

- Title** : The Implementation of the Nusantara Module Program as a Part to Embody the Concept of Nusantara Insight (Wawasan Nusantara)
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## **THE IMPLEMENTATION OF THE NUSANTARA MODULE PROGRAM AS A PART TO EMBODY THE CONCEPT OF NUSANTARA INSIGHT (WAWASAN NUSANTARA)**

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### **Abstract**

The independent student exchange is a part of the Merdeka Belajar Kampus Merdeka (MBKM- Independent Learning Independent Campus) program which is protected by the Ministry of Education in the Republic of Indonesia. the purpose of that program is to provide an opportunity for the students to learn outside the province residence. The purpose of writing is to provide an overview of the nusantara module program, where this program must be followed by student exchange participants as a form of implementation of the concept of nusantara insight. The method used is a descriptive research method with an empirical approach. The empirical approach is a research method that seeks to see in a real sense or can be said to see directly through the situations and conditions observed in the field. The results of the study show that the Nusantara module program can increase knowledge about Nusantara insight for every element of society, especially students of the nation's generation. Nusantara insight is also considered an appropriate way to unite and integrate the territory, nation, and state of Indonesia so that the insight of the nusantara is able to give birth to the view that Indonesia is a unitary archipelago. With the nusantara module activities, students will learn to implement the concept of nusantara insight.

**Keywords:** *Nusantara Module, Nusantara Insight, Independent Student Exchange, independent learning independent campus (MBKM)*

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### **Abstrak**

Pertukaran mahasiswa merdeka merupakan salah satu bagian dari program Merdeka Belajar Kampus Merdeka (MBKM) yang dicanangkan oleh Kementerian Pendidikan dan Kebudayaan R.I yang memberikan kesempatan dan keleluasaan kepada mahasiswa untuk belajar di luar daerahnya. Tujuan penulisan adalah untuk memberikan gambaran dari program modul nusantara, dimana program ini wajib diikuti oleh peserta pertukaran mahasiswa sebagai wujud pelaksanaan dari konsep wawasan nusantara. Metode yang digunakan adalah metode penelitian deskriptif dengan pendekatan empiris. Pendekatan empiris adalah sebuah metode penelitian yang berupaya untuk melihat dalam artian yang nyata atau dapat dikatakan melihat langsung melalui situasi dan kondisi yang diamati di lapangan. Hasil penelitian menunjukkan bahwa program modul nusantara dapat menambah pengetahuan mengenai wawasan Nusantara bagi setiap elemen masyarakat terutama Mahasiswa sebagai generasi Bangsa. Wawasan nusantara juga dianggap sebagai suatu cara yang tepat untuk menyatukan dan mengintegrasikan wilayah, bangsa dan negara Indonesia, sehingga wawasan nusantara mampu melahirkan pandangan bahwa Indonesia merupakan satu kesatuan kepulauan nusantara. Dengan kegiatan modul nusantara, Mahasiswa akan belajar dalam mengimplementasikan konsep wawasan nusantara.

**Kata Kunci:** *Modul Nusantara; Wawasan Nusantara; Pertukaran Mahasiswa Merdeka; Merdeka Belajar Kampus Merdeka*

### **A. Introduction**

Indonesia adheres to the concept of an archipelagic state based on the Archipelago Concept, namely the sea as a land liaison so that the territory of the country becomes a unified whole as the homeland and this is called an archipelagic state (Pasaribu, 2015). Because of these conditions, this can lead to cultural diversity in society. This diversity itself can lead to cultural conflicts that occur between ethnic groups because of the views and attitudes of people who underestimate other cultures or do not respect each other.

Through cultural inheritance and internalization in each individual, education is present in the form of cultural socialization, interacting with local community values, and maintaining reciprocal relationships that determine the processes of changing the socio-cultural order of society in order to develop the progress of civilization. Therefore, the government through the independent learning program for independent campuses

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provides opportunities for students throughout Indonesia to study outside the island which aims to increase national insight, integrity, solidarity, and a forum for national adhesiveness among students throughout Indonesia, through intercultural learning.

Independent Learning Independent Campus (MBKM) aims to improve human resources to face the era of the industrial revolution 4.0. Independent campuses provide challenges and opportunities for students to develop various soft skills and hard skills (Anwar, 2021) The freedom to choose lectures on other campuses or in other study programs outside of their own chosen study program is one of the concepts of independent learning, one of the programs from MBKM is *Pertukaran Mahasiswa Merdeka* (PMM- The Independent Student Exchange).

The Independent Student Exchange Program (PMM) is a student exchange program that is held for one semester between islands, in which there are Nusantara Module activities. The Nusantara module is one of the subjects that must be taken by students participating in the PMM program. The Nusantara module is a series designed in the form of diversity, inspiration, reflection, and social contribution activities that focus on creating a comprehensive understanding of students through sequential and repeated mentoring. These activities aim to introduce the rich culture of the archipelago originating from various groups, ethnicities, races, religions, and beliefs (Independent Student Exchange Team, 2021)

Previous research on the Nusantara Module conducted by (Indriati, D., etc, 2021) entitled *The Role of the Nusantara Module in Developing Student Characters in Multicultural Classes* in the results of his research showed that the Nusantara module activities highly respected the character of students' tolerance and love for the homeland. This can be seen from the results of the presentation of 66% for the character of tolerance and 67% for the character of love for the homeland. The nusantara module program that prioritizes the value of tolerance is very important for students and can prevent the issue of division due to cultural differences. In addition, this program also makes students change their perspective and attitude towards their own country so as to create the value of patriotism and a sense of nationalism in students.

