The Socialization of the Draft Village Regulated Regarding the Cisalak Village Public Cemetery in Fulfilling the Main Performance Indicators towards a Digital Society

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Abstract: **The independent campus freedom to learn policy provides opportunities for students to gain more comprehensive learning experiences and new competencies through several learning activities. This village building activity is beneficial, especially in making academic texts and drafting village regulations regarding public burial places. The research method used is a normative juridical method with descriptive-analytical research specifications, and the data used are primary and secondary. This impacts the realization of order in the use and management of burial grounds.**

Keywords: **Curriculum, independent campus, freedom to learn, Village Regulation, Public Cemetery.**

I. INTRODUCTION

The independent campus, freedom to learn), is an advanced design of the application of the curriculum of study programs based on the Indonesian National Qualifications Framework), which is oriented towards the integrity of learning competency achievements, covering elements of attitudes/values, knowledge, general skills, and skills memorable. Of course, the main principle in the IQF is not how many classes are offered but how much competence appears in the studies (Fauzan2021

Study programs are challenged in developing an adaptive curriculum and adapting to the increasingly rapid developments of the times without leaving the goal of producing graduates following predetermined learning outcomes. In addition, the implementation of the MBKM policy requires collaboration and cooperation with partners or other parties related to their scientific fields and supporting the desired learning outcomes.

MBKM is one of the Minister of Education and Culture policies, Nadiem Makariem. One of the MBKM policy programs is the Right to Learn 3 (Three) Semesters Outside the Study Program. The program mandates various regulations/legal foundations of higher education to improve the quality of learning and higher education graduates. The independent campus, freedom to learn there are multiple form of learning activities outside of higher education All of the above activities must be carried out with the guidance of the Lecturer. Independent campuses are expected to provide contextual field experiences to improve student competence, be ready to work or create new job opportunities.

According to Nadiem Anwar Makarim, the MBKM policy aims to produce graduates who can survive, adapt, and have non-technical abilities to live and work in society. Graduates need capital for their lives in the future, not just in their present life. The profile of graduates in the Indonesian education roadmap includes six profiles, including 1) spiritual integrity, 2) diversity-minded, 3) independent, 4) cooperation, 5) critical reasoning, and 6) creativity . Higher education must encourage people not only in what fields, but these people have the ability and willingness to continue learning for life following the acceleration of economic change, are adaptive, collaborative, creative, and open-minded.

Students are also given the freedom to participate in learning activities outside their study program in the same university with a particular credit weight. Students can carry out all these activities with the guidance of lecturers. The implementation of MBKM in Higher Education only starts with two major activities: first, providing 20 credits of lectures outside of study programs that are still in one institution, and second, providing programs or activities equivalent to 40 credits.

Thematic Real Work Lecture (abbreviated as KKNT) is a form of education that provides learning experiences for students to live in the community outside the campus, which directly and together with the community identify potentials and deal with problems so that they are expected to be able to develop village/regional potential and gather solutions to issues in the village. KKNT activities are expected to hone soft partnership skills, cross-disciplinary/scientific team collaboration (cross-competence), and student leadership in managing development programs in rural areas. So far, universities have implemented the KKNT program, only the Semester Credit Units (abbreviated as SKS) have not been able or can be recognized following the independent campus program whose credit recognition is equivalent to 6-12

months or 20-40 credits, with the implementation based on several models.

II. METHOD

The method used is through socialization to study programs that have not implemented MBKM in the following ways: a) Phase I (Field Observation); b) Phase II (Licensing Activities), the Service Team asks the Chancellor for permission regarding socialization activities and assistance in the preparation of the MBKM curriculum to be implemented; c) Phase III (Socialization Activities), Activities are carried out with the face-to-face method and still pay attention to health protocols, use masks, apply the habit of washing hands with the use of hand sanitizers, and limiting distance. The activities carried out by the team were carried out at Universitas Suryakancana.

100 (one hundred) people participated in the socialization of academic texts and draft village regulations regarding public funerals, consisting of village officials and the community

III. DISCUSSIONS

Law Number 12 of 2012 Article 35 paragraph (2) mandates that the Higher Education Curriculum be developed by each Tertiary Education Institution concerning the National Higher Education Standards for each Study Program, which includes developing intellectual intelligence, noble character, and skills. The National Standard for Higher Education (abbreviated as SN-Dikti), as stipulated in the Regulation of the Minister of Education and Culture Number 3 of 2020 Article 1, states that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities. The Higher Education Curriculum is an institutional mandate that must constantly be updated following the development needs and science and technology as outlined in the Learning Outcomes. Universities as producers of academic human resources need to measure their graduates, whether the graduates produced have the 'ability' equivalent to the 'ability' (learning achievement) that has been formulated in the KKNI qualification level. To increase the link and match between higher education graduates and the business and industrial world and a rapidly changing future, in early 2020, the Ministry of Education and Culture introduced a new policy in higher education through the MBKM program (Aris Junaidi, 2020).

The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials, as well as the methods used as guidelines for the implementation of learning activities to achieve the goals of Higher Education (Minister of Education and Culture Regulation No. 3 of 2020 concerning National Standards for Higher Education). Curriculum preparation should be based on a solid foundation, both philosophically, sociologically, psychologically, historically, as well as juridically.

