban and rural residents including students from early childhood education, elementary school students to junior high school. The task of providing learning facilities is not easy because the demographic location of each region is topographically different. Given the high demand in the fulfillment process, the government cannot work alone, the role of the private sector and academies is needed, including other community groups working together realize that goal (CBS, 2021).

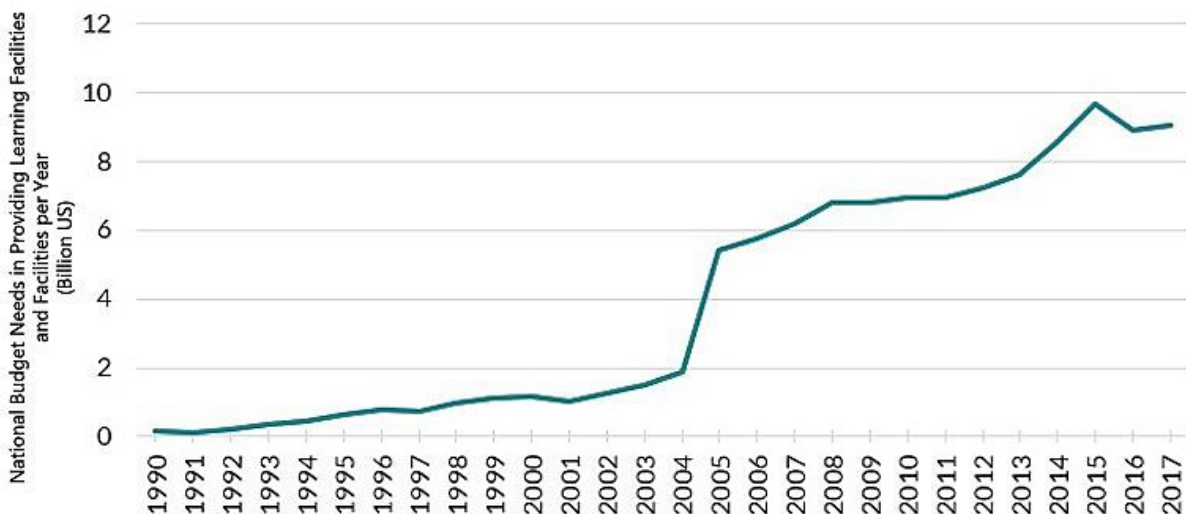


Figure 1. The level of need for learning facilities, facilities and infrastructure in Indonesia is starting at the elementary school to high school.

Source: Central Bureau of Statistics, 2018

In Figure 1 above, the increase in the need for learning facilities nationally until 2017 is so high. The main goal to be achieved in an effort to fulfill these needs is to increase opportunities and equity in education and learning opportunities both in the environment of state universities and private universities. Specifically, the implementation of activities through private universities is allocated by the government in the form of research grants and community service. As a continuation of development, the process of fulfilling all needs related to infrastructure, facilities and infrastructure continues even though the world is being hit by the Covid-19 pandemic.

In the condition that the country is still hit by the Covid-19 pandemic, and in order to accelerate the provision of buildings and learning spaces, especially for residents or rural residents, the government through the Merdeka Belajar Kampus Merdeka (MBKM) program implements a program of grant activities for the implementation of the program through the involvement of good academics, lecturers and researchers on campus. With this activity, it is hoped that in a short time the fulfillment of development needs, especially those related to the provision of learning facilities and facilities, will be fulfilled more quickly because it is implemented through a national program. Through the MBKM grant, all forms of need are accommodated by the universities involved and are entitled to obtain funding through the application of research results and community service activities or PKM (Halim & Anggono, 2018).

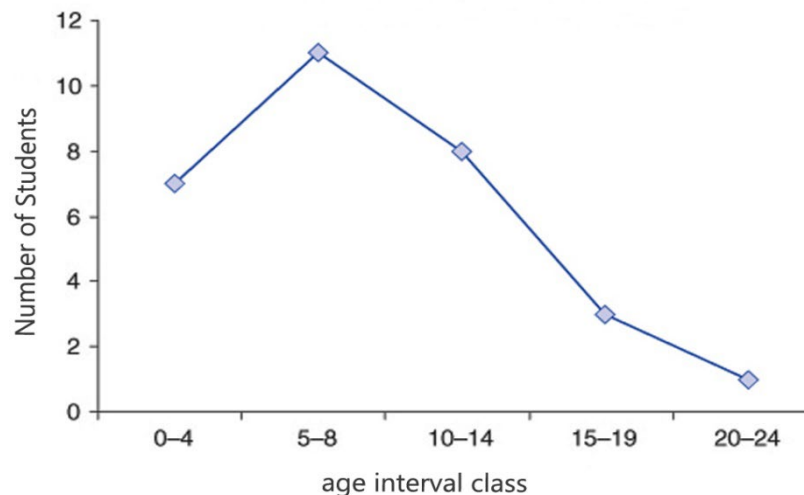


Figure 2. The level of achievement of providing learning facilities by the government through research activities and community service in 2020.

