



IMPROVING STUDENT DIVERSITY VIEWS THROUGH THE NUSANTARA MODULE COURSE: INDEPENDENT STUDENT EXCHANGE PROGRAM (PMM)

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Abstract

Merdeka Learning Merdeka Campus (MBKM) is a program designed by the Minister of Education and Culture which aims to equip students to enter the world of work. The independent campus frees students to seek learning experiences outside their study. The advantages of the Archipelago Module are that it adds insight and can explore the variety of cultures and characteristics of a region. This research was conducted to determine 1) the effect of the archipelago module activities on diversity insights, and 2) the effectiveness of the archipelago module activities on student tolerance. This study uses qualitative data that represents a research design that provides a real or scientific picture, and researchers do not process data from research settings but use online surveys via Google Forms. This study uses qualitative data that represents a research design that provides a real or scientific picture, and researchers do not process data from research settings but use online surveys via Google Forms. Based on a survey conducted via the Google form, it was found that the Nusantara module was able to increase the diversity insights of alumni of the Merdeka Student Exchange Program alumni.

INTRODUCTION

Merdeka Learning Merdeka Campus (MBKM) is a program designed by the Minister of Education and Culture (Romanti, 2023) which aims to equip students to enter the world of work. The independent campus frees students to seek learning experiences outside their study program (Tohir, 2020). There are eight MBKM policies, namely 1) Free Student Exchange, 2) Internships/Work Practices, 3) Teaching in Educational Agencies, 4) Village Projects, 5) Research/Research, 6) Entrepreneurship Activities, 7) Independent Studies/Projects and 8) Humanitarian Projects. The Merdeka Student Exchange Program (PMM) is a one-semester student mobility program designed to gain learning experience at universities in Indonesia while at the same time strengthening unity in diversity (Arsyad & Widuhung, 2022; Mufidah & Fadilah, 2022). Merdeka Learning – Merdeka Campus, is a policy of the Minister of Education and Culture, which aims to encourage students to master various knowledge that is useful for entering the world of work (Anwar, 2022; A. I. Pasaribu et al., 2023)

Based on the statement of the Directorate General of Higher Education, Ministry of Education and Culture in 2020, learning in the Merdeka Campus provides challenges and opportunities for developing creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through field realities and dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements (Kemdikbud, 2022). PMM has its flagship program, the Nusantara Module, which is a 4 credits convertible subject.

The Nusantara Module is one of the courses that must be completed by PMM program students (M. S. Pasaribu et al., 2023). The Nusantara module has a series designed in the form of diversity activities, inspiration, reflection, and social contributions, which focus on creating a holistic understanding of students through continuous and repeated assistance. This activity aims to introduce the cultural richness of the archipelago which comes from various tribes, nations, races, religions, and beliefs (Jumansyah et al., 2022; Mellyzar et al., 2022)

The urgency of this archipelago module is to become a forum for meetings between students from various islands, to add insight and understanding, and to add to the meaning of tolerance. The advantages of the Archipelago Module are that it adds insight and can explore the variety of cultures and characteristics of a region. This research was conducted to determine 1) the effect of the archipelago module activities on diversity insights, and 2) the effectiveness of the archipelago module activities on student tolerance. The hope in participating in PMM activities is that students can implement a whole series of PMM activities including diversity, reflection, inspiration, and social contribution at their respective campuses.

METHODS

This study uses qualitative data that represents a research design that provides a real or scientific picture, and researchers do not process data from research settings, but use online surveys through *Google Forms*, which examines the results of the study based on the role of the Nusantara Module activities, namely cultural introduction activities and development of diversity insights as well as character building and the benefits of the Nusantara Module lectures until students complete the independent student exchange program at their respective receiving universities.

RESULTS AND DISCUSSION

To find out the increase in diversity insight through the PMM Nusantara Module, 14 questions were given to PMM alumni students. These questions revolved around the influence of the Nusantara Module on the diversity insights of students participating in PMM. As previously explained, there is no right or wrong answer to this question. Each question has four to five levels of answers. The following presents the results of answers from PMM alumni students.

Question 1

The first question is given to see how often students interact with various cultures in the receiving campus area. The questions and answers can be seen in Figure 1.

