WARTA LPM
MEDIA INFORMASI DAN KOMUNIKASI HASIL PENGABDIAN KEPADA MASYARAKAT

The Use of Role Play as Model of Community Service Program in Sukahaji Village West Bandung Regency

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Article Info

Abstract

Community service is the integral part to tertiary education in Indonesia, as emphasized by Three Pillars of Tertiary Education (Tri Dharma Perguruan Tinggi) which consist of education, research, and community service. According to Article 47 verse (1) and (3) of Law 12/2012 on Tertiary Education, community service is conducted to implement and internalize science and technology in order to advance general prosperity and develop nation's intellectual life. Community service is also applied as a lesson to maturate academics. This study is conducted to report how community service could be done in a role play method to meet the ideals set in the law. The study is based on community service program done by Geography Students Association in Sukahaji Village, Cipeundeuy sub-district, West Bandung Regency, where students are grouped to take part into local resident life of various occupations. The result of this study shows that 65% of local residents said that student role play model in community service is helpful for their daily activities, while 70% of students said that role play model in community service has motivated them on improving their understanding of communal life and raised social awareness.

Abstrak

Pengabdian kepada masyarakat merupakan bagian integral dari pendidikan tinggi di Indonesia, sebagaimana ditegaskan oleh Tiga Pilar Perguruan Tinggi (Tri Dharma Perguruan Tinggi) yang terdiri dari pendidikan, penelitian, dan masyarakat melayani. Menurut Pasal 47 ayat (1) dan (3) UU 12/2012 tentang Perguruan Tinggi, pengabdian kepada masyarakat dilakukan untuk melaksanakan dan menginternalisasi ilmu pengetahuan dan teknologi untuk memajukan umum kemakmuran dan mencerdaskan kehidupan bangsa. pengabdian masyarakat adalah juga diterapkan sebagai pelajaran untuk mendewasakan akademisi. Studi ini dilakukan melaporkan bagaimana pengabdian masyarakat dapat dilakukan dalam metode *role play* untuk memenuhi cita-cita yang diatur dalam undang-undang. Kajian ini

didasarkan pada pengabdian masyarakat program yang dilakukan oleh Himpunan Mahasiswa Geografi Desa Sukahaji, Kecamatan Cipeundeuy, Kabupaten Bandung Barat, tempat siswa berada dikelompokkan untuk mengambil bagian dalam kehidupan penduduk lokal dari berbagai pekerjaan. NS hasil penelitian ini menunjukkan bahwa 65% penduduk setempat mengatakan bahwa siswa *role play* model dalam pengabdian masyarakat sangat membantu untuk kegiatan sehari-hari mereka, sedangkan 70% siswa mengatakan *role play* model dalam pengabdian masyarakat telah memotivasi mereka untuk meningkatkan pemahaman mereka tentang kehidupan komunal dan meningkatkan kesadaran sosial.

1. INTRODUCTION

Tertiary education institutions in Indonesia are obliged to conduct community service in accordance to Law 20/2003 on National Education System. The objectives on community service is regulated on Law 12/2012 that community service is conducted to enhance science and technology as well as advance social welfare. Decree of Minister of Research and Technology and Higher Education 44/2015 arranged a standardization on content, process, and assessment of community service activity. Content standardization includes the utilization of research and development of science and technology to; a) direct use for the society, b) development of science and technology for social empowerment, c) appropriate technology to improve standard of living and social welfare, d) problem solving model, social engineering, and policy recommendation that can be implemented by society, business sector, industry, and government institution, and e) intellectual property can be directly implemented by society, business sector, and industry. Forms of community service regulated by ministerial decree are social work and service, application of science and technology according to each capabilities, improvement of community capacity, and social empowerment.

