

COP at Dilem Village-Gondang, Mojokerto: for Better Generations, Better Future

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Abstract

Dilem village is located in Gondang sub-district, Mojokerto Regency, which is 7 km away from centre of Gondang sub-district. At this village, Petra Christian University (PCU) held Community Outreach Program (COP) 2017. There are many problems within the village. Unfortunately, the villagers cannot solve these problems on their own. That is why PCU is here to help them. To solve these problems, Petra Christian University made an institute named COP. COP is an international KKN (service learning) activity organized by Institute of Research and Community Service PCU, it integrates between Dharma Pendidikan (Dharma Education) dan Pengabdian kepada Masyarakat (Service-Learning).

Keywords: Community outreach program, Indonesia, international service learning

INTRODUCTION

Dilem village is located in Gondang sub-district, Mojokerto Regency, which is 7 km away from centre of Gondang sub-district, and 30 km from regency, it is approximately 9,5 hectares. It has agriculture and plantation lands. Heading to Dilem village, we have to pass through Kalikatur village and road to Begagan Limo village. Dilem village borders Kalikatur village to the north and east, Begagan Limo to the south, and Perhutani forest area to the west. Dilem village only consists of three neighborhood heads. The population of the village is 260 people and 77 heads of the family. Dilem village is led by a head of the village named Mr. Zainul Arifin. In Dilem village there are 40 people from youth organization.

Generally, Dilem villagers work as farmers. Some of them work on Perhutani land and the rest of them are the owners. Mostly, their harvests are rice, corn, coffee, and cassava trees. Beside it, some villagers livestock goats and chickens to fulfill their necessity. Then, in Dilem village, there are 39 ponds of catfish cultivation. It is the aid from government of Mojokerto Regency. However, until now, it does not show a success. As a result, many of them die.

Generally, Dilem villagers mostly graduate from elementary school and junior high school. There are only two schools in Dilem village. One of them is elementary school and another is PAUD. Teaching and learning in elementary school is as routine as most other elementary schools. The teachers who teach in the school are from the Dinas Pendidikan Nasional (which is outside the village). There are seventeen students in the elementary school and ten students in PAUD. The activities in PAUD are quite good. PAUD already has its own building and the condition is good enough. Dilem village has a clinic, which is opened once a week

and it is handled by a nurse. There is also a mosque and a small mosque (Mushalla). The facility for communication is also limited. The only available provider is Simpati, but we have to find the right location for better connection and signal.

Two of the potentials that the Dilem village has, is that it has deserve agricultural products and a relatively small population. This makes it quite easy to organize job shares for the people. However, there are some limitations of the villagers. Because some of the villagers have a low education level, is it difficult to maximize their agricultural products. Due to the fact that most of the population work as farmers, they have adequate planting and farming skills. These skills are very important to support their family.

A few problems are mentioned below:

1. There is not enough commitment or enough willingness from the villagers and the head of village to make some program by using village's potentials.
2. At Dilem Village, there are many elderly people. But until now, there are no facilities for them.
3. In the beginning, there are 39 fish ponds from the government (Mojokerto Districk), but some of them are destroyed because the villagers feel that the pool can't give them any advantage. It is caused by the operational cost higher than the yields.
4. A lot of Dilem villager have not had the right understanding about health and environment. Lots of parents often give their children the unhealthy food than the healthy food. It is caused by the lack of knowledge about health and healthy food.
5. The retaining walls in the front of Negeri Dilem elementary school collapsed because of landslides and the high rainfall.
6. The yard for children to play is not safe and muddy when raining.
7. The condition of roads is slope and bend so it can be dangerous for pedestarian.
8. The water can be said pure, but when raining it becomes dirty.
9. The condition of the clinic is bad because there are so many broken materials.
10. Not all of the villagers can speak Indonesian.
11. Public toilets that are not well taken care of and used by villagers.

As mentioned before, there are many problems within the village. Unfortunately, the villagers cannot solve these problems on their own. That is why Petra Christian University is here to help them. To solve these problems, Petra Christian University made a program named Community Outreach Program (COP).

Community Outreach Program (COP) is an international KKN (Kuliah Kerja Nyata) which is a service learning activity organized by Institute of Research and Community Service Petra Christian University, it integrates between “Dharma Pendidikan” (Education) and “Pengabdian kepada Masyarakat” (Service-Learning). COP is a part from integral curriculum of strata education. The COP participants are from university of domestic and abroad students. Through this program, college students are taught to know and understand community’s need, and contribute to community development and empowerment. COP is also a service container, learning, multicultural interaction, knowledge and technology, and art or culture from some countries.

Our projects are both physical and non physical. The physical projects consist of ground and land handening, make a security post, clean the public toilet, paint the elementary school’s wall and to build a guardrail. The non physical projects are mostly teaching things like English, Bahasa Indonesia, creativity and health lessons. These projects are all set up to solve the problems that were mentioned before.