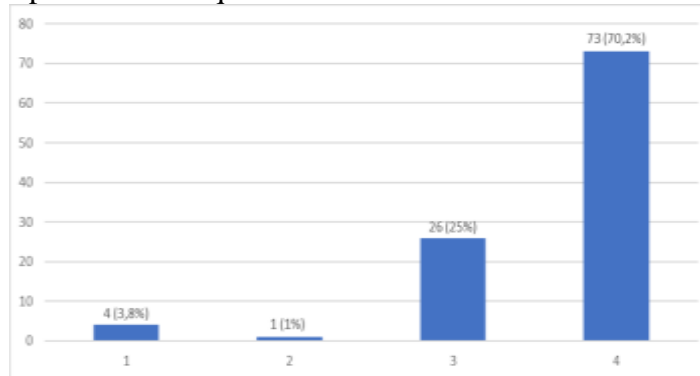


Figure 1. Distribution of student answers to questions 2

From Figure 1 it can be seen that 70.2% of PMM program alumni students chose the answer often, meaning that the archipelago module had an impact on students' insight into diversity. The remaining 25% chose Never, 1% of students chose rarely and the remaining 3.8% chose never.

Question 2

The second question was given to see students' perceptions of the archipelago module. The results of the questionnaire can be seen in the following diagram:

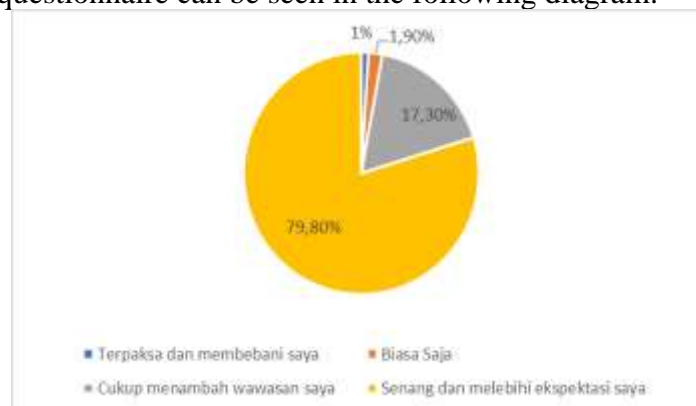


Figure 2 Distribution of student answers to questions 2

From Figure 2 it can be seen that 79.8% of PMM program alumni students chose happy answers and exceeded their expectations, meaning that students were satisfied with the archipelago module activities. The rest, 17.3%, choose enough to add insight.

Question 3

The third question is given to see what diversity activities have been carried out during the archipelago module.

The results of the questionnaire can be seen in the following diagram:

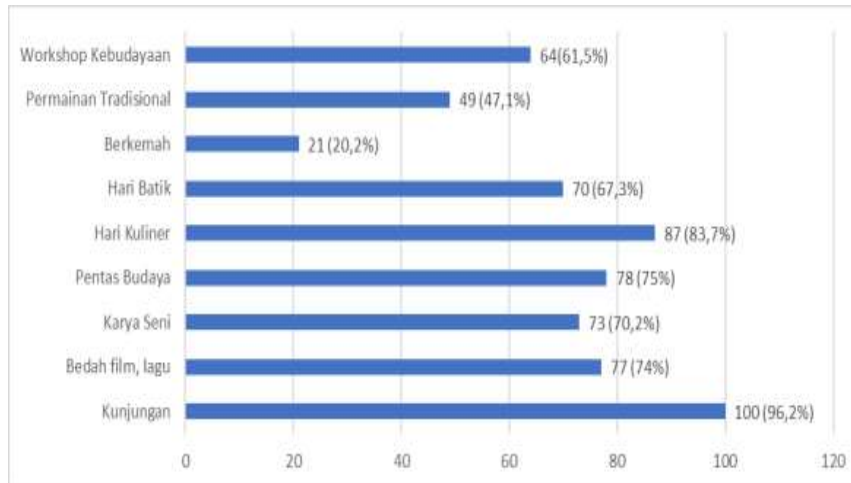


Figure 3. Distribution of student answers to questions 3

From Figure 3, it can be seen that 61.5% of PMM alumni students conducted cultural workshops, 47.1% carried out traditional games, 20.2% carried out camping activities, 67.3% conducted batik day activities, 83.7% conducted culinary day activities, 75% conducted cultural performances, 70.2% carried out artistic activities, 74% conducted film/song review activities and 96.2% conducted visiting activities.

