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# SITU TUNGGILIS CILEUNGSI AREA PLANNING BASED ON COMMUNITY PARTICIPATION

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**Abstract**

Situ Tunggilis is located in Bogor Regency which is administratively located in Tunggilis Village, Siteari Village, Cileungsi District. Situ Tunggilis is one of the wetlands which has an area of 35 hectares, its existence is very important for the survival of the surrounding community, especially as a catchment area, irrigation and fisheries. One of the efforts to use it is to make it a tourist area. In the development of Situ Tunggilis there are problems, including the accessibility of the existing road in the area is not comprehensive, the condition of the lake is dirty, there are garbage and water weeds and the boundary of the lake has changed its function as a built space and the orientation of the buildings around the lake is still facing the back of the lake, causing problems for the quality and quantity of water. there. From the problems and potentials described, this community service activity aims to help Sisari Village, especially to the community in planning the development of the Situ Tunggilis area as a tourism village based on community participation.

**Keywords**: Situ Tunggilis; tourist village; society participation

## I. INTRODUCTION

Situ Tunggilis is one located in Bogor Regency which is administratively located in Tungilis Village, Siteari Village, Cileungsi District. Situ Tunggilis has an amazing panorama for a Situ located in a residential area and national highway which is located right on the edge of Jalan Raya Jonggol-Cileungsi. Most of the water area of Situ Tunggilis is included in the village of Sisari and a small part is included in the water area of the village of Gandoang. One of the efforts in planning the Situ area is as a tourist village area. Dogra and Gupta (2012) state that the community has a strategic position in a tourism destination.

Situ Tunggilis has hidden potential and is not widely known by many people, including the presence of several types of fish such as: tilapia fish (Oreochromis mossambicus), shellfish (Pilsbryoconcha exilis) and tutut (Pila ampullacea). Several types of birds such as king prawns, kareok, storks, turtles and glasses birds. In addition, animal species such as garden lizard (Mabuya multifasciata), grasshopper (Caelifera) and blue eye butterfly (Junonia orithya) were also found. Another potential is the cultivation of grapes, roselle and mango which is a local fruit development. In the development of the Situ Tunggilis area, there are several problems, including accessibility to the site is not comprehensive, only some have access. The conditions there are not clean, there are lots of water weeds and garbage. The in situ border which has been converted to function as a built space and the orientation of the surrounding buildings is still back to the lake, causing problems for the quality and quantity of the water there.

## II. RESEARCH METHODS

In planning activities using the site planning method which consists of several stages, namely: Survey and Inventory Work Survey and Inventory activities carried out are as follows: a. The field survey aims to obtain primary data regarding the physical and social conditions of the site. In this activity, measurement activities and data collection of elements forming the landscape are also carried out. b. Secondary data collection is in the form of social conditions of the site, including: activities, current users and historical data, as well as regulations and laws relating to site planning activities.

Analysis and synthesis

Based on the data and information collected, an analysis is carried out on various aspects and factors that contribute to the utilization and sustainability of the plan at the site so that problems, obstacles, potential and the level of vulnerability or fragility of the site can be identified. The result of this activity is to present various possibilities or alternatives for site development. Aspects to be analyzed are: Physical condition of the site, Biophysical condition of the site Socio-cultural community

The concept is the result of a study of data analysis, which will be the basis for developing a design. This concept consists of basic concepts and development. In the planning of the Situ Tunggilis area, the concept that will be displayed is a design that provides comfort and safety for its users while maintaining the sustainability of the area. This design is displayed both in terms of spatial planning, circulation and attractions, not only selling value but also maintaining sustainability and being community-based

## III. RESULTS AND DISCUSSION

Pakuan University Biology Education Study Program has 113 active students. Of the total students, only 109 people (96%) filled out a questionnaire about the impact of MBKM on 21st century competencies and SDGs. It is known that the majority of student respondents in the Biology Education study program are women with the largest number of respondents, namely Class 2019. Of the 109 respondents, 82.6% of students stated that they had implemented the MBKM program, and only 17.4% stated that they had never been involved in any activities. MBKM. In fact, the Biology Education study program at Pakuan University received a grant under the PKKM scheme for the implementation of the MBKM curriculum and program which involved all students in all generations. However, as many as 17.4% of students still stated that they had not been involved in MBKM. This can be caused by a lack of student understanding of the MBKM concept and the realization of MBKM activities, so that students do not realize that the programs they have implemented in the odd semester of 2021/2022 are MBKM programs. The MBKM program socialization activities have been carried out by the study program aimed at students, lecturers and education staff. However, due to the short time of socialization and the number of activities carried out by study programs while participating in the PKKM grant, the understanding received by students has not been comprehensive regarding MBKM. Information was obtained that students already knew most of the contents of the MBKM policy, which was 69%. The source of information on MBKM policies was obtained at most through offline/online socialization activities organized by PT, amounting to 39%. However, this data becomes less relevant when compared to the subsequent data obtained from the SPADA DIKTI instrument, as many as 73% of students stated that the study program did not have the MBKM curriculum document and MBKM Implementation Guide. This of course becomes irrelevant because before the implementation of MBKM, the study program must first carry out the MBKM Curriculum Workshop with the final product in the form of the MBKM Curriculum Document and the MBKM Implementation Guide at the study program level. This is an important concern that the MBKM socialization activities to students have not run optimally. 80% of students said the study program did not have a previous program that was in accordance with MBKM activities. This data also shows the low level of student understanding of the MBKM program, because prior to the existence of MBKM students of the Biology Education Study Program, FKIP, Pakuan University always carried out Teaching Practice activities in schools and Thematic Real Work Lectures where these activities were part of the curriculum in FKIP Pakuan University.

