

Nusantara Module Activities at the Independent Student Exchange Program as a Form of Implementation of the Archipelago Insight (Wawasan Nusantara) Concept

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Abstrak

Maraknya arus globalisasi menjadi suatu tantangan terbesar yang harus dihadapi. Di Indonesia, pilar-pilar kehidupan berbangsa semakin rapuh dibandingkan dengan kesepakatan umum (general agreement) yang melandasi nilai-nilai dasar kehidupan (core values) yang selama ini dipandang sebagai pedoman. Pada faktanya masih banyak masyarakat Indonesia khususnya mahasiswa yang memiliki wawasan yang rendah tentang nusantara, sehingga dibutuhkan suatu kegiatan untuk mengatasi hal tersebut yakni kegiatan modul nusantara pada program Pertukaran Mahasiswa Merdeka (PMM). Tujuan penelitian ini adalah: (1) untuk mengetahui kegiatan modul nusantara pada program Pertukaran Mahasiswa Merdeka (PMM); (2) untuk menganalisis kegiatan modul nusantara pada program Pertukaran Mahasiswa Merdeka sebagai wujud pelaksanaan konsep wawasan nusantara. Metode yang digunakan adalah metode Penelitian Kualitatif dengan jenis penelitian studi literasi. Studi literasi ini dilakukan dengan mengumpulkan artikel mengenai Wawasan Nusantara, Program Merdeka Belajar Kampus Merdeka (MBKM), Pertukaran Mahasiswa Merdeka (PMM). Literasi juga dilakukan dengan mengumpulkan sumber referensi yang berasal dari buku, jurnal, artikel ilmiah, pedoman dan sumber lain yang berkaitan dengan penelitian. Hasil pada penelitian ini adalah bahwa kegiatan modul nusantara pada program Pertukaran Mahasiswa Merdeka dapat menumbuhkan rasa toleransi terhadap keberagaman dan rasa nasionalisme sehingga mendukung pelaksanaan konsep Wawasan Nusantara.

Kata Kunci : *Modul Nusantara; Pertukaran Mahasiswa Merdeka; Wawasan Nusantara.*

Abstract

The rise of globalization is the biggest challenge that must be faced. Domestically, the pillars of the life of the nation are increasingly fragile concerning the lower general agreement to the basic values of life (core values) which have long been used as guidelines. Unfortunately, there are still many Indonesian people, especially students who have low insight into the archipelago, so activity is needed to overcome this, namely the nusantara module activity in the Independent Student Exchange (PMM - Pertukaran Mahasiswa Merdeka) program. The objectives of this study are: (1) to determine the activities of the nusantara module in the PMM program; (2) to analyze the activities of the nusantara module in the PMM program as a form of implementing the concept of archipelago insight (Wawasan Nusantara). This literacy study was conducted by collecting articles on Wawasan Nusantara, the Independent Learning Independent Campus (MBKM - Merdeka Belajar Kampus Merdeka) program, and the Independent Student Exchange (PMM - Pertukaran Mahasiswa Merdeka) program. Literacy is also carried out by collecting reference sources from books, journals, scientific articles, guidelines, and other sources related to research. The results of this study are that the nusantara module activities in the Independent Student Exchange program can foster a sense of tolerance for diversity and a sense of nationalism to support the implementation of the Archipelago Insight (Wawasan Nusantara) concept.

Keywords: *Nusantara Module; Independent Student Exchange; Archipelago Insight.*

A. Introduction

Indonesia is an archipelagic country that has a wide area, from the western end of Sabang to the eastern end of Merauke. With a total size of 5,193,250 km², the Republic of Indonesia is one of the largest nations in the world (including oceans and land) (Mega Jaya, BP, et al, 2021). There are 17,504 islands scattered throughout the sovereign territory of the Unitary State of the Republic of Indonesia. After Russia, Canada, the United States, China, Brazil, and Australia, Indonesia was ranked as the seventh-largest nation in the world as a result. Additionally, Indonesia is the largest nation in Southeast Asia and the second-largest nation in all of Asia (Mega Jaya & Lutfi, 2021). As an island nation, Indonesia has an area that is one-third land and two-thirds ocean, making its waters larger than its land (Jumena, MN & Mega Jaya, BP 2019).

Apart from being made up of various islands, Indonesia also consists of various tribes, races, languages, religions, and customs, of course, with this diversity, there are many problems as well as challenges both internally and externally. Moreover, the rise of globalization has become the biggest challenge that must be faced. Susi Dwi Harijanti in her lecture "Legal Politics" stated that countries cannot avoid globalization. This was also expressed by Sunaryati. According to Sunaryati, international or global influence is an undeniable reality of life. That's why we need to prepare ourselves to be able to benefit from the flow of globalization (Mega Jaya & Furqon, 2021). According to Sunaryati, globalization can have both positive and negative effects on society.

The negative impact is when the pillars of the life of the nation are increasingly fragile concerning the lower general agreement to the basic values of life (core values) that have long been used as guidelines. This low commitment is shown by the weakening of legal authority due to the low morality of law enforcement, rampant corruption among officials, increasing poverty, increasing potential for disintegration by strengthening ethnic and religious primordialism, distortion of nationalism, the degradation of morals and character among the nation's children. which increasingly threatens the integrity of the Unitary State of the Republic of Indonesia (Setiawan, D, 2017).