Source: Central Bureau of Statistics, 2020

Through Figure 2 above, it can be explained that the need for fulfillment of learning facilities and facilities is dominated by elementary schools from early childhood education, elementary schools to junior high schools. With age groups from 4 years to 14 years. However, what has been done by the government is still not in line with expectations, especially in 2020 the country of Indonesia was hit by the Covid 19 pandemic, which resulted in the learning process in Indonesia being constrained, and had to be done through online activities. This condition causes the provision and fulfillment of physical learning facilities to be constrained and some have to be postponed. When the Merdeka Belajar Kampus Merdeka activities are carried out simultaneously starting in August 2021, the central government in this case is the Ministry of Education and Culture, the physical fulfillment of buildings or places for providing re-learning rooms can proceed as previously planned before the country was hit by the pandemic outbreak.

The government in this case is quite observant in the implementation of the grant program implemented in 2021, the most obvious acceleration model can be carried out by academics, that is lecturers and researchers in carrying out research activities and community service through research products and community service that have been proven so far in the field so that it is very possible to be implemented properly to support the planning activities of the Ministry of Education and Culture. Of course, with this program the financing model can be streamlined in such a way because the products that are expected to contribute to this activity are the results of research and community service results. Thus this acceleration model can achieve better results.

In essence, the implementation of Merdeka Learning Campus Merdeka is to immediately implement equal distribution of learning opportunities for all students at any level. The positive impact that can be felt, apart from being able to carry out the tri dharma activities of higher education without limits, the higher education performance index can be achieved more quickly, without spending large costs. Some of the research results that have been achieved so far will be tested in the field regarding the maximum benefit for the benefit of the wider community (Datta, 2016).

One main thing that must be considered in the application of research results and the results of community service activities is the integration of land use in the area of activity implementation. The goal is that in addition to the village community getting direct benefits, this activity is expected not to damage the existing land use order in the village. The allocation of land for the construction of learning facilities, green open spaces and the development of land spaces for village tourism destinations do not overlap, instead it is hoped that integration between the three uses of space will be optimally in order to generate economic value for the local community (Gai et al, 2020).

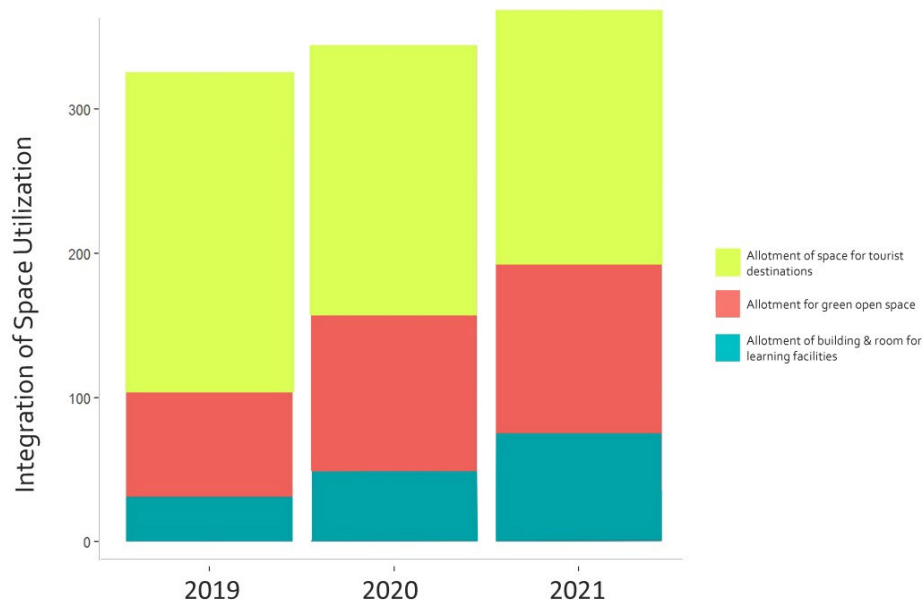


Figure 3. The integrated use of space and land between the provision of learning facilities buildings, green open spaces and land space for the development of tourist destinations.