Indonesia as a state of law. This statement indicates that all actions must be based on the law (Atang Hermawan Usman, 2014). According to Henny Nuraeny and Tanti Kirana Utami (2015), Indonesia as a legal state is stated in Article 1 paragraph (3) of the third amendment to the 1945 Constitution of the Republic of Indonesia, which states that Indonesia adheres to the principle and the concept of Pancasila can be maintained in the Preamble to 1945 Constitution.

The program's benefits to building a real work village/college include 1) For students a) Making students able to see the village's potential, identify problems and find solutions to increase potential and become independent villages. b) Making students able to collaborate in preparing and making Medium Term Village Development Plans (abbreviated as RPJMDes), Village Development Activity Plans (abbreviated RKPDes), and other strategic programs in the village with Advisory Lecturers, Village Governments, Community Self-Help Movements (abbreviated as PSM), Cadres Village Community Empowerment (abbreviated as KPMD), village local assistants, and community elements. c) Making students able to apply their knowledge collaboratively with the Village Government and community elements to develop villages. d) Students can take advantage of the science, technology, and skills in their preferred field. 2) For Universities a) Provide feedback to universities about science and technology needed by the community. b) Become a means for universities to form networks or strategic partners in assisting village development. c) Become a means of developing the tri dharma of higher education. d) Become a means of actualizing lecturers in the development of science. 3) For Villages a) Obtaining thought and energy assistance from educated personnel to prepare the Village Medium-Term Development Plan (abbreviated RPJMDes) and Village Development Activity Plans (abbreviated RKPDes). b) Assisting with changes/improvements of village governance. c) Stimulating the formation of young workers needed in empowering rural communities d) Assisting in the enrichment of community insight into village development. e) Acceleration of development in rural areas.

KKNT Model for Village Development and Empowerment In this model, universities collaborate with partners in conducting KKNT for Village Development and Empowerment based on village opportunities/conditions in the form of a competency package/development of RPJMDes that students in implementing the KKNT will obtain. The number and fields of students participating in this program adjust to the program's needs in the village. The Village Development and Empowerment KKNT is carried out for 6-12 months at the location or equivalent to a maximum of 20 credits. The calculation of learning outcomes equivalent to 20 credits can be equated in several courses relevant to graduates' competence. Assessment of learning outcomes can be identified from reports and portfolio exams/rubrics for KKNT activities.

Soil is a part of the earth called the earth's surface.

The land is one of the objects regulated by Agrarian Law. Land regulated by Agrarian Law is not land in its various aspects, but land from its juridical aspect, directly related to land rights that are part of the earth's surface as regulated in Article 4 paragraph (1) of the Basic Agrarian Law (abbreviated UUPA). Which determines, based on the state's right of control as referred to in Article 2, is determined that there are various types of ownership to the earth's surface, which are called land, which can be given to and can be owned by people either alone or together with other people and other legal entities (Eddy Ruchiyat, 2004).

According to the Big Indonesian Dictionary, the notion of soil is the earth's surface or the earth's layer above. The definition of land is regulated in Article 4 paragraph (1) of the LoGA, as follows. Based on the state's right to control as referred to in Article 2, it is determined that there are various types of ownership to the earth's surface, called land, which can be given to and owned by people, either alone or together with other people and agencies law (Eddy Ruchiyat, 2004).

There are several types of graves in the Cianjur Regional Regulation Number 07 of 2012, including: 1) Cemetery ride is a method of burying the body in a plot of grave land that contains the corpse; 2) Re-funeral is a burial carried out on a plot of grave land after the use of the burial ground. The funeral burial is carried out on the grave plot of a family member. If it is not a family member, there must be a written permission/statement of no objection from the family of the heirs or the party responsible for the body being boarded. The distance of a lift burial can be carried out above or beside a corpse that has been buried beforehand, provided that the distance between the body and the ground is at least 1 meter and a lift burial can be carried out after the old body has been buried within a minimum of 3 years.

Public Cemetery, commonly abbreviated as TPU, is where burial places are usually controlled by the local government and provided for the general public. This TPU is under the provincial government's supervision, management, and management. In the use of TPU land for the graves, they are grouped based on the religion of the deceased person. Then the land size for the tomb is provided for a maximum of 2.50 x 1.50 m with a depth of at least 1.50 m from the ground surface.

Students participating in the preparation of this Public Cemetery Management Academic Paper is the first step for the Cisalak Village MBKM team village deliberative body, village civil apparatus, and community members to develop a draft village regulation public cemeteries in Cisalak village

are well managed. In addition, students also carry out the Design and distribution of Cisalak Village social media. This social media design is intended so that the Village Government can use social media in communicating various Village Government policies to the Cisalak Village community. The social media design was made by MBKM students who took the Village Building program in Cisalak Village.

IV. CONCLUSION

The implementation of student MBKM in the Village Building program in Cisalak Village follows the Ministry of Education and Culture's MBKM guidelines, Suryakancana University MBKM guidelines, and MBKM guidelines for law studies. The model used is the KKNT model for Village Development and Empowerment. In this model, universities cooperate with partners in conducting KKNT for Village Development and Empowerment based on village opportunities/conditions.

ACKNOWLADGEMENTS

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