Beyond the necessity of community service as the fulfillment of college responsibilities, community service played a vital role to assert social values and maturity for youth (Simon, 2005). Opportunities that community service could give for youth is the chance to inquire different conditions in society and fit it upon youth's preexisting strengths to their desire to be meaningfully involved in society (Yates & Youniss, 1998). Community service has strong linkage toward social responsibility. Commitment of community service is indicated by less individualism and the ability to look into people's problems and need. Commitment toward community service includes the process of stereotypes reduction, development in empathetic understanding, and build a stronger sense of the social and structural elements of opportunity and achievement (Giles & Eyler, 1994). Research conducted by Conrad & Hedin (1982), youths who are participating on service-learning process are expected to have greater empathy for the people they work with and become less judgmental about their need for service. Community service brought learning not only in a classroom setting, but to the community as well, where students challenged to encounter unfamiliar situation that contradicts their perspectives (Hatcher & Bringle, 1997). Youths are the element of society that has bigger possibility of creating changes and shaping the future, affirming values and the sense of belonging will help on building a solid and cohesive society (Schoon et al., 2007). Community service is a way to bring youth to the society, breaking conventional thought that education is set to build cognitive skill (Govekar & Rishi, 2007), in order to develop awareness and motivation of being a meaningful part of the society.

Community service of college students in Indonesia are generally conducted in a form of social work (Wibawa, 2017), where students are appointed to teach kids that unable to access education due to economic barrier or help

building better sanitation, school buildings, or worship places, and even sending second-hand goods to be used by underprivileged resident in villages. This type of community service had helped student to have worth experiences of taking part in the society that are not theirs or not usually seen. Yet another important element that community service could give is the impression. Students expected to have an impression toward different conditions of live in other community, on how to interact and mingle with people that has different background with them, or showing empathetic feeling to the underprivileged ones. Impression on students may factor into decisions, motivation, and effort on future actions (Coldren & Hively, 2009), which means that by having impression from the experience in community service, students expected to have a visionary look on what they would do to help creating better society.

Clapper (2010) stated that a major form of simulation that help students in a process of deep learning is the use of role play. Clapper stated that role play has the ability to develop and enhance content skills as well as skills needed for future success by integrating realistic or real world problems. The use of role play in community service has the goal as stated by Clapper, which is to stimulate students by positioning themselves in a different situation that is not the real situation of the student but the real and exact situation of people they joined (Swink, 1993). Rather than social work form, which is based on determined settings and timeline of work need to be finished, role play in community service let students to feel the situation in a natural process (Jenkins, 2010). In a learning context, role play model is more attractive and could improve teamwork spirit, causes participants to learn from each other and results in motivation and positive experience (Vizeshfar et al., 2019).

Therefore to bring students on having the experience and impressions of a community, this role play model is implemented in a community service program. Students of the Department of Geography Education in Indonesia University of Education are simulating themselves in the life of local residents by doing a role play, as if they were the people they lived with in this program. The aims of role play in community service program is not only to help local residents doing their daily activities, but also to build better understanding of the society and have motivation for their own responsibility to community service.

2. METHOD

Community service program by implementing role play model, called "*If I were*," was carried in Sukahaji Village, Cipeundeuy sub-district, West Bandung Regency. In this program, 90 participating students are grouped into two students each group. Each group then allocated into 45 houses to stay in their designated service place for three days. In the resident house, students are obliged to live as householder, with specific task to join them on doing their jobs. For example, when the householder is a farmer, students who stay there had to play a farmer role in three days, working exactly similar thing in a same amount of time for three days.

This study is implementing descriptive approach through secondary data analysis from community service program, as explained above, held by Geography Students Association of the Department of Geography Education, Indonesia University of Education in November 7 – 10, 2019. The program is carried annually with similar concept of activities. This program is based on the work program of students association and university rector's regulation on student organizations[1].

3. RESULTS AND DISCUSSIONS

Community service program is done in least developed villages in order to actualize higher education role on applying their knowledge for the development. According to data of Ministry of Village, Development of Disadvantaged Regions and Transmigration in 2015, Sukahaji Village in Cipeundeuy sub-district, West Bandung

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1 Regulation of Rector of Indonesia University of Education 8052/H40/HK/2010 on Student Organizations in Indonesia University of Education. Retrieved from http://www.upi.edu/main/file/Dit-Kemahasiswaan/ Peraturan%20Ormawa%20UPI.doc

Regency is classified as least developed village[2]. In the national level, classification of village itself consist of; (1) least developed village, (2) less developed village, (3) developing village, (5) autonomous village (Setyowati, 2015). The classification is based on Village Development Index (*Indeks Desa Membangun*/IDM). IDM is a composite index built of social, economic, and cultural dimension. Each dimension has certain variables and each variables are broke down into several operational indicators that has scores for IDM measurement (Hamidi et al., 2015).