Question 4

The fourth question is given to see what inspirational activities have been carried out during the archipelago module.

The results of the questionnaire can be seen in the following diagram:



Figure 4. Distribution of student answers to questions 4

From Figure 4 it can be seen that 66.30% of PMM alumni students invited/visited successful figures in their fields and the remaining 33.70% held dialogues with successful figures in their fields.

Question 5

The fifth question is given to see the relevant level of diversity activities to students' cultural experiences.

The results of the questionnaire can be seen in the following diagram:

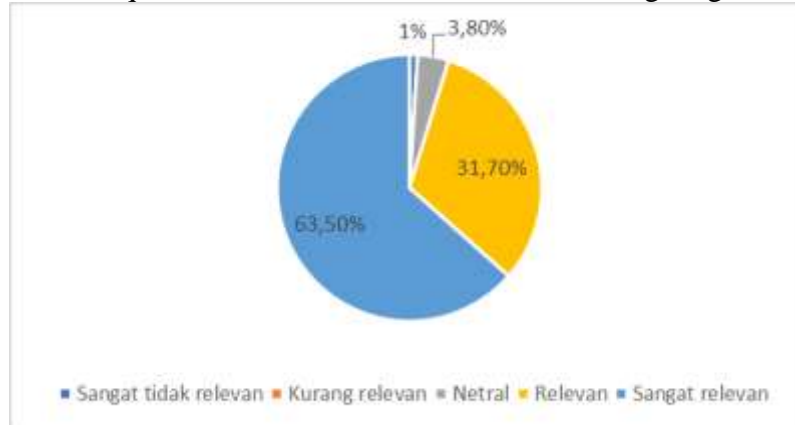


Figure 5 Distribution of student answers to questions 5

From Figure 5 it can be seen that 63.50% of PMM program alumni students chose very relevant answers to the diversity and cultural experience of students, the remaining 31.70% said they were relevant, 3.80% neutral, and finally 1% said they were very irrelevant.

Question 6

The sixth question was given to see the level of relevance of inspirational activities to students' cultural experiences.

The results of the questionnaire can be seen in the following diagram:

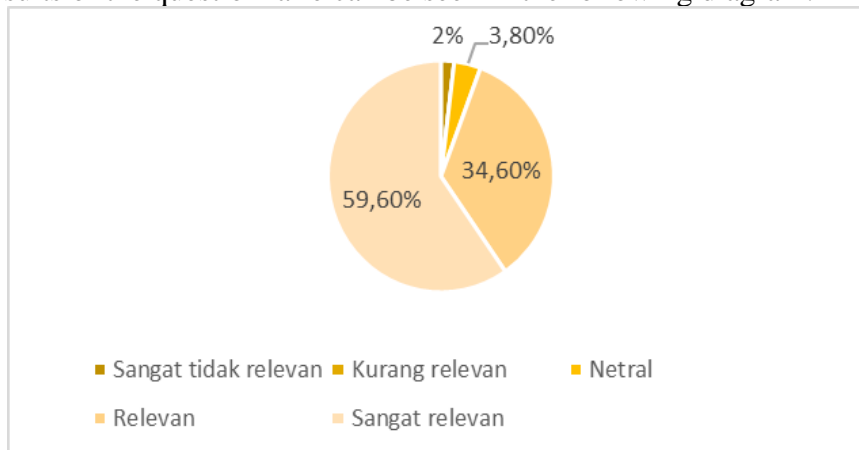


Figure 6 Distribution of student answers to questions 6

From Figure 6 it can be seen that 59.60% of PMM program alumni students chose very relevant answers to the inspirational activities and cultural experiences of students, the remaining 34.60% said they were relevant, 3.80% neutral, and finally 2% said they were very irrelevant.

Question 7

The seventh question was given to see the level of relevance of inspirational activities to students' cultural experiences.

