



Exploration of Leading Villages as a Guide Source for the Activities of Student Independent Project

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Abstract. This study aims to explore and describe the excellent potential in Maospati District which can be used as a source of guidance for the Social Sciences Education Student Independent Project. This research is qualitative research that is thinking inductively. The approach used by the researcher is an interactive approach of case study type, where the researcher is directly involved in the research. The data used are sourced from primary and secondary sources. Data collection techniques in natural conditions, FGD activities, interviews and questionnaires involving village officials in Maospati District. The data validity technique uses triangulation. The data obtained were analyzed using the interactive data analysis technique of the Milles and Hubberman model. The results showed that Maospati District has three leading potentials, namely 1) the tourism sector in the form of Sendang Kamal and Taman Ria Maospati; 2) the economic sector is centered on food agriculture, and 3) local culture in the form of the “*Manusuk Sima*” custom and the “*Entas-Entas*” Ceremony. The superior potential of Maospati District in the form of tourism, economy and culture can further be used as a reference source for the Independent Social Sciences Education undergraduate student project in order to develop the existing potential.

Keywords: Independent Project · Maospati District · Social Studies Education

1 Introduction

The new policy of the minister of education and culture that has recently been implemented is the MBKM (Merdeka Belajar Kampus Merdeka) or independent learning program. The concept of independent learning has become a new concept where students can have the freedom to study in higher education [1]. In accordance with Permendikbud Number 3 of 2020 concerning Higher Education standards and Permendikbud Number 4 of 2020 concerning the change of Higher Education into Legal Entity Higher Education which regulates the MBKM curriculum in universities. This program is basically a learning innovation in order to get a better quality of learning and improve the quality of graduates in accordance with the demands of the times.

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The quality of education is an important component that is used as a benchmark in developing competent graduates in their respective fields. The development of the quality of education is one of the reasons in responding to the challenges that exist in the world of education [2]. The quality of education is one of the important goals in universal continuing education given the importance of providing the best learning [3]. The MBKM program is one way that is used to improve the quality of education. Through the MBKM program, it is hoped that the curriculum in higher education will be freer and in accordance with the competencies expected by students when studying.

The implementation of the MBKM Program requires support from various parties, including universities, lecturers, students, and schools as partners in implementing this program. Through the implementation of learning outside the campus, students will be able to gain experience and knowledge that is different from the collaboration partners provided by the university [4]. Learning in the independent campus program is useful for providing challenges and opportunities in developing innovation, creativity, personality, independence and student needs in gaining knowledge both in reality and field dynamics [5].

The implementation of MBKM requires the readiness of schools as partners in teaching practices carried out by students as one of the implementations of the MBKM program. In addition to universities, schools are one of the factors that play a role in the successful implementation of the MBKM program. Intensive collaboration between the world of education, industry, and schools is expected to improve the quality of university graduates who are relevant to the world of work in their day [6]. In order to run well, universities must prepare an activity program by considering many things related to partners (schools) [7]. In implementing MBKM, schools have a central role as a place for teaching practice for students because schools are places where students explore new knowledge and experiences from the real world of work.

The learning process on the Merdeka campus is one of the main features of student-centered learning. Learning at the Merdeka campus not only provides challenges and opportunities to develop innovation, creativity, competence, individuality and student needs, but also reality and field dynamics such as skill requirements, real-world problems and social interactions. It also provides the development of independence in seeking and discovering knowledge through, collaboration, self-management, performance requirements, goals and outcomes. Students' hard and soft skills are strongly trained through well-designed and implemented independent study programs.

On the other hand, outside the campus there are also various problems faced by the village in developing its potential. There are still many potential villages that have not been optimized. Each village is endowed with diverse potentials that can be used as capital in carrying out development for the welfare and prosperity of its people. The potential is both in the form of human resources and natural resources. This is in line with the explanation of Law Number 6 of 2014 concerning Villages, where the village government and village communities jointly implement approaches to develop villages and develop villages in the spirit of gotong royong and utilize local wisdom and existing village natural resources in order to achieve improvement. Welfare of rural communities and the quality of human life as well as poverty alleviation through the provision of

fulfillment of basic needs, development of facilities and infrastructure, development of local economic potential, and sustainable use of natural resources and the environment.

Some potential natural resources that can be developed in rural areas include: First, agriculture. The role of the agricultural sector is increasingly strategic because the agricultural sector can increase economic growth and is the only sector that is able to survive in the midst of an economic crisis. With the current village autonomy, the village must be independent in utilizing its potential to improve the welfare of the community through the agricultural sector.

In general, villages in Indonesia have very large agricultural land and most of the people work in the agricultural sector. No wonder why Indonesia is called an agrarian country because it produces abundant agricultural products. How about this time? It is unfortunate, the condition of agricultural land at this time has changed a lot of functions into non-agricultural land so that the production is not as much as before, there are even areas that have to bring in food from other areas to meet their needs. Therefore, there must be synergy between campus programs through the MBKM curriculum to involve students in exploring the potential that exists in the village and how to optimize it. The learning process in the Merdeka Campus is one of the very essential manifestations of student centered learning.