Source: Central Bureau of Statistics, 2021

From Figure 3 above, there must be a good integration of the use of space or land between the existing needs, that is the selection of land for buildings, land for the provision of green open spaces and the development of land area for the benefit of tourist destinations as was done in Semen village, Gandusari sub-district, Blitar Regency, East Java, through grants for the application of research results and results of community service for the benefit and utilization as well as the provision of learning room facilities for the local population. Of course, the development process that is being carried out will try to integrate all forms of interest as shown in Figure 3 above. This means that the emergence of one activity must be integrated with other development goals, both planned now and in the future (Fursova, 2018).

The principle of procuring or providing learning facilities in the form of buildings, or buildings or spaces designed in such a way is based on the following principles (Urwick & Junaidu, 2021):

1. Planning for the procurement of facilities and infrastructure must be the result of an intellectual process,
2. Development planning and procurement must be adjusted to the needs analysis,
3. The provision of learning facilities must be realistic, and adjust to the budget,
4. Visualization of the planning and construction process must be clear and detailed, according to the number, area, designation and needs.

One important thing that must be considered in providing learning facilities is maintenance. In the event that the ownership of learning facilities or facilities is transferred to certain parties or institutions, then in order to maintain the performance of the facilities, extend the service life, minimize repair costs, and determine cost-effective maintenance and avoid loss or damage, all of the above processes are submitted to the owner or facility user (Xia et al, 2015).

The provision of learning space facilities in Semen village, Gandusari sub-district, Blitar district has a broad meaning. Because basically the provision of this learning facility is multifunctional, as long as it does not violate the concept of its designation, this learning space is free to be used for any activity as long as it brings benefits to the

villagers from all age groups. However, utilization is prioritized for school-age children with an age range of 6 to 14 years.

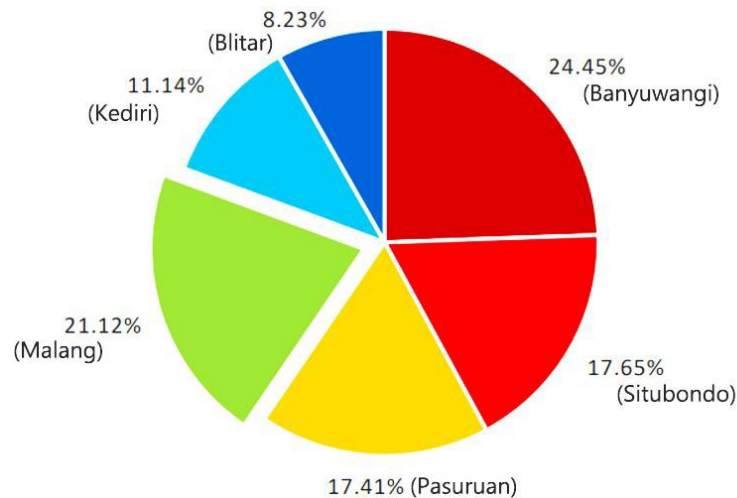


Figure 4. Level of availability of learning facilities and other supporting facilities in six districts in East Java until 2021

Source: East Java Province in 2021 Figures

Figure 4 above shows the level of availability and procurement of learning facilities and facilities, in the form of rooms, buildings, other supporting facilities that are very much needed by the school age group. Blitar district has the lowest percentage level of fulfillment, that is 8.23%. For this reason, the research team from Narotama University Surabaya, carrying out the process of building this facility as well as a community service activity has determined and selected the city of Blitar as the location for implementing the construction of learning spaces for school-age children and the location of Semen village, Gandusari sub-district is in a local tourist destination. in the village, so that the development of activities in the future to the needs of other facilities can be integrated as needed. In the long term it will be able to provide economic value and increase income for rural communities if it is developed better (Sato et al, 2019).

2. Methods

- 2.1 Research activities in the form of construction of learning room facilities using the Composite Precast method in order to obtain a sturdy building, with efficient costs and guaranteed strength for meeting the learning space needs of the residents of Semen Village, Gandusari, Blitar Regency, East Java. This research activity is a development of research activities that have been carried out in 2019 in the form of making a learning place in the form of a joglo using a hollow foundation as a means of learning for Semen village children.
- 2.2 Community service activities, in the form of providing study rooms for school-aged children aged 6 to 14 years, and this learning room is a multifunctional room so that it can be used for all types of other activities.
- 2.3 In addition to the two things above, to measure the level of success of the implementation of community service activities, indicators of achievement of results are used, as a benchmark for local residents' responses to the availability of learning spaces and benefits for residents. Data was collected through a questionnaire filled out by the local community which was carried out from 8 to 16 December 2021.
- 2.4 This activity was carried out across study programs involving several lecturers, students and community partners, that is residents of Semen Gandusari village, Blitar, East Java.