Sukahaji Village lies in a total area of 2.36 km^2, making 2.33% of Cipeundeuy sub-district total area. Sukahaji is the most populous village in Cipeundeuy sub-district with population density of 3503 people per kilometer square that grouped into 11 hamlet or *Rukun Warga* and 43 neighborhood or *Rukun Tetangga*. Livelihood activities in Sukahaji is dominated by agricultural sectors and the village itself has the largest share of unemployed people, 878 people, in the sub-district. The village also has dependency ratio of 36 dependent/non-productive population per 100 productive population[3]. Socio-economic issues in Sukahaji Village has been the reason for Geography Students Association to conduct community service there, which seek to empower local residents as well as bringing experience and impressions for students in the sense of service.

Area of community service held by Geography Student Association was situated in five neighborhood with 45 householder. Majority of people living in those five neighborhood are working in agriculture sector. Most of householder that hosted students in this program are women, this happened because their husbands are mostly having an odd jobs, or does not permanently employed in a stable job sectors. Therefore most men are rarely stay in their houses in a day, neither they always work in a day, they could be found wandering around and doing random things potential to be paid. Contrary to the man, women are doing almost similar things in a regular basis. In a day, most of women went to the field slashing grass or look after their crops. After that, they would stay at home most of the day, some of them are focused into their role as housewife, while the other would do different things, like handling their own stall. The figures below shows the percentage of livelihood activities and activities after working of 45 householder in Sukahaji Village.
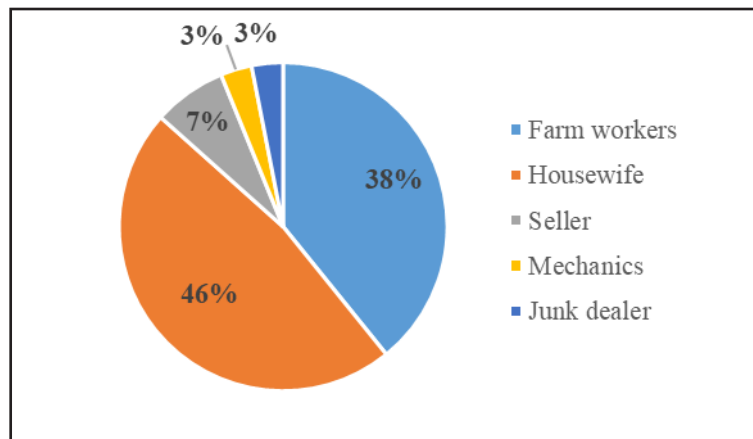

Figure 1 Percentage of livelihood activities of 45 householder in Sukahaji Village

2 Ministry of Village, Development of Disadvantaged Regions, and Transmigration. (2015). *Village Development Index 2015*. Retrieved from http://perpustakaan.bappenas.go.id/lontar/file?file=digital/199004-%5B_Konten_%5D-Konten%20E3364.pdf

3 Central Bureau of Statistics. (2018). *Cipeundeuy Sub-district in Number*. Retrieved from https://bandungbaratkab.bps.go.id/publication/2018/09/26/72bff50b708dbb36eb0e7e93/kecamatan-cipeundeuy-dalam-angka-2018.html
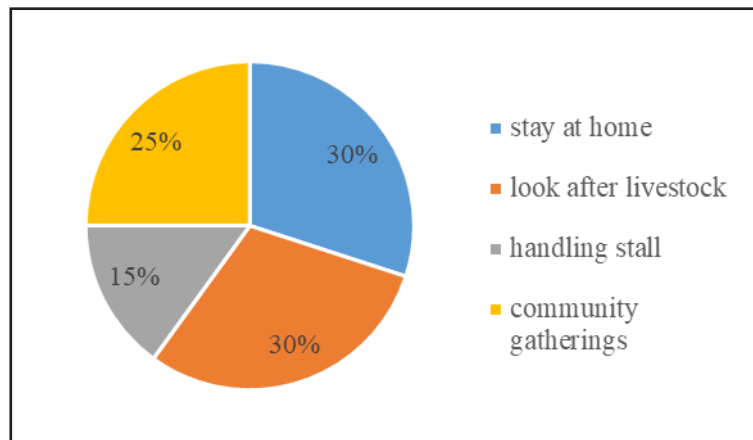
Figure 2 Percentage of other activities after working of 45 householder in Sukahaji Village