Learning at the Merdeka campus not only provides challenges and opportunities to develop innovation, creativity, competence, individuality and student needs, but also the development of independence in seeking and discovering knowledge through reality and field dynamics. Also provides. There are eight activities in MBKM, including: (1) Student Exchange; (2) Internship or Work Practice; (3) Teaching Assistant in the Education Unit; (3) Research or Research; (4) Research or Research; (5) Humanitarian projects; (6) Humanitarian Activities; (7) Studia or independent project; (8) Building a village or Thematic Real Work Lecture (KKNT). The objectives of the independent study program/project include: 1) Realizing student ideas in developing innovative products that become their ideas. 2) Organizing research and development (R&D) based education. 3) Improving student achievement in national and international competitions. The Social Studies Education S1 study program does not yet have an independent Project Guide, therefore the development of this Guide is considered important.

2 Method

The research was designed to explore the superior potential of villages in the Maospati District, Magetan Regency as a data source for developing the MBKM Independent Project Guide. The focus of this research is to explore village excellence in the Maospati area, including tourism excellence, MSMEs and cultural heritage. to develop independent project guidelines.

There are two subjects in this study, namely community subjects, in this case village officials in the Maospati sub-district. The subject of the Independent Project Guide Development is a lecturer in the Social Sciences Education S1 Study Program. The data collection techniques used are; (1) questionnaire; (3) interview (interview), and (3) FGD (FGD grid). The data analysis technique refers to Miles and Huberman. While the descriptive analysis obtained from the questionnaire data collection techniques.

In addition, this study also uses a SWOT analysis technique based on the potential possessed by Maospati District. From the potential analysis above, it will be used to formulate appropriate strategies in optimizing village potential.

3 Results and Discussion

The Forum Group Discussion (FGD) activity was carried out to convey ideas about the preparation of an Independent project for the Social Sciences Education Study Program based on the export of potential advantages in Maospati District. In this FGD, input from the community, namely village officials, became the primary source in collecting village superior data. Some of the leading villages in Maospati District can be seen in Table 1.

Based on the three potential advantages of Maospati District, it can be used as a source of initial data to develop a guide for the Social Sciences Education S1 Student Independent Project. Each village has a different potential from one another, so the

Table 1. Leading Potential in Maospati Kecamatan District

Sector	Potential Advantage
Tourist	<ul style="list-style-type: none"> • Sendang Kamal. This site is an ancient temple located in Dukuh Sumber, Kraton Village, Maospati District. The name "Sendang Kamal Inscription" or "Kawambang Kulwan Inscription" is said to have a close relationship with the Medang Kamulan Kingdom or Ancient Mataram. To add to the tourist attraction of Sendang Kamal, it is also equipped with Gowes and Gymnastics Attractions as well as Opening during the Weekend for MSMEs in the Kraton Village which is carried out in the Sendang Kamal Cultural Heritage Court, Maospati Palace. • Taman Ria Maospati. This place offers adequate facilities. Starting from the playground, mini zoo to swimming pools. The air around is also beautiful.
Economy	Most of the residents of Maospati Subdistrict make a living from farming. Food crop commodities are still a product that has a big role for the people of Maospati District. Awareness of the population to manage the potential of agricultural commodities in Maospati District is still lacking. The reason is, agricultural actors in Maospati District are still in simple agriculture which cultivates crops and sells agricultural products
Culture	<ul style="list-style-type: none"> • Sima Manusuk Procession. is a series of activities including, traditional procession ceremonies supported by exhibitions of superior products owned by Maospati District, cultural arts performances, keduk beji and andhum arto kreweng ". This Manusuk Sima procession is also a visualization of an event that occurred in 918 Saka said in between the years ruled by King Dharmawangsa Teguh. This is to show the history of Maospati based on the Sendang Kamal and the Sendang Kamal inscription or the Kwambang Kulwan inscription. • Entas-Entas Ceremony at Sangha Bhuana Temple Iswahyudi Maospati Magetan Airport. The Entas-entas ceremony is held at Nista Mandala (Jaba Pisan) or the outermost zone which is the entrance to the temple from the outside. The ritual of the Entas-entas ceremony is a series of sacred acts by Hindus by using certain tools, places and ways as a sign of respect for deceased ancestors.

Table 2. SWOT Analysis of the Potential of Maospati District

Internal Factors Eksternal factors	Strength (S)	Weakness (W)
Opportunity (O)	<p>SO Strategy</p> <ul style="list-style-type: none"> • Providing insight/skills and disseminating information to local communities regarding the potential in Maospati District. • The implementation of tourism development activities, MSMEs and the agricultural economy must synergize with relevant institutions such as village, sub-district, district, BUMDES, Women’s Cooperatives, Karangtaruna and so on. 	<p>WO Strategy</p> <ul style="list-style-type: none"> • Develop a work program in the form of reviewing tourism components that need improvement, then follow up in the form of real action activities, monitoring and evaluation. • Regulate the allocation of funds for capital, management of existing potential simultaneously, and processing of products through community guidance/assistance activities.
Threat (T)	<p>ST Strategy</p> <ul style="list-style-type: none"> • Conduct an in-depth study of the current environmental conditions. • Formation of a digital communication strengthening team 	<p>WT Strategy</p> <ul style="list-style-type: none"> • Exploring the potential of tourism packages in Masopati District in depth. • Conducting a program of guidance and assistance to the local community regarding the utilization of the potential of the Maospati District