The results of the questionnaire can be seen in the following diagram:

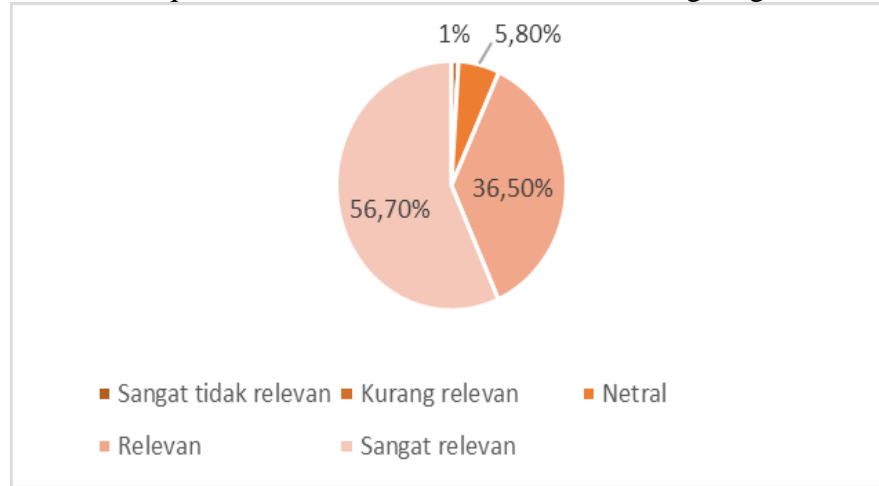


Figure 7 Distribution of student answers to questions 7

From Figure 7 it can be seen that 56.70% of PMM program alumni students chose very relevant answers to the inspirational activities and cultural experiences of students, the remaining 36.50% said they were relevant, 5.80% neutral, and finally 1% said they were very irrelevant.

Question 8

The eighth question is given to see how much students agree with the mandatory archipelago module in the PMM program.

The results of the questionnaire can be seen in the following diagram:

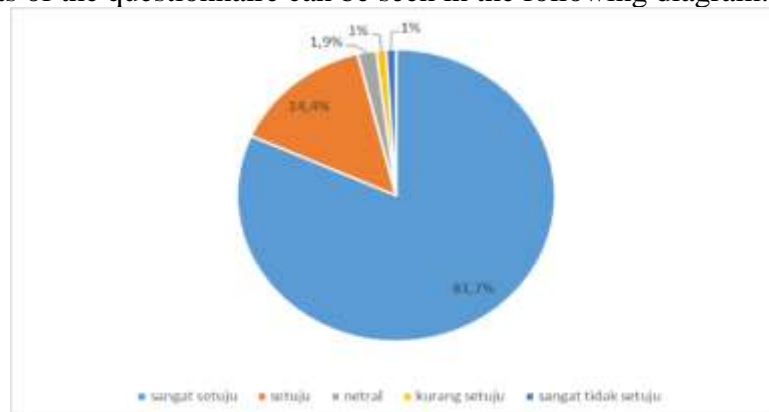


Figure 8 Distribution of student answers to questions 8

From Figure 8 it can be seen that 81.70% of the alumni of the PMM program chose answers that strongly agreed with the mandatory archipelago module in the PMM program. The remaining 14.4% answered agree, 1.9% answered neutral and 1% answered disagree and strongly disagree.

Question 9

The ninth question is given to see the factors that support the success of the archipelago module activities.

The results of the questionnaire can be seen in the following diagram:



Figure 9 Distribution of student answers to questions 9

From Figure 9 it can be seen that 35.60% of PMM program alumni students chose the Archipelago Module learning method which was compiled by supervisors who were a supporting factor for the success of the Archipelago Module activities, the remaining 33.70% said the variety of Archipelago module activities was by their abilities and needs, 23.10% support and commitment from Archipelago Module supervisors and 7.70% mentor support and commitment.

Question 10

The tenth question is given to see how much influence the archipelago module has on students' point of view to respect diversity.

The results of the questionnaire can be seen in the following diagram:

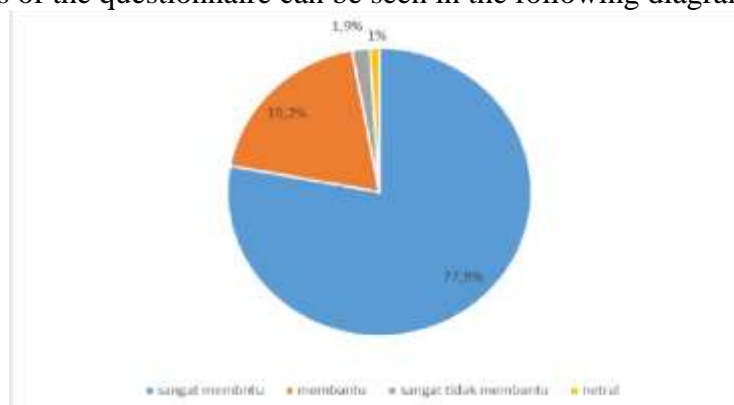


Figure 10 Distribution of student answers to questions 10

From Figure 10 it can be seen that 77.9% of PMM program alumni students chose very helpful answers because there was an influence from the archipelago module on the student's point of view to respect diversity. The remaining 19.2% answered helpfully, 1.9% were not very helpful and finally 1% answered neutral.

Question 11

The eleventh question was given to see differences in students' understanding of tolerance during class lectures and diversity activities.

The results of the questionnaire can be seen in the following diagram

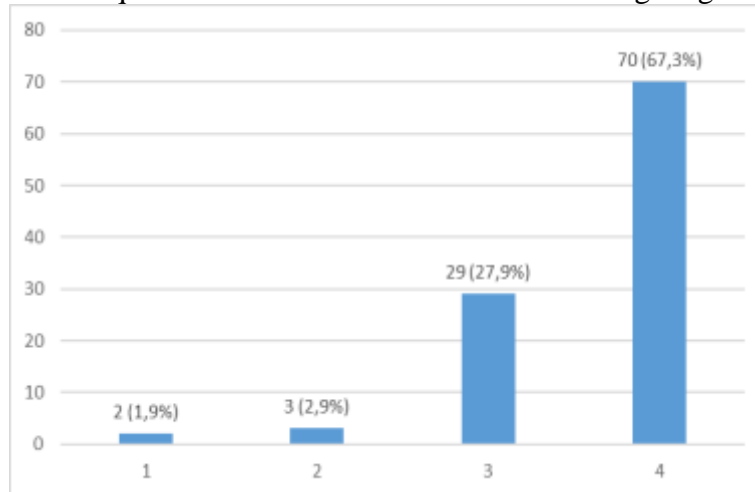


Figure 11 Distribution of student answers to questions 11

From Figure 11 it can be seen that 67.3% of the alumni of the PMM program chose to strongly agree, meaning that there are differences in students' understanding of tolerance during class lectures and diversity activities. Of the rest, 27.9% chose to agree, 2.9% of students chose to disagree and 1.9% chose to strongly disagree.

Question 12

The twelfth question was given to see differences in students' understanding of tolerance during class lectures and reflection activities.

The results of the questionnaire can be seen in the following diagram:

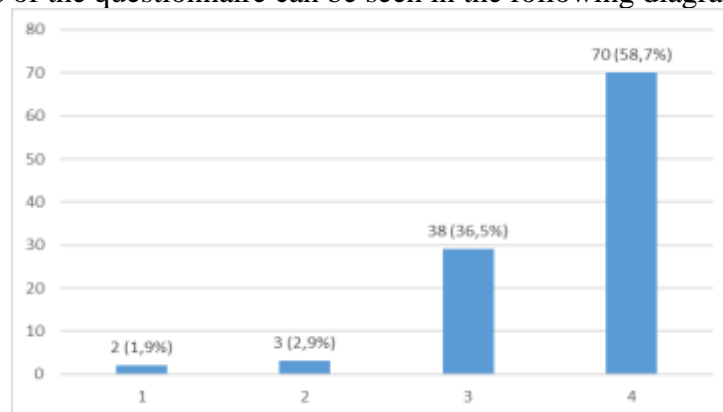


Figure 12 Distribution of student answers to questions 12

From Figure 12 it can be seen that 58.7% of PMM program alumni students strongly agree, meaning that there are differences in students' understanding of tolerance during class lectures and reflection activities. Of the rest, 36.5% chose to agree, 2.9% of students chose to disagree and 1.9% chose to strongly disagree.

Question 13

The thirteenth question was given to see differences in student motivation during class lectures and inspirational activities.