Other activities after residents did their own job was significantly shaped impression of students throughout community service program. Student impression comes from the obvious differences between rural and urban life. In urban setting, where people generally have more activities to do, the community is regarded to be individualistic. Contrary to urban setting, residents in rural areas are found to be more sociable (Triandis, 2001). This phenomenon can be explained through Figure 1 and 2. Most of residents are working as farm workers or housewife, these activities does not require dense time and energy. In return, rural residents have more time to do other activities. As showed in figure two, 60% of residents are either stay at home or gather with other residents. This activity is common in Sukahaji Village. Usually in 3 p.m., residents are gathering in a stall or in other resident house to have a chat or even cooking and eating meals together. In this range of times, residents children were usually went to worship place to follow a religious teaching, while their parents gather. The sense of togetherness is marked by this community gathering through unique habit, residents who gathers, mostly housewives, can be found combing one another scalps to find lice on their heads. For most of students, these activities are found unusual and unique, as this experience brought to them a different look into different society.

Role play model in this community service program is called "*If I were*". Students were allocated to householders and pretending if they were the part of that house. Under this program, committee does not set schedules of specific activities in order to let students naturally interact and stay with householder within three days of program. Householders were advised not to treat students like a guest, and students were asked to financially fulfill their daily needs themselves during their stay, yet they should adjust to the life and habits of householder as if they were them. Series of activities in a day for this program, however, is limited to working hours of householder. In the evening started from 6 until 8 p.m., where householders are no longer working, students were convened

Figure 3 a) a student was cooking in a resident house, b) students working with resident, and c) students took picture with residents

to conduct an evening prayers regardless of householder activities in that time. After that, students get back to their host houses. In this range of times, students are not allowed to have any activities without householder consent or permit. Students have to respect the privacy of householder and use the facility or adjust to the circumstances to householder have or not allowed to apply their own standard of living to the householder condition. Program in the next day then begun after students convened in worship place to conduct dawn prayer and be ready to follow householder activities. The following table showed a specific schedule of community service in role play model.

Role play model in community service had been resulted into several outcomes documented in this study, which are resident perception of student involvement in their daily life and student perception of the program activities. These outcomes are documented through testimonials given by householder to the committee. They were asked whether community service program where students are directly engage in their daily activities regarded as helpful or not. Students were obliged to fill online evaluation form regarding to the program in order to convey whether the participated program had motivated them for service or not.

Table 1 Student community service schedule

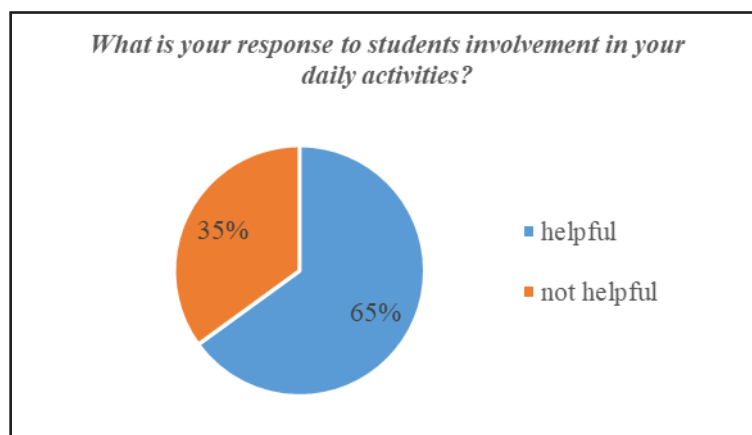| Activities	Time						
	Dawn	Day (working hours)				Evening	
	4 – 6 am	6 – 11 am	11 - 12 am	1 – 3 pm	4 – 6 pm	6 – 8 pm	
Dawn prayer and briefing for program							*Non-role play*
Start working (householder activities)							*Role play*
Rest and lunch (prepared by committee)							*Non-role play*
Engage in householder routines							*Role play*
Help householder (i.e.; look after their kids, cleaning the house, prepare meals, etc.)							*Non-role play*
Family or quality times							*Role play*
Evening prayer and reflection							*Non-role play*