3. Result And Discussion.

3.1. Result

Astronomically, Blitar Regency is located at 111°40' – 112°10' east longitude and 7°58' – 8°9'51" latitude, while geographically s is located in the eastern part of Java Island and is on the coast of the Indian Ocean. Administratively, Blitar Regency is divided into 22 sub-districts, consisting of 248 villages, namely, 28 villages and 220 villages. The division of this sub-district began in 1992, whereas before that year Blitar Regency only consisted of 19 sub-districts. The expanse of the Blitar Regency area is an area with an average height of ± 243 meters above

sea level with an area distribution according to altitude, namely: 436.4% of the sub-district area is at an altitude between 100 – < 200 meters above sea level. 436.4% of the sub-district is located at an altitude between 200 – < 300 meters above sea level. 427.2% of the sub-district area is located at an altitude of > 300 meters above sea level.

There are six sub-districts whose territory is located at an altitude of > 300 meters above sea level, namely: Wates, Wonotirto, Doko, Gandusari, Nglegok, and Panggungrejo sub-districts.

The northern part is a lowland and highland area with an altitude between 105 – 349 meters above sea level. This area is geographically close to Mount Kelud which is still active so that the land in this area is more fertile than the southern part. The northern part of Blitar Regency includes 15 sub-districts, namely: Kanigoro, Talun, Selopuro, Kesamben, Selorejo, Doko, Wlingi, Gandusari, Garum, Nglegok, Sanankulon, Ponggok, Srengat, Wonodadi, and Udanawu.

The southern part is a combination of lowlands and highlands with an altitude between 150-420 meters above sea level. In terms of topography, the southern part is a rocky coastal and mountainous part, so that the soil structure is less fertile than the northern part of Blitar. This northern part includes 7 sub-districts, namely: Bakung, Wonotirto, Panggungrejo, Wates, Binangun, Sutojayan, and Kademangan.

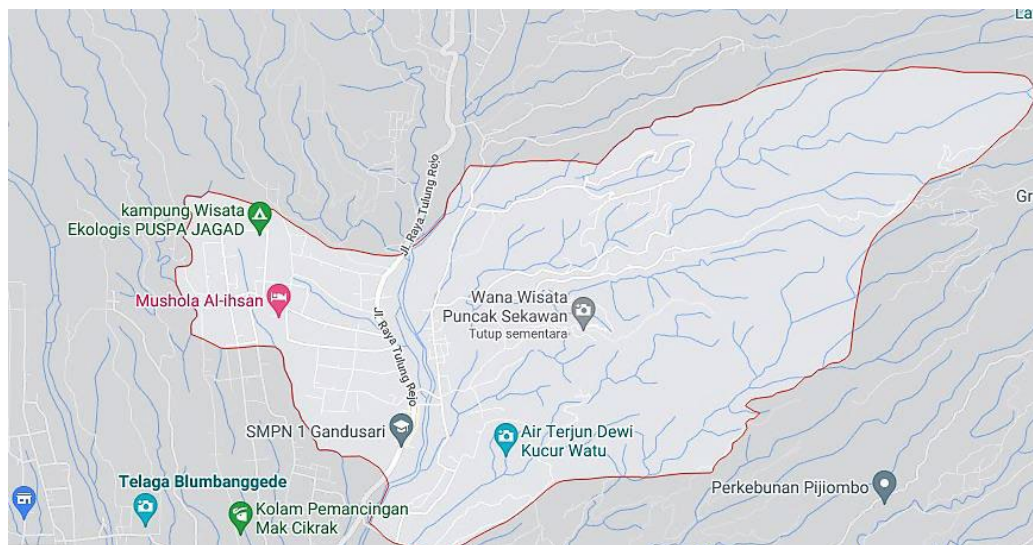


Figure 5. Map of Blitar Regency, East Java Province

To the north it is bordered by Kediri Regency, to the east by Malang Regency, to the south by the Indonesian Ocean, to the west by Tulungagung Regency. The area of Blitar Regency is 1,588.79 km² of which about 38.02 percent is a highland area at an altitude of 300-420 above sea level. Because in the south it is directly adjacent to the Indonesian Ocean, several sub-districts have coastal areas, that is Panggungrejo, Wonotirto, and Wates sub-districts.

