

Village Economic Potential for The Implementation of Learning Building Village / KKN Thematic MBKM Program Economic Study Program Development Department of Economics, Faculty of Economics and Business of The UPN "Veteran" Yogyakarta

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Abstract

The background of this research is the preparation of the Independent Learning Curriculum for the Independent Campus (MBKM) of the Development Economics Study Program. One of the mandates of the curriculum is the flexibility of the student learning process to get an off-campus learning experience for one semester (6 months), including through village building activities/thematic Real Work Lectures (KKN thematic), which are equated with the achievement of 21 credits. The purpose of this research is the availability of a Thematic Village Development Activity Implementation Guide/KKN as a complement to the curriculum that has been prepared. This guide provides directions and detailed instructions for managers of study programs and their staff, students of the development economics study program (S1) who choose to learn through village building activities/thematic KKN. The problem of this research is: what are the village economic activities that can be used as objects of activities to build the thematic village / KKN. The method used to answer these problems is (1) Survey at the location of Wirokerten Village (2) Focus Group Discussion (FGD) with stakeholders (village officials, villagers, and lecturers of the Department of Economics). The results showed that village programs related to village economic development programs were sub-programs related to the field of small and medium enterprises (MSMEs) and the fields of trade and industry, which was the choice for student development study programs in the implementation of the MBKM program to build Thematic Village / KKN

Keywords: *Village Economic Potential, Thematic Village Development Activity, small and medium enterprises*



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INTRODUCTION

Merdeka Policy Learning Merdeka Campus, hereinafter abbreviated as MBKM, is based on Minister of Education and Culture Regulation Number 3 of 2020 concerning National Standards of Higher Education, especially Article 15 to 18. MBKM aims to encourage students to obtain learning experiences with various additional competencies in study programs and/or outside campus (Junaidi, Aris, 2020). This policy aims to realize competitive humans; That is, healthy man, intelligent, adaptive, creative, innovative, skilled, dignified, productive, and character in accordance with the values of Pancasila. Important instruments for implementation are by applying eight main performance indicators (IKU), which have been determined through the Decree of the Minister of Education and Culture number 754 / P / 2020. Related to this, the Chancellor has provided guidance for implementing MBKM through Chancellor Regulation Number 13 of 2020 concerning Implementation of MBKM (Merdeka Belajar-Kampus Merdeka) in the National Development University "Veteran" Yogyakarta.

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Research Synergy Foundation

The Economic Study Program for the Department of Economics in 2020 received a MBKM grant from the Ministry of Education and Culture for the implementation of the MBKM curriculum in order to improve graduate competencies. The output of the grant is the flexibility of the learning process of students to get an outdoor study experience for one semester (6 months and equivalent to 21 credits), which is contained in the 2020 curriculum, and applies to students of 2019 and afterward. In this regard, four forms of learning activities outside the campus, namely; (1) Internship / Work Practice (2) Building the Thematic Village / KKN; (3) Research / Research; (4) Entrepreneurship

Special Activities Building the Village / KKN thematic is intended for the achievement of one of the learning outcomes study programs, "Graduates of the Development Economic Study Program are able to use the basic concepts of economic theory that are controlled to solve economic and development problems". This is in line with the expectations of the Ministry of Education and Culture that the study program is able to prepare students into high school graduates who are true learners who are competent, supple, and resilient (Agile Learner), ready to contribute positively to the development of the nation and become a productive citizen of a world.

The involvement of students in the activity of building the village / KKN thematic is also in line with the existence of UPN "Veteran" Yogyakarta as the State Bela University. The learning experience of building villages is expected to foster students' empathy towards the problems of rural economic development and grow the spirit of the country's defense. Therefore, the Department of Economics, Development Economic Study Programs need to conduct a study of the issue of rural economic development issues as part of the preparation for the implementation of the activities to build the thematic village / KKN. The problems submitted in this study are: What is the programs and village economic activities that can be used as objects of building activities to build thematic villages / KKN thematic?

LITERATURE REVIEW

The rural development paradigm has undergone significant changes. According to Rivera et al. (2017), the old paradigm of rural development is very simple and is closely related to the problem of modernizing the agricultural sector and taking direct benefits resulting from the modernization of the agricultural sector. In the end, it was realized that the completion of rural development requires an approach from various aspects. Pouw and Gupta (2017) mention that development must be inclusive, not just one approach but using many approaches. Inclusive development emphasizes development with an approach to many economic aspects and social aspects such as community involvement and political issues.

Todaro and Smith (2012) suggest the importance of the role of development planning as the surest and direct route to economic growth. In the past and also implemented in several countries, development planning was carried out on a top-down basis. In this case, the role of the central government in development planning was very dominant. The central government prepares a national economic development program or roadmap in accordance with national conditions. Indeed, with this system, economic development is more directed and controlled, but many policies are sometimes not in accordance with the conditions and needs of local communities.

Through the Regional Autonomy policy, Indonesia tries to implement bottom-up development planning in accordance with the conditions and needs of each region. Through autonomy, it is hoped that the aspirations of the regional community can be absorbed by the central government, and its

implementation is in line with the potential of the resources owned by the region because the people in the region are very aware of all their potential (Kim et al. 2014).

Actually, not only the development paradigm has changed from top-down to bottom-up, but current development has also emphasized community involvement and included aspects of community empowerment as part of the development process, often referred to as people-centered development, local resource-based development, resources based development), as well as development by including institutional aspects (Suswanto et al. 2013).

In terms of rural development, the village government is an extension of the central government that can have a strategic role in implementing development management so that the achievement of accelerating the success of national development (Rafsanjani et al. 2010). Syahza and Suarman (2013) state that rural development must be carried out with an approach that is in accordance with its nature, character, and characteristics.