The above facts become the basis of thought for academics and also the Ministry of Education and Culture to shape the character, morals, and abilities of students as future

youth leaders of the nation by launching a program called Merdeka Belajar Kampus Merdeka (MBKM). One of the programs that have been successfully implemented is the Pertukaran Mahasiswa Merdeka (PMM) program. PMM is an activity of exchanging students from one cluster to another regional cluster (inter-island) for one semester. The PMM program is also a program that provides diverse, cultural experiences with a maximum credit transfer system of +/-20 credits. (Anwar, NR, 2022). The purpose of PMM is to build a sense of tolerance among students that is formed through student exchanges and exploration of the cultural diversity of the archipelago. The program also includes nusantara module activities. The nusantara module activity in the Student Exchange program hopes to realize the concept of archipelago insight (Wawasan Nusantara) so that the existence of archipelago insight and nationalism can at least continue to be instilled in the nation's children.

Previous research on the nusantara module course includes research conducted (Jumansyah, 2022). The effectiveness of the Nusantara module in helping students comprehend the four pillars of nationality (empat pilar kebangsaan) is discussed in this study. According to the research, this course can successfully increase students' comprehension of the four pillars of nationality, including the attitude of nationalism, tolerance, diversity, kinship, and social spirit felt in students' souls, and is also expected to foster leadership spirit after attending nusantara module lectures. in the Independent Student Exchange (PMM) program (Jumansyah, et al, 2022).

The focus of this research is to find out more about the nusantara module activities in the Pertukaran Mahasiswa Merdeka (PMM) program and to analyze the nusantara module activities in the program as a form of implementing the concept of Wawasan Nusantara. There are not many studies that examine the role of the nusantara module in increasing student cultural tolerance of originality and novelty in this study. The results of the research are expected to be able to add to the treasures of science and become a reference for future research.

B. Method

The research method used is qualitative research with the type of research study literacy. This literacy study was conducted by collecting data on the Archipelago Insight (Wawasan Nusantara), the Merdeka Belajar Kampus Merdeka (MBKM) program, the Pertukaran Mahasiswa Merdeka (PMM) program, and the nusantara module. Literacy is

also carried out by collecting reference sources from books, journals, guidelines, and other sources related to research. The collection of literacy resources is then reviewed based on what is needed. The data obtained is then analyzed in order to get things that support the research. The data that has been analyzed is reprocessed so that it is interrelated with the existing discussions.

C. Result and Discussion

1. Nusantara Module Activities in the Independent Student Exchange Program (PMM)

Efforts to realize the National Education Goals as stated in Law No. 12 of 2012 about College. The Ministry of Education and Culture, Research and Technology (Kemendikbud) launched a policy of Merdeka Belajar Kampus Merdeka (MBKM). The MBKM policy was launched in order to improve Indonesia's Human Resources and nation's competitiveness, as well as a manifestation of teaching and learning activities at a university that is independent and adaptive. So that the creation of an innovative learning culture, and can be adapted to the needs of students. In the world of work, MBKM policies can improve compatibility with the world of business and industry, as well as prepare students' readiness for competition and work culture from an early age.

In the process of implementing the Merdeka Belajar Kampus Merdeka (MBKM), support from various parties is needed, both in technical and non-technical aspects that affect the success of the MBKM program. One of the main aspects that need to be considered is the collaboration between universities. In line with the declaration of the Merdeka Belajar Kampus Merdeka (MBKM) program by the Ministry of Education and Culture in 2020, it has had an impact on the obligation of universities to collaborate with other universities. Collaboration carried out by the University by involving interested parties must be in line with the agreement that has been agreed upon by the parties involved (Hermanto, A, et al, 2021).

8 learning program activities have been determined in the Merdeka Belajar Kampus Merdeka (MBKM) that students can choose from. They are: Student Exchanges, Internships, Thematic Community Service Programs, Research (Research), Humanitarian Projects, Independent Studies, Entrepreneurial Activities,

and Teaching Campus (Tohir, M, 2020). Merdeka Belajar Kampus Merdeka (MBKM) provides opportunities for students to get a wider learning experience and a new atmosphere through the program, one of which is an independent student exchange program in which students will live and study at the universities they are interested in. (Indriati et al., 2022). The Independent Student Exchange is one of the flagship programs of Merdeka Belajar Kampus Merdeka (MBKM) which is the embodiment of the concept of the four pillars of nationality through the teaching of the nusantara module. The four main activities in the nusantara module include diversity (14 activities), inspiration (3 activities), reflection (7 activities), and social contribution (1 activity) (Kemdikbud, 2021). The nusantara module is a learning activity to create a comprehensive understanding of diversity, inspiration, reflection, and social contribution (Jumansyah, et al., 2022).