To catch up with other regencies in East Java, Blitar Regency is intensively carrying out development in all sectors including the agricultural, plantation, agro-tourism and education sectors. Given that so far Blitar district has a lot of potential in this field, including the tourism sector which deserves to be developed in supporting local revenue.

3.2. Respondents' Responses and Ratings.

The initial process of implementing this activity, the research team together with village community leaders, went to and faced the office of the Semen village head to meet and express plans for implementing the activities to be carried out. The village head of Semen and his staff visited the site, and expressed their joy about the construction of facilities in their village. On another occasion, the planning for the construction of a learning room intended for the residents of Semen gandusari village was presented in front of 84 residents, their responses, responses and assessments of the planning for the construction of a learning room in their village location received a very good response and assessment. They welcomed the program of activities launched by the government through a research team from Narotama University Surabaya. They hope that this kind of activity will continue for years to come because all forms of facilities are needed for the development of the whole community. The accumulation of data regarding the responses and responses of the villagers looks as shown in Figure 6 below.

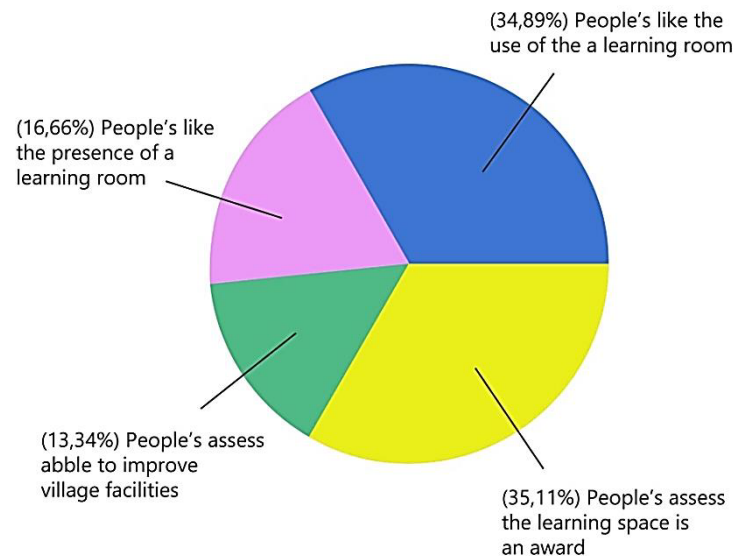


Figure 6. Citizens' assessments and opinions on the provision of learning spaces
Source: Data analysis of respondents

From the image above, 35.11% of Semen villagers consider that the presence of a learning room in their village is an award from the government through academic activities. This is a very good response given by residents for the provision of the building. Of the 35.11% residents' opinions about the learning room, among others:

1. The room or building is in accordance with what the residents need.
2. There are special benefits to being able to use it multi-functionally for local residents.
3. Can be used by all age groups.
4. Adding the village's facilities and infrastructure.
5. Able to increase the motivation of school-age children in the village.
6. This is part of the government's concern and is able to improve welfare

Most residents hope that in the future there will be more programs like this, which can significantly increase residents' motivation for the need for room facilities that can be useful for all villagers when certain activities are carried out in their place, so that whatever form it takes, this learning space very helpful residents.

3. Discussion

3.1 Development Process

Actually, a similar program has been carried out in Semen Gandusari village by the Narotama University Surabaya research team, the shape of the building is almost the same, that isa learning room but the shape is a joglo without walls using a hollow foundation in 2019. The work on the 2021 learning room is a continuation of the 2019 program. , the difference is that what is currently being built is a building with a size of 3 x 6 meters with a terrace on the front and a building in the form of a room using walls. According to the designation in the future, this building can be renovated into two floors if one day it is needed. Of course, the physical condition of such a building can provide its own benefits for residents according to their designation and future needs.

The implementation of community service activities essentially boils down to all forms of local community needs that cannot be met independently. Thus, a pattern of long-term cooperation is needed in the process of providing facilities in the village. The government as the regulator and supervisor of activities, while the implementation can cooperate with private partners or academics. Because since 1990 the complete process of Indonesian human development cannot be separated from the contribution of the private sector and academics when the program must be carried out to completion (Virtue et al, 2018). No one suspected that the country was affected by the Covid-19 pandemic, even making development in every country and even the whole world so heavily corrected. In Indonesia, the program of MBKM can function and run well.