78% of students are not ready to be part of MBKM activities. This data is quite inversely proportional to the questionnaire data from the Pakuan University research team where 82.6% of students stated that they had implemented the MBKM program. This further strengthens that the process of socializing MBKM activities that have been carried out so far has not been effective enough in providing understanding to students related to the MBKM program.

Figure 7 shows that students' doubts are still high about the impact of MBKM activities. 95% of students said MBKM activities might provide additional competence and 87% of students said MBKM activities might broaden perspectives. The high level of doubt is once again an indication that students of the Biology Education Study Program, FKIP, Pakuan University have not yet received a complete understanding of the MBKM Program and its implementation. Some of the cases above will be explained through additional data obtained from interviews with samples of students who have participated in MBKM activities and analysis of video testimonials of students participating in MBKM activities.

21st century competencies are needed by students to be equipped to face global competition. The types of competencies that are included in the 21st century competencies include critical thinking skills, creative thinking, collaboration, and communication. Data related to the 21st Century Competencies of Biology Education Study Program students can be seen below.

a) Critical Thinking Skills

The critical thinking skills of Biology Education students showed a score of 3.82 in the high category. Most of the students in Biology Education study program have often analyzed arguments, solved problems, looked for solutions to a problem, interpreted data, and drew conclusions(Pertiwi, Suchyadi, & Handayani, 2019; Suchyadi et al., 2019; Suchyadi, Safitri, & Sunardi, 2020; Suchyadi, Sundari, et al., 2020; Sunardi & Suchyadi, 2020). This can be due to the fact that in the Biology Education study program, the implementation of lectures has implemented a problem based learning model, case method, or project based learning in each course so that it familiarizes and trains students to be able to think critically. The study program has compiled an MBKM curriculum document accompanied by RPS and case-based and project-based teaching materials. With this curriculum, it will certainly create a supportive learning atmosphere for students to build their critical thinking skills. Through MBKM activities, students will have the freedom to think either individually or in groups, so that in the future they can give birth to students who are superior, critical, creative, collaborative, innovative, and participating. It is hoped that with the independent learning program, the involvement of students in learning will increase [13].

b) Creative Thinking Skills

The creative thinking skills of Biology Education students showed a score of 3.77 in the high category. The data shows that most students in the Biology Education study program have often analyzed innovative ideas to solve a problem and create original products or ideas in an effort to solve the problems they are facing. based learning, case method, or project based learning in each course so that it familiarizes and trains students to be able to think creatively in creating original, innovative, and solution-based ideas and products to contextual problems that occur in the surrounding environment. In addition, student

activities such as mini research activities, field lectures, and entrepreneurship programs also stimulate students to hone their creative thinking skills. The idea of MBKM in producing superior Human Resources (HR) by prioritizing the implementation of character values so that the thinking power and creativity of each student develop [10].

Students' understanding of the SDGs concept was captured through a questionnaire involving SDGs topics, namely quality education, access to affordable energy, reducing inequality, climate change, protecting terrestrial ecosystems, and revitalizing global partnerships. The results of students' perceptions of 6 topics. Most of the students in the Biology Education study program had a positive response to the statements made regarding the SDGs. The data shows that the MBKM program has a positive impact on students in achieving the SDGs. If seen in Figure 9, the MBKM program has the greatest influence on the topic of Reducing Inequality and Protecting Land Ecosystems by 3.47. The topic of Reducing Inequality is closely related to entrepreneurial activities carried out by students, which through the business activities carried out are expected to open up opportunities for economic improvement for the wider community. Meanwhile, maintaining the terrestrial ecosystem is related to environmental-based KKNT and Apprenticeship activities through empowering the surrounding community.

Most of the students agreed that the MBKM program that had been implemented provided an opportunity for them to be able to improve the quality of education, carry out work practices at partner locations, seek solutions to problems found in partner locations, and be actively involved in finding ideas for handling climate change, community welfare. around the environment, and affordable energy issues. Merdeka Campus is a form of learning in higher education that is autonomous and flexible so as to create a learning culture that is innovative, unfettered, and in accordance with student needs [18]. MBKM activities that facilitate students to be able to carry out learning outside of campus are certainly a means for students to hone soft skills and develop the knowledge they have acquired in the campus world to be implemented in the real world.

## IV. CONCLUSION

The planning of the Situ Tunggilis area becomes a guideline for regional development, so that the area, especially the lake as a catchment area, remains sustainable and provides functions for the community. Community participation in the development of the area plays an important role so that it is not only useful for economic improvement but also maintains the ecological function of Situ Tunggilis.

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