

# Muara Gembong as Students Laboratory; The Implementation of “Independent Campus, Freedom to Learn” Program

Fata Nidaul Khasanah<sup>1</sup>, Timorora Sandha Perdana<sup>1</sup>, Dhian Tyas Untari<sup>1</sup>, Soehardi<sup>1</sup>, Tulus Sukreni<sup>1</sup>, Erik Saut H Hutahae<sup>1</sup>,

<sup>1</sup>*Bhayangkara Jakarta Raya University, Jakarta – Indonesia*

Email : [dhian.tyas@dsn.ubharajaya.ac.id](mailto:dhian.tyas@dsn.ubharajaya.ac.id)

## Abstract

Muara Gembong is one of the areas in Bekasi with very complex socio-economic problems. On the other hand, the Independent Campus, Freedom to Learn program requires universities to place their students in certain areas to apply the knowledge and knowledge gained while on campus. Based on the above background, this study aims to describe the opportunities of Muara Gembong as a laboratory for the Independent Campus, Freedom to Learn program. The results of the study are expected to be the basis for implementing Independent Campus, Freedom to Learn policies at universities

**Keywords:** Muara Gembong, Independent Campus, Freedom to Learn, Bekasi

## 1. Introduction

Independent Campus, Freedom to Learn means independence and independence for educational institutions both at state universities and private universities (Arifin and Muslim, 2020). The Independent Campus, Freedom to Learn concept gives freedom and autonomy to educational institutions and is free from bureaucratization, lecturers are freed from complicated bureaucracy and students are given the freedom to choose the fields they like (Fatmawati, 2020). The aim of Independent Campus, Freedom to Learn is to improve the competence of graduates, both soft skills and hard skills to be more prepared and relevant to the needs of the times, prepare graduates as future leaders of the nation with excellent and personality. The implementation of the Independent Campus, Freedom to Learn policy encourages the learning process in higher education to be more autonomous and flexible (Ali et al, 2019; Dharmanto et al, 2019).

The form of learning activities refers to Permendikbud No. 3 of 2020 Article 15 Paragraph 1 states that it can be carried out in eight forms of programs which include: 1) student exchanges, 2) internships/work practices, 3) teaching in educational institutions, 4) projects in villages, 5) research/research, 6) entrepreneurial activities, 7) independent studies/projects and 8) humanitarian projects. (Kementerian Pendidikan dan Kebudayaan, 2020).

From the program initiated, it is hoped that Universities will be able to prepare quality

young people who are able to answer future challenges and produce a generation of prospective scholars who are critical and have competence in solving problems logically, rationally and systematically. Further studies related to the implementation of this program.

In the implementation of Independent Campus, Freedom to Learn requires partners in its implementation. The area that has the potential to become a laboratory is Muara Gembong. Muara Gembong is a sub-district in Bekasi Regency, West Java Province, Indonesia. This sub-district is a sub-district with the most remote area and sub-district in Bekasi Regency. It is bordered by the Java Sea in the north, Jakarta Bay in the west, Karawang Regency in the east, and Babelan sub-district in the south. Muara Gembong has a fairly high tourism potential. Therefore, with the high potential for tourism development, the role of academics and students is needed to optimize the existing potential. Based on the above background, this study aims to map out the implementation strategy in the Independent Campus, Freedom to Learn activity.

## 2. Methode

The methodology used in this research is descriptive method. Descriptive research is intended to explore and clarify a phenomenon or social reality by describing a number of variables that are related to the problem and unit being studied (Faisal. 2003). The problem explored in this study is the phenomenon of socio

economic problems in the coastal area in Muara Gembong District, Bekasi Regency.

### 3. Result and Discussion

#### 3.1. The Existence of Muara Gembong

Muara Gembong is a sub-district in Bekasi Regency, West Java. This area is bordered by the Java Sea in the north, Jakarta Bay in the west, Karawang Regency in the east, and Babelan District in the south. At the mouth of the Citarum River, initially there was a stretch of green mangrove forest. But gradually, high population migration turned it into fish and shrimp ponds so that the mangrove forest was eroded. This condition makes the coastal area no longer strong enough to cope with sea water and abrasion (Fadhli et al, 2019). Many houses, places of worship and schools were almost damaged because every day they were submerged by sea water, so they were no longer suitable for habitation. Many houses are left alone and slowly crumble by themselves. Most residents in Muara Gembong work as fishermen, but their income is uncertain. They chose to stay there, even though the settlement was in danger of sinking (Untari, 2020)

Muara Gembong District is a coastal area located in Bekasi Regency, West Java. Administratively, this sub-district is in charge of six villages, namely Mekar Beach Village, Simple Beach, Harapan Jaya Beach, Jayasakti Beach, and Happy Beach, with an area of 13,205 ha. Based on the topography, Muara Gembong District is generally in the form of land with an elevation of 0-5 degrees with an altitude of  $\pm 0.74$  meters above sea level. Meanwhile, based on the climate classification of Schmid and Ferguson, it is included in type C with an average rainfall of 1,753 mm. The air temperature ranges from 23-32 degrees Celsius with a humidity of 77-99%. The coastal area of Muara Gembong consists of villages, ponds, mixed gardens, fields, shrubs, and forests. The land use is dominated by brackish water ponds. The pond area is quite large, reaching 67.79% of the total area of Muara Gembong District or an area of 6,181.29 ha. . The ponds that are cultivated by the

community are conversions from mangrove forests which were formerly the main ecosystem on the coast of Muara Gembong. Until now, the area of mangrove forest is only 3.62% of the previous area in the 1950s. Perum Perhutani's reforestation efforts have not been able to keep up with the very high rate of land conversion. The total population in Muara Gembong District is 38,853 people consisting of 17,471 males and 16,381 females, and the number of households is 8,228 families (Head of Family).