The results of the questionnaire can be seen in the following diagram:

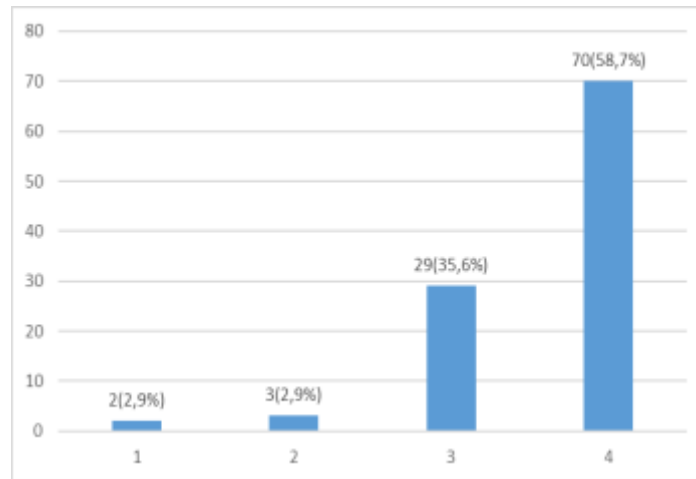


Figure 13 Distribution of student answers to questions 13

From Figure 13 it can be seen that 58.7% of PMM program alumni students strongly agree, meaning that there are differences in student motivation during class lectures and inspirational activities. Of the rest, 35.6% chose to agree, 2.9% of students chose to disagree and 1.9% chose to strongly disagree.

Question 14

The fourteenth question was given to see a comparison of empathy in-class lectures and in social contribution activities.

The results of the questionnaire can be seen in the following diagram:

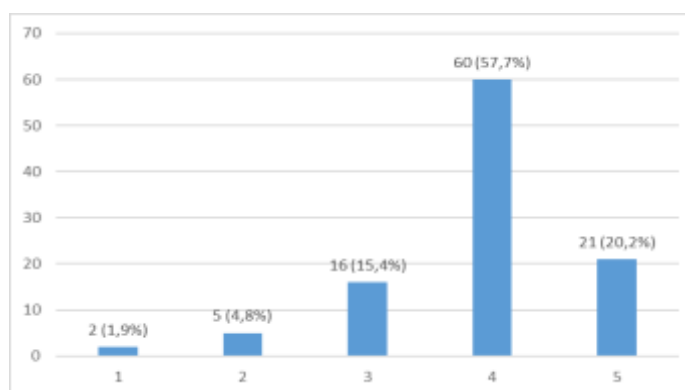


Figure 14 Distribution of student answers to questions 14

From Figure 14 it can be seen that 20.2% of PMM program alumni students voted strongly agree, meaning that there is a comparison of empathy in lectures in class and social contribution activities. Of the rest, 57.7% chose to agree, 15.4% of students chose neutral, 4.8% chose to disagree and 1.9% strongly disagreed.

Question 15

The fifteenth question was given to see a comparison of understanding of tolerance and diversity during lectures using the lecture method or during the archipelago module activities.

The results of the questionnaire can be seen in the following diagram :

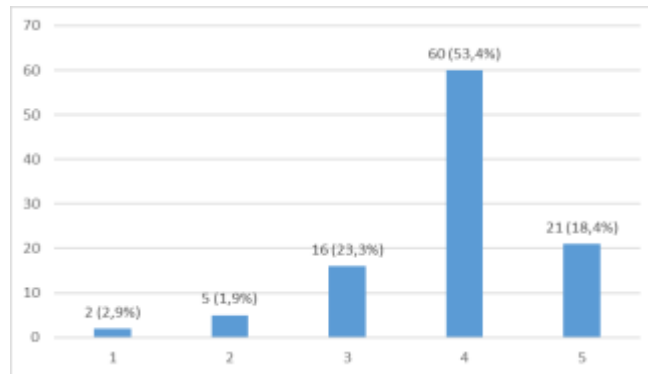


Figure 15 Distribution of student answers to questions 15

From Figure 15 it can be seen that 18.4% of PMM program alumni students strongly agree, meaning that there is a comparison of understanding of tolerance and diversity during lectures using the lecture method or during archipelago module activities. Of the rest, 53.4% chose to agree, 23.3% of students chose neutral, 1.9% chose to disagree and 2.9% strongly disagreed.

CONCLUSION

Based on a survey conducted via the Google form, it was found that the Nusantara module was able to increase the diversity insights of alumni of the Merdeka Student Exchange Program alumni.

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