Figure 7. The shape of the Joglo building which was built in 2019 for children's learning
Source: 2019 research results

In 2021, the research team, through a grant program from the Ministry of Education and Culture, was again assigned to carry out research as well as community activities in the form of building a learning room intended for residents of Semen Gandusari village, Blitar, East Java, the process of building a building used as a learning room in stages looks like the picture below:



Figure 8. The process and stages of building a learning room in the village of Semen Gandusari, Blitar, East Java, starting from making to sketching the shape of the building when it is finished
Source: The process of carrying out work on site

With the completion of the building, the residents of Semen Gandusari Blitar village will get a donation of a new learning room which can later be used by all parties in carrying out any form of activity in the village. Of course, this provides certain conveniences for residents in general and school-age children in the village in particular, can support their motivation to learn because there is better space available for their activities.

3.2 Development Impact.

Semen Gandusari Village, Blitar, has village tourism facilities that have been integrated in such a way. Considering that in Blitar there are indeed many tourist objects that have the potential to be developed. In the future, village tourism will provide added value in the economic field for local residents if it is developed through a series of development processes in the village. The people who live there will be able to open a business according to their abilities and skills, this is a kind of developing local wisdom owned by Blitar district, especially in the Gandusari area. If this development is successful, it will certainly bring its own welfare to social life in the Gandusari area and its surroundings. The contribution of the impact of sustainable development that will be felt by residents is:

1. Regional openness to tourist visits that can provide additional information and managerial capabilities for residents.
2. Improving the welfare of residents, through local economic activities that can be developed in their villages.
3. Development of supporting or other supports, that is the improvement of tourist attractions and construction of tourist facilities for visitors who come.
4. Completing other supporting facilities such as better access roads, communication facilities, including internet networks, lodging that can be developed at residents' homes to receive tourist visits.
5. With the opening of better access, the local or village economic life can develop better, due to the mobility of citizens and the smoother distribution of economic commodities and natural products.
6. Improvement of facilities, facilities and infrastructure related to learning and education to increase knowledge and skills starting at school age.

3.3 Indicators of Achievement of Activity Results

Based on the opinions, assessments, and comments given by residents, village officials who have understood the intent and purpose of providing learning space through filling out questionnaires, then based on the data filled in the questionnaire can be calculated or identified the percentage value of the achievement of activities carried out in the village of Semen Gandusari, Blitar, East Java, by using the following calculation formula (Damayanti et al, 2017):

1. If the percentage of activity achievement indicators, the value is equal to or greater than 85%, then the provision of learning space in Semen Gandusari Blitar village is considered capable of meeting the desires and needs of the residents for learning facilities.
2. If the percentage of activity achievement indicators, the value is less than or less than 85%, then the provision of learning space in Semen Gandusari Blitar village is considered not able to meet the desires and needs of the residents for learning facilities.

Table 1. Activity achievement indicators

No.	Indicator	Indicator Value				Amount
		VA	A	D	DA	
1.	Accuracy of building location	31	38	8	7	84
2.	Building legality	48	34	0	2	
3.	Usability and benefits	31	52	0	1	
4.	Create togetherness	42	28	9	5	
5.	Improving village facilities	39	35	6	4	
6.	Creating economic value	54	12	9	9	
7.	Meets basic needs	61	11	8	4	
8.	Beneficial for all parties	49	26	7	2	
9.	Integrated with village environment	32	39	4	9	
Amount		387	275	51	43	662/756=87,56%

Explanation: VA=very agree, A=agree, D=disagree, DA=do not agree

The achievement value in table 1 above shows the figure of 87.56%, the value is greater than 85%, which means that the construction and provision of study rooms in the village of Semen Gandusari Blitar is considered capable of fulfilling the wishes of the residents for the needs of learning spaces. This means that the presence of a study room is considered useful and its presence is accepted.

4. Conclusion

The implementation of research activities and community service activities in an effort to apply research results based on the needs of the citizens greatly supports the needs of the citizens for the needs related to the learning process. This can be seen from the response of residents when they receive assistance in the development of facilities in any form that is beneficial to their lives and basic needs. The presence of a learning room through community service activities has received great interest from residents because they feel helped in the process of providing certain facilities that support activities in their daily lives. Of course in the future, they will need the process of providing facilities and infrastructure in any form on an ongoing basis. All residents and village officials gave a very good response to the presence of the process of building facilities in any form in their location of residence, that is the village of Semen Gandusari, Blitar district, East Java.

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