The population of Muara Gembong consists of various ethnic groups, such as Betawi, Sundanese, Javanese, and Bugis. Based on their origins, they generally come from the Bekasi and surrounding areas, Cirebon, Indramayu, and Makassar (Untari et al, 2017). The settlements of the people of Muara Gembong are concentrated in certain locations, especially around the pond area and the banks of the river towards the upstream. This settlement was formed along with the process at the beginning of the pond construction. The location of the house which is close to the pond makes it easier for the community to manage the pond.

#### 3.2. Independent Campus, Freedom to Learn

Economic and social issues emerged in the discussion in Muara Gembong. This problem requires solutions from academics. This is where the role of the University is to be able to jointly provide benefits to the wider community. And this is where the role of the University, lecturers and students (Junaid and Baharuddin, 2020).

The MBKM policy is implemented in order to realize an autonomous and flexible learning process in higher education so that universities can design and implement innovative learning processes so that students can achieve learning outcomes covering aspects of attitudes, knowledge, and skills optimally. This policy also aims to increase link and match with the business and industrial world, as well as to prepare students for

the world of work from the start (Nanggala and Suryadi, 2020)

In its application, this program requires partners as laboratories where students can gain direct experience and solve real problems faced in society, so it's not just theory. Through this laboratory, students can also get to know and interact directly with the community to apply the knowledge and knowledge they have gained during college.

#### 4. Conclusion

The Independent Campus, Freedom to Learn program is one of the efforts to bridge the role of academics including students and lecturers with the community where in society there are communal problems that require the participation of academics in overcoming them. Based on the results of field observations and literature review, it is stated that Muara Gembong is one of the areas in Bekasi which is full of socio-cultural problems. Thus, Muara Gembong is very suitable to be used as a laboratory in the implementation of this program

#### 5. References

- [1] Ali, S., Maharani, L., Untari, D.T. (2019). Development of religious tourism in Bandar Lampung, Indonesia. *African Journal of Hospitality, Tourism and Leisure*, 8(5), 1-8
- [2] Arifin, S., & Muslim, M. O. H. (2020). Tantangan Implementasi Kebijakan "Merdeka Belajar, Kampus Merdeka" pada Perguruan Tinggi Islam Swasta di Indonesia. *Jurnal Pendidikan Islam Al-Ilmi*, 3(1)
- [3] Dharmanto, A., Komariah, N.S., Handayani, M., Suminar, R., Untari, D.T. (2019). Analysis of tourism preferences in choosing online-base travel agents in Indonesia. *International Journal of Scientific and Technology Research*, 8(12), pp. 3761–3763
- [4] Untari, D.T. (2020). The role of information technology in promotion strategy. Case in taman mini Indonesia indah and ragunan, Indonesia. *Journal of Environmental Management and Tourism*, 11(4), 960-966
- [5] Untari, D.T., Avenzora, R., Darusman, D., Prihatno.,J. (2017). *Betawi Culinary; Sosio-Cultures Frame of Multi Communities in Jakarta*. *Advance Science Letter*, 23 (9), 8519-8523
- [6] Fatmawati, E. (2020) Dukungan Perpustakaan dalam Implementasi "Kampus Merdeka Merdeka Belajar". *Jurnal Pustaka Ilmiah*, 6(2), 1076-1087.
- [7] Fadhli Nursal, M., Fikri, A.W.N., Istianingsih, Hidayat, W.W., Bukhari, E., Untari, D.T. (2019). The business strategy of "Laksa" culinary tourism in Tangerang, Indonesia. *African Journal of Hospitality, Tourism and Leisure*, 8(5), 1-9
- [8] Junaid, R., & Baharuddin, M. R. (2020). Peningkatan Kompetensi Pedagogik Guru melalui PKM Lesson Study. *To Maega: Jurnal Pengabdian Masyarakat*, 3(2), 122-129.
- [9] Kementerian Pendidikan dan Kebudayaan. (2020). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 Tentang Standar Nasional Pendidikan Tinggi*. Jakarta: Kemendikbud.
- [10] Nanggala, A., & Suryadi, K. (2020). Analisis Konsep Kampus Merdeka dalam Perspektif Pendidikan Kewarganegaraan. *Jurnal Global Citizen: Jurnal Ilmiah Kajian Pendidikan Kewarganegaraan*, 9(2), 10-23.