The nusantara module seeks to create Indonesian people who are tolerant and understand that diversity is not a problem, but a blessing for the Indonesian people, especially students of the nation's generation. In this program, students will learn about cultural diversity, social, and other things about the civilization of the archipelago (Juniardi, Y, 2022). As a country that has various ethnic groups, the nusantara module is carried out to increase the Wawasan Nusantara to the nation's generations, because there are still many Indonesian people who have low insight into the archipelago (Ramadhan, MNH, 2022).

The importance of Wawasan Nusantara is that in accordance with its principles it can prevent any regional or national scale disputes. This refers to a conflict in the social system which states that society will not be peaceful in obedience forever. This condition is caused by an authority in different societies, giving rise to differences in superordination and subordination (Annisa & Najicha, 2021). The existence of Wawasan Nusantara is expected to provide an implementation of peaceful human thinking patterns so that they can rethink the different characteristics of individuals.

2. Nusantara Module Activities in the Independent Student Exchange Program as a Form of Implementation of the Archipelago Insight (Wawasan Nusantara) Concept

Wawasan Nusantara (Archipelago Insight) consists of two words, namely "Wawasan and Nusantara". Wawasan means sight, view, sight, or sensory perception. In addition to showing activities to know and the meaning of their influences in the life of the nation and state. vision or sensory perception, Wawasan also has the meaning of describing a perspective, a way of reviewing, and a way of seeing. While the Nusantara is used to describe the unity of the territorial waters and a group of islands located between the Pacific Ocean and the Indonesian Ocean, as well as between the Asian continent, and the Australian continent.

According to the MPR Decrees of 1993 and 1998 regarding the GBHN, which stated that Wawasan Nusantara is a national insight based on Pancasila and based on the 1945 Constitution, it is the perspective and attitude of the Indonesian people about themselves and their environment by giving priority to the unity and integrity of the nation and territorial integrity in carrying out social life, nation, and state to achieve the nation's goals (Ratih & Najicha, 2022).

Mochtar Kusumaatmadja the originator of the Wawasan Nusantara concept stated that the Wawasan Nusantara is an insight or view of nationality where land and water are an inseparable unit (Mega Jaya & Madda, 2021). As a political, economic, social, cultural, and defense and security unit, Wawasan Nusantara represents the Indonesian nation's view of the people, country, and territory of the Unitary State of the Republic of Indonesia, which covers land, sea, and the air above it (Kusumaatmadja, 1995). This insight into the archipelago then becomes the view or vision of the nation toward its national goals and ideals (Kusumaatmadja, 2003).

Wawasan Nusantara can build an attitude of nationalism in the body of the nation's components. Nationalism is an attitude that refers to the identity of the nation to return to establishing an individual identity within the scope of the world so that a feeling of defending the country arises from all national threats (Ratih & Najicha, 2022). In this case, the Wawasan Nusantara is considered effective in implementing the positive values of nationalism and the Wawasan Nusantara itself (Amalia & Najicha, 2022).

The important role of the Wawasan Nusantara is to guide the Indonesian people in the implementation of their lives. It also serve as signs or guidelines in the struggle for independence. Students as the nation's successors in the next few years have their own role to develop Wawasan Nusantara. Through the nusantara module activities in the PMM program, you can have an increasing impact on knowledge about the archipelago and apply it to life on campus and its environment.

Materials for the nusantara module activities in the PMM program will increase the spirit of nationalism or love for the homeland in students. Nationalism is an attitude that refers to the identity of the nation to return to establish an individual identity within the scope of the world so that a desire and will arises to unite to defend the country (Armawi, A, 2019). The nusantara module activity in the PMM program aims to inspire students to contribute to the Indonesian nation, in order to advance the Indonesian nation for the future, in addition to the nusantara module activities in the PMM program it is also hoped that it can inspire students to act, behave and behave both on campus and on campus. in the community.

Materials for the nusantara module activities in the PMM program will also increase unity and integrity by increasing tolerance for culture, ethnicity, race, and religion among students. Cultural diversity ethnicity, race, and religion that are different from each exchange student become a means for exchange students to increase knowledge and understand cultures other ethnicities, races, and religions. Interaction between exchange students in nusantara module activities in the PMM program will open the minds and views of students in appreciating and respecting culture ethnicity, race, and religion. The attitude of tolerance is also carried out by not degrading or elevating one tribe over another, assuming that all people are brothers and sisters, and not discriminating in treating other people who have cultural, customary, and ethnic differences.

Students as the nation's future youth who understand and implement the Wawasan Nusantara concept will make the Indonesian nation stronger and increasingly recognized by the world and able to face threats from outside. Students also act as agents of change, which inspire others (the wider community) to want to progress, develop and participate in understanding and implementing the concept of insight in life.

D. Conclusion and Suggestions

The nusantara module activity in the Independent Student Exchange (PMM) program is an activity that gains a comprehensive understanding of diversity, inspiration, reflection, and social contribution. The nusantara module activity in the Independent Student Exchange program is a form of implementing the concept of Wawasan Nusantara. The nusantara module activity in the PMM program can have an impact on increasing knowledge about the archipelago and applying it in life on campus and in its environment. The nusantara module activity in the Independent Student Exchange (PMM) program, will increase the spirit of nationalism, and social spirit and increase student tolerance towards cultural, ethnic, and religious diversity.

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