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From the problems above, researchers are interested in conducting research on the Implementation of Nusantara Module Activities as a form of implementing the Nusantara Insight which has a novelty linking the Nusantara Module with the Nusantara Concept of Insight which later is expected that the Nusantara module activities can improve the Nusantara Insight for every element of society, especially for students.

## **B. Method**

This research is a descriptive study with an empirical approach. The empirical approach is a research method that seeks to see in a real sense or can be said to see directly through the situations and conditions observed in the area. The situation in the area describes the implementation of the Nusantara module program which is participated by students. The data used are primary data consisting of various student experiences in participating in the nusantara module program activities that include diversity, inspiration, reflection, and social contributions. The data was obtained through library research, by adjusting the relevance and suitability of the topics presented empirically, and adjusting observations in the area.

## **C. Result and Discussion**

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

The nusantara module is one of the student exchange program activities that focus on creating a comprehensive understanding and aims to introduce the richness of the archipelago's culture, about diversity, inspiration, reflection, and social contribution through repeated mentoring. This is in line with the statement of Sunarto & Suhardiyanto that the nusantara module is able to create Indonesian people who are tolerant and understand diversity not as a problem, but as a blessing for the Indonesian people (Sunarto & Suhardiyanto 2013). The Nusantara module is also intended to maximize the meeting space between students on various islands, increase knowledge and understanding, and increase the meaning of tolerance.

Tolerance is an attitude or human behavior that follows the rules, where a person can respect, and respect the behavior of others (Bakar, 2015). In the Nusantara module

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activity, the activities were carried out using the concept of experiential learning where students are required to carry out learning by doing learning activities and reflecting on their experiences so that they feel the growth of the character of tolerance and love for the homeland or nationalism within themselves. This is also expressed by Jumansyah (Jumansyah et al., 2022) that the archipelago module adds an understanding that emphasizes tolerance and love for the homeland through the introduction of the richness of the Nusantara's culture that comes from various groups, ethnicities, races, religions, and beliefs.

The nusantara module is treated as a general course for the independent student exchange (PMM). The general course method is one of the strengthening character education. In addition, the Nusantara module also uses a variety of communication media that can foster students' ability to communicate effectively and collaborate on issues of tolerance and diversity. This is also in line with what was expressed by Syahputra that education stakeholders must be technology literate and communication media (Rahayu, Iskandar, & Abidin, 2022).

## **2. The Implementation of Nusantara Module Activation to Embody the Nusantara Insight**

Nusantara insight is defined as the Indonesian people's perspective on themselves and their environment based on national ideas, which are based on Pancasila and the 1945 Constitution which are the aspirations of an independent, sovereign, and dignified Indonesian nation and animate their way of life and actions of wisdom in achieving the goals of the national struggle. This is in accordance with what was expressed by Lemhanas that the nusantara insight is the Indonesian nation's perspective on the nusantara itself, and the changing world environment, based on Pancasila and the 1945 Constitution by paying attention to history and culture, as well as by taking advantage of its geographical conditions and constellations. In an effort to realize the aspirations of the nation in achieving national goals and ideals (Lemhanas, 1977).

Nusantara insight is also considered an appropriate way to unite and integrate the territory, nation, and state of Indonesia so that the nusantara insight is able to give birth

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to the view that Indonesia is a unified archipelago of the Nusantara. With the student exchange program through this nusantara module activity, it is hoped that it can become a forum for students to share experiences, and exchange cultures from various students with different backgrounds.

The Nusantara Module course activity provides a view that ethnic groups in Indonesia have various customs according to their ethnicity. During the activity, students live side by side with other students across islands either through a Nusantara Module group or through the dormitory where students live while participating in the PMM program. This makes students learn and know how the culture that exists in other students of different ethnicities. The ethnic diversity of the Nusantara Module students fosters tolerance among other students. Tolerance is a character that is able to support the creation of inter-tribal harmony (Sari, Fitriyani, and Amalia, 2020). Not degrading or elevating between tribes is realized by working together (Anwar, 2021). It can be said that the Nusantara module activities are able to play a role in the implementation of the concept of Nusantara insight which is starting to be forgotten.

#### **D. Conclusion**

The Nusantara module is one of the student exchange program activities that focus on creating a comprehensive understanding and aims to introduce the richness of the archipelago's culture, about diversity, inspiration, reflection, and social contribution through repeated mentoring. customs according to their ethnicity. During the activity, students live side by side with other students across islands either through a Nusantara Module group or through the dormitory where students live while participating in the PMM program. Nusantara insight is considered an appropriate way to unite and integrate the territory, nation, and state of Indonesia so that the nusantara insight is able to give birth to the view that Indonesia is a unified archipelago of the nusantara.

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