Figure 4 Resident response on student involvement to their activities during community service program
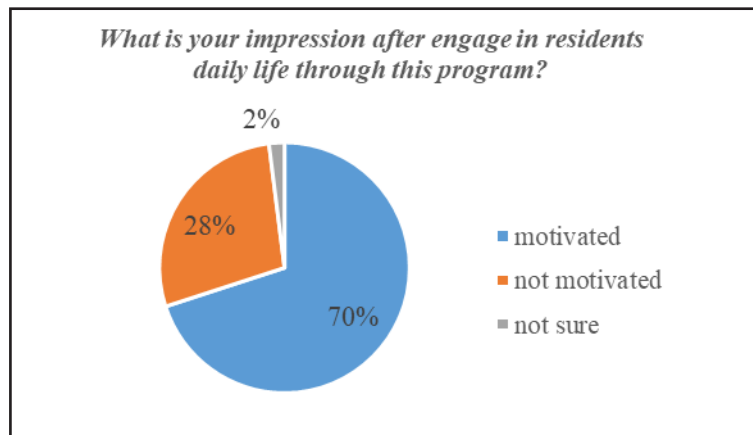
Figure 4 Student impression after participating community service program through role play model

During the whole program, where students stay in the resident house for three days and directly engage to their daily activities, most of residents were positively responded to this community service program. Reasons for this response were that students could help them doing jobs they usually did alone, therefore their working activities could last in a shorter time. Other resident provided reasoning that they can have new family with a deep bonding even though for a short time. As the representation of belonging sense, some residents gave the students certain goods to be taken home, such as flower seeds or milk and foods processed from their own livestock and fields. There are also 35% of residents who stated that student involvement to their daily activities was found rather unhelpful. Reason provided for that statement was that some residents were used to do their daily activities by themselves and their activities does not require much time and energy due to its flexibility. Most of residents who stated this were non-productive households that are working for their own satisfaction or hobby, such as farming or gardening. Due to lots of spare time of residents, students were rather treated as guests rather than community service participants. Students also confused on how to help the residents due to this situation.

After the program concluded, students filled evaluation form which included their impression after participating in the program. 70% of participants stated that they felt motivated for their own service to the community by participating the program. Reasons documented for this statement are;

a. The program makes student understand the difficulties some people bear due to different economic and social conditions.
b. Some students have never been participating to the community service program, therefore they were motivated to join future community service programs.
c. This program actualize tertiary education responsibility on education, research, and community service, as well as connecting its student to the society as the space of service.

There are also 28% of students who stated they were not motivated after participating in community service program and 2% students stated that they were not sure whether community service program had motivated them or not. These students thought that community service program which is only held in certain duration and not sustainable, could not build motivation on students or significantly affected community.

4. CONCLUSION

Role play model in a community service program can motivate students for their service call to the community, improve better understanding to different society, and raise awareness to the circumstances in the community. Community service program is not only held to bring experiences for participants, but more importantly to give impressions of issues and problems exist in a community. By having the impressions, students can be motivated to have a visionary look toward

community development and empowerment. Role play model in community service program has connected students and local residents even closer. By implementing this, there is a sense of belonging emerge between students and residents. The sense of understanding one another circumstance and constructive thinking why such differences exists.

Community service which merely based on social work may put students passively engage. Social work is beneficial to fulfill the need of a community but could not give students the ability to feel what it takes to live in certain situations that the community face. According to findings from community service held by Geography Students Association in Sukahaji Village, West Bandung Regency, role play could be a model for community service that will interactively connect students and society in order to meet the ideals of community service set by National Law on National Education System.

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