These projects relate to the studies that the participants follow in their classes. There are people who study architecture, civil engineering and finance and social work.

PROJECT PLANING AND IMPLEMENTATION

The SWOT Analysis

Dilem village has many strengths and opportunities which was why from our swot analysis we made more non-physical programs to support good education. For example, the community that were open and good with everyone (strength) and the willingness of the villagers to have an adequate school lessons (opportunity) which were really helpful because we could give teaching programs to paud and elementary school. Besides, we also gave lessons and empowerment which were mostly followed by the housewives in order to support their creativities to get their income. Other that that, we realized that the villagers have less mindset. They less concerned about public toilets and their health (weakness) that was why we had a initiative to give them a lesson about how important the health is.

After doing SWOT analysis, we discussed and decided to make some programs from the analysis and the budget required that we would do before going to Dilem village. Afterward, from the results, we consulted with our supervisor to ensure our programs and asked for suggestions. After getting the approval from our supervisor, we made a data to count how many children from Paud and elementary school to complete the needs of our programs. After that, some of us went to Dilem village for a second survey to inform our education programs to get an agreement.

Programs Implemented

The programs that we made were started on the second week due to the fact that the children were still on holiday. We always started our programs at 08.00 am until finished. Sometimes, we adjusted to their schedule as a request from the teachers in order to not disturb their normal school schedule. The first program was drawing. We provided 15 drawing books and 15 color pencils to let the children make a creativity on what they want. After that, we taught them to make money box, we also provide 15 used carton tubes, wrapping paper, some things for decoration, and so on. In the process, 5 children were helped by one COP participant and their own parents. Other activities were singing and playing helped by some COP participants from other countries, paud teachers, and their own parents. These activities were good because the children felt happy and interested in our teaching programs.

The next day, we managed our programs to elementary school students because the materials that we made were a little bit difficult for Paud students. For two weeks, in the elementary school, the children got many teaching and learning activities from both Indonesian participants and foreign participants. The activities were teaching English for fourth and fifth grade students with the first material for simple words in English, numbers and how to count. The second material was about conversation in English, teaching how to paint for first grade students, learning how to brush teeth (Dutch program) for paud and elementary school students, learning how to make origami and paper balloons for first grade students (Japan), learning how to cut paper for fourth and fifth grade students (China), learning about dreams and some jobs for first grade students (Indonesia), and learning how to make air rocket, paper fan, swimming, and nameplate for first until fifth grade students (Korea). The all teachers liked and agreed with our programs so that they helped us to control the children and accompany us while teaching. The programs were successful.

Next, program for the villagers, we gave some information and spreading the invitations to them. We arranged a workshop to explain about health, how to make healthy snacks, how to make food cover (economic creative), and teaching how to speak Indonesian for the villagers who can't speak Indonesian. We did the programs 3 days and arranged time after the villagers finished working from farm. Our programs were also helped by village functionaries. The most important thing was the villagers liked our programs and they said it was a new thing for them to learn.

RESULTS AND DISCUSSION

Firstly, our programs started on the day four after we arrived in Dilem village. First week, we cleaned the public toilets that we did once a week and on Saturday we had a green walk for introducing ourselves to the villagers. The villagers were so excited and enthusiastic. Even though we had a problem with the

sound system, some of the villagers helped us to overcome the problem. Next day we started doing our physical programs such as land hardening for 5 days in schedule but we could do it only 4 days which was successful. Although we had a miss communication with the youth organization, we could overcome it. Next activity started with a lesson to learn how to speak Bahasa Indonesia. The next day, we did teaching and learning for paud such as coloring. The difficulty was just to get their attention or make the children focus on what we were teaching, but from it we learned to be more patient.

Second, on the second week, we started teaching English for fourth and fifth grade students with materials from Dutch participants for two days. First day was about greetings sentences and some simple words and the second day was about conversation in English. It was nice, the children looked very enthusiastic and excited even though they were shy at the first time. The last week, Korean programs started which were painting bags, lessons for health and healthy food. We also made a program for building a security post in 4 days, but we could finish it in 3 days. Other activities while some of us building the security post were teaching how to paint (Dutch program), teaching villagers about internet literacy and how to make food cover. Next days, we taught how to make money box for paud students, how to brush teeth in a good way by Dutch participants for all students both paud and elementary school, did mural in 2 days, but finished early because it was supposed to be finished in 3 days, and how to make air rocket, origami, and nameplate in front of door of the school (Korean and Japanese program).

Lastly, on the third week, we made guardrail in 2 days which was helped by villagers and played in a swimming pool with all children (Korean program). After that, the last activity was culture night that me arranged to celebrate our programs that already finished. All the programs were successful





CONCLUSION

With the help of the villagers, we could did our project successfully. We did have problems, but that was just minor problems. We could handled it well. We hope that with our help through COP, the village can thrive.

For further COP, we hope that the volunteers who almost handled it all can improves their performances. Because they caused too many problems for almost all village with their way to lead us.