Socio-cultural and socio-economic conditions need to be identified in determining rural development priorities and incorporated into integrated planning. Some of the socio-cultural conditions include; (1) the dominant values held by the community that is able to become the driving force of the community; (2) what kind of social forces are able to encourage change so that society can change from within; (3) the character of the community in responding to social intervention; (4) patterns of information and communication that occur in the community, both regarding the dissemination of information and within the framework of learning; (5) community learning media; and (6) what environmental factors influence people's attitudes and behavior (Muerad et al. 2016).

The development of the rural economic base has long been carried out through various programs, but these efforts have not been fully successful. One of the most highlighted factors is the magnitude of government intervention which sometimes hinders the creativity and innovation of the community. Another thing that perhaps needs to be considered is that the economic, institutional systems and mechanisms in rural areas have not been running effectively and tend to depend on government assistance, and the level of independence is still low.

To accelerate rural economic development, the Indonesian government, through Law no. 6 of 2014 concerning Villages, has given the village authority in regulating and managing government affairs, the interests of the local community based on community initiatives, origin rights, and/or recognized traditional rights. This is the first step of village independence in the administration of government and in the management of village funds. Besides being given the authority, starting in 2015, the village government was given an allocation of funds sourced from the APBN. Through the allocation of village funds, it is hoped that the village can play a more active role in governance, implementation of development, community development, and community empowerment.

Universities can take part in the development of rural communities, as stated in the Triple Helix idea, which is nothing but the synergy between universities, village governments, and the business world. In this case, universities contribute their resources, namely science, and technology owned by their academics.

In the Guidebook for the Preparation of the Higher Education Curriculum (Dirjendikti, 2020), it is stated that to increase the link and match between higher education graduates and the business and industrial world as well as a future that is rapidly changing, the Ministry of Education and Culture enacts new policies in the field of higher education through program "Freedom of Learning – Independent Campus (MBKM)". The MBKM policy provides opportunities for students to gain wider learning

experiences and new competencies through several learning activities outside their study program, with the hope that in the future, they will be able to produce graduates who are ready to win the increasingly complex challenges of life in the 21st century.

RESEARCH METHOD

The scope of research

The scope of this research is limited to Wirokerten Village, Banguntapan District, Bantul Regency. This village was chosen with the consideration that the Head of the Department of Economics has conducted an initial assessment in order to obtain the 2020 MBKM curriculum grant. Another reason is that UPN "Veterans" Yogyakarta already has an MOU with the Bantul Regency Government.

Data Types and Sources

In this study, qualitative and quantitative approaches were used to answer the problems posed in this study. For the purposes of analysis, primary data and secondary data are needed. The data used in this study are data related to the economic and social conditions of the village community. The data are:

1. All economic activities in the village area
2. Institutions supporting economic and social activities
3. Natural resource potential
4. Social conditions of the community
5. Village government organs

Primary data were obtained by on-site surveys and direct interviews with stakeholders, while secondary data were sourced from village government documentation, district BPS, and other supporting literature. The selection of village economic activities that are used as the object of village development activities/thematic KKN is carried out through focus group discussions (FGD) with stakeholders. In summary, the steps taken in this research are:

1. Collecting the required data
2. Conduct an analysis of economic activities that can be developed through:
 - Focus group discussion (FGD) with village government and community representatives.
 - Focus group discussion (FGD) with lecturers and undergraduate students (S1) majoring in Economics.
3. Formulate the design and prepare the Implementation Guidelines for the Thematic Village Building/KKN Activities (21 credits)
4. Develop a cooperation scheme for implementing thematic village development/KKN between FEB and the village government.
5. Implementation of village building activities/thematic KKN

FINDINGS AND DISCUSSION

Based on the results of the implementation of the methods used for development activities in Wirokerten Village both through FGDs and literature from the 2019-2025 Village RPJM, there are seven (7) village priority programs, two of which are related to the economy, namely; poverty reduction program and food and infrastructure security program (RPJM Desa 2019-2024).

Poverty reduction program, realizing a populist economy based on information technology by collaborating with the government, private sector, and related agencies so that village information systems can play a role in providing economic benefits and realizing welfare for people with disabilities and special

needs, so that community members can be more empowered in various fields. Existing activities, which will create a friendly Wirokerten Village and special needs.

Food security and infrastructure programs, realizing a physically and socially organized Wirokerten Village, forming a tourist village as a form of increasing knowledge about tourism, and empowering communities by creating an atmosphere that allows the potential for arts, culture, agriculture, and sports in the community to develop, employment opportunities for community members with the aim of increasing income for the family so that a prosperous Wirokerten Village can be realized.

CONCLUSION AND FURTHER RESEARCH

Based on the results of the analysis, it was found that the Wirokerten Village program that can be used for student internships in the development economics study program in the MBKM Building Village/Thematic KKN activities are poverty reduction programs and food and infrastructure security programs (RPJM Desa 2019-2024).

From the two priority programs, the village sub-programs related to the above priority programs were selected, namely the village sub-programs related to the field of Small, Micro, and Medium Enterprises Cooperatives (MSMEs) and the field of Trade and Industry.

The selection of priority programs and sub-programs is in accordance with the direction of village development policies which are directed at the development of growth centers to encourage sustainable rural development that has social, economic, and ecological resilience and encourages rural-urban linkages. As an economic development area, it is located in a strategic area, namely: Dusun Mutihan and Grojogan. While the areas that are concentrated as agricultural areas are the hamlets of Botokenceng, Sampangan, Wirokerten, Kepuh Wetan, and Kepuh Kulon.

Future research is expected to be able to analyze the existing programs and activities in the RPJM of Wirokerten Village and analyze the potential that exists in Wirokerten Village, Banguntapan District, Bantul Regency, Special Region of Yogyakarta.

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