advantages of each village also have differences. One of the important things to note is regarding the potential of the village that can be used as an advantage for each village. The management of village potential will be able to provide benefits to the community so that it can improve the economy of the village community [8]. Village potential will be able to meet community needs and create village advantages in the form of products [9]. Through village excellence, many benefits will be obtained, but all of this must be supported by innovations to take advantage of the potential that exists in the village (Table 2).

The superior potential of the village is one of the efforts to improve the village economy which can be in the form of tourism, products, and other resources [10]. The potential that exists in the community can be utilized as a force that can move the village economy in its realization, support from the government, academics and other parties is needed. This is in accordance with Law Number 32 of 2004 concerning Regional Governments, one of whose duties is to regulate and pay attention to the potential and diversity that exists in the region. The potential that exists in the village can be utilized as a village advantage. The advantages possessed by the village can be promoted and introduced through the internet and other media [11]. The advantages of the village need

to be promoted so that it can be introduced both locally, nationally and internationally which can be used as a village attraction.

Local advantages can be cultivated and developed by providing training to the community by training skills in order to take advantage of the local advantages of the village [12]. Providing training in an effort to improve the welfare of rural communities. In line with Village Law No. 6 of 2014 which states that village community empowerment is an effort to develop community independence and welfare by increasing knowledge, attitudes, skills, behavior, abilities, awareness and being able to utilize resources by providing appropriate assistance. With local advantages and community needs and find solutions to problems that arise in the community. In order to achieve this, it is necessary for parties who have suitable ideas to develop local potential in the village.

SWOT Analysis of the Potential of Maospati District

Before conducting a SWOT analysis, the first step that must be done is to identify internal factors in the form of the formulation of strengths and weaknesses, which are then used again as a reference for consideration in determining strategies for optimizing the potential of Maospati District. While the identification phase of external factors focuses on efforts to obtain key factors in the form of opportunities and threats for optimizing the potential of Maospati District, so as to facilitate efforts to formulate the right strategy. These internal and external factors were obtained from brainstorming through a Group Discussion Forum with 20 village heads of Maospati sub-district. Based on the analysis, a description of the internal and external factors in Masopati sub-district was obtained, including:

The strength factor is divided into several components as follows: 1) Easy access to roads and transportation; 2) The existence of tourism that is related to the local historical context (punden Lo Sari and Sendang Kamal); 3) Diverse community livelihoods; 4) The character of society that is open to change and interactive. The weakness factors are divided into several components as follows: 1) Internet access is not smooth (due to the influence of Radar from Iswahyudi Airport); 2) The low level of active community participation in tourism potential management efforts; 3) There is no patented tour guide; 4) Lack of supporting facilities for spring and kamal tourism and Ria Masopati Park; 5) Lack of technological innovation development; 6) Efforts to develop MSME products are stalled; 7) The lack of socialization and training from the local government.

Threat factors are divided into several components as follows: 1) The existence of dysfunctional tourism; 2) The death of the existence of superior village products; 3) Dead creativity and innovation skills of local residents; 4) Simple mindset and unwilling to try to move forward; 5) The fading of the socio-cultural values of the community. The opportunity factor is divided into several components as follows: 1) Anyone can become a tour guide; 2) Planting environmental and cultural values for the community; 3) An interactive community environment and intellectual development; 4) Increasing technological innovation; 5) Sustainable and prosperous economic activities; 6) Print useful and educative tools.

Based on the presentation of the results of the analysis of internal factors and external factors above, a qualitative SWOT matrix can be formulated in tabular form as follows:

The results of this study based on a SWOT analysis also support the results of Ruslan's [13] research which states that the historical potential of the reconstruction of

the Majapahit House in Bejjong Village can be used as enrichment teaching material for students, so that they are able to have experience going into the field directly in identifying environmental potential and wisdom. Local local. So it is not limited to studying social studies theoretically. The findings of Suherlan, [14] also support the results of this study, namely the application of the five concepts adopted by the Village Tourism Institute in forming a strategic partnership for the Gubugklakah Tourism Village, Malang Regency. First, the involvement of all tourism village managers, from the leaders to the members; second, the existence of a profit sharing system; third, always carry out planning and research activities regarding product innovation; fourth, make partnerships with all interested parties; fifth, innovation in marketing.

4 Conclusion

From the research that has been presented above, it can be concluded that the Maospati District of Magetan Regency has three potentials in the tourism sector, agricultural economy and local culture. These three potentials certainly still have to be developed further because they still have advantages and disadvantages. Through independent project activities which will later be carried out by S1 students of Social Studies Education, the exploration of the potential advantages of the Maospati District will be further developed as a guide for the Village-Based MBKM Independent Project.

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