

The Effectiveness of Freedom to learn - Independent Campus Program on Panca Marga University

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The Effectiveness of "Freedom to learn - Independent Campus" Program on Panca Marga University

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ABSTRAK

This study aims to determine the effectiveness of the Freedom to learn - Independent Campus (Merdeka Belajar Kampus Merdeka, MBKM) program at Panca Marga University, especially in the Management Study Program and the Industrial Engineering Study Program. The MBKM policy is one of the policies of the Minister of Education and Culture of the Republic of Indonesia that must be supported and implemented according to the guidelines issued by the Directorate of Belmawa, Director General of Higher Education, Ministry of Education and Culture 2020. This program is very interesting and provides its own challenges for Education Providers in its implementation, because it involves many parties in its implementation, both students who are the main goals of the program, managers at the University, Faculty, Study Programs, Partners in the business/industry world, other universities, government and society. Quantitative descriptive method is used to measure the effectiveness of program implementation by collecting online survey data using a questionnaire via google form. The results showed that the MBKM program was considered effective in achieving the goals according to the respondents' views from students, lecturers, organizers, and partners. Even though it is declared effective, there are some challenges/obstacles in its implementation.

Keywords: MBKM, Effectiveness, Curriculum.

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INTRODUCTION

Since the Ministry of Education and Culture introduced a new policy in the field of higher education through the "Freedom to learn - Independent Campus" (Merdeka Belajar Kampus Merdeka / MBKM) program, many universities, both public and private, have begun to adjust their curriculum. Adaptation to the curriculum is focused on developing a curriculum model for study programs that implement MBKM, including by designing SOPs for implementing MBKM, academic collaboration, identifying the need for program

support resources. For the implementation of MBKM, supporting activities are needed, including the design of the MBKM activity program, making implementation guidelines, and the conversion model for credit transfer (Baharuddin, 2021). The purpose of this program is to encourage students to have graduate competencies who master various sciences, excel and are globally competitive and ready to enter the world of work. Students are personally involved, determining the type of program of interest they are interested in. Experience learning equips students with the ability to adapt in society and the quality of learning that is more meaningful (Susilowati, 2021; Suryaman, 2020).

The development of the Industrial 4.0 era encourages universities to adjust the curriculum to improve the quality of learning. The curriculum model that is widely adopted in the world in accordance with the demands of the world of work is the results-based method or termed outcome-based education (OBE). Several previous studies have proven based on the case studies that have been studied that the average achievement value or level of student competence is better when using the OBE model than conventional learning systems (Oriah et al, 2012; Wahyudi & Wibowo, 2018; Purwaningsih, 2020). This outcome-focused learning method is important for the implementation of the MBKM program in the OBE curriculum structure. The main objectives of OBE can be met by including 8 MBKM program activities in the curriculum.

Panca Marga University (UPM) as an educational institution under LL Dikti Region VII fully supports the MBKM policy and implements the Ministry of Education and Culture's policies by reconstructing the curriculum and implementing the program. Any change takes time and effort to be realized as intended. Therefore, of the twelve study programs owned by UPM, two study programs are used as pioneers to implement programs that are full of challenges and innovations in the learning process. As an innovation of a new learning model, the effectiveness of the MBKM program that has been carried out needs to be analyzed to find out whether the adaptation of curriculum changes to adjust the new policies is appropriate to the target of the MBKM program and what obstacles are encountered during the change process. The results of the analysis can be used as input for other study programs at UPM in implementing the MBKM program in their respective study programs. Effectiveness is measured by various program actors who are the objectives of the MBKM Policy, namely from students, assistant lecturers, study program managers, MBKM partners both from universities and the business/industry world. Previous research on measuring program effectiveness has been carried out, including: the effectiveness of the OBE curriculum (Priya & Raja, 2019; Guangya Zhang, 2019), the effectiveness of online learning (Mustakim, 2020; Asrilia et al, 2020;

Damayanthi, 2020), while research on the effectiveness of the implementation of the MBKM program has not been / is still rarely carried out. The purpose of this study was to determine the effectiveness of the "Freedom to learn - Independent Campus" (Merdeka Belajar Kampus Merdeka / MBKM) program at Panca Marga University, especially in the Management Study Program and the Industrial Engineering Study Program.

LITERATURE REVIEW

1. Effectiveness

Effectiveness is the suitability of the output with the goals that have been set, is a measurement by comparing the realization with the planned target. The measure of program effectiveness in the organization is based on several things, namely the level of understanding of the program, right on target, on time, achievement of goals, real changes in program targets. The ability to produce the desired output is a measure of effectiveness in an organization (Wilson et al, 2018).

2. "Freedom to learn - Independent Campus" (Merdeka Belajar Kampus Merdeka / MBKM)

MBKM is a policy from the Minister of Education and Culture in 2020 with the aim of realizing an autonomous and flexible learning process in higher education, giving students the freedom to master various sciences by planning courses and choosing learning models so they are ready to enter the world of work. The MBKM policy includes 4 main things, namely: 1. opening of new study programs (Permendikbud no. 7, 2020), 2. Higher Education Accreditation System (Permendikbud no. 5, 2020), 3. Ease of State Universities becoming State Universities with Legal Entities (Permendikbud). no. 4, 2020; Permendikbud no. 6, 2020), 4. Learning Rights for 3 semesters for students outside the study program (Permendikbud no. 3, 2020). In this regard, the MBKM Policy must be supported, adapted and implemented according to the guidelines published by the Directorate of Belmawa, the Directorate General of Higher Education, Ministry of Education and Culture 2020. To realize the MBKM program, it is necessary to develop a curriculum at the study program level which includes planning, learning processes, assessment and evaluation of learning (Baharuddin, 2008). 2021)

The three-semester study rights program outside the study program gives students the opportunity to take semester credit units (credits) in the form of 1 (one) semester taking courses outside the study program inside the university, and 2 (two) semesters carrying out learning activities outside the university. The learning model outside of tertiary institutions consists of 8 choices of activities,

namely: internships/work practices, village projects, teaching in schools, student exchanges, research/research, entrepreneurial activities, independent studies/projects, humanitarian projects. The MBKM policy changes the educational paradigm to become more autonomous, with an innovative learning culture. The link and match between the world of education and the world of business/industry creates competent graduates who meet the expectations of the world of work, so as to reduce unemployment in Indonesia (Denny Kodrat, 2021).

3. Curriculum Design

The Higher Education Curriculum is a set of plans and arrangements regarding the objectives, content, and teaching materials as well as the methods used as guidelines for the implementation of learning activities to achieve higher education goals. The stages in curriculum preparation are needs analysis, design, development, implementation, evaluation, and follow-up of improvements made by the study program (Ornsten & Hunkins, 2014). The appropriate curriculum to realize the MBKM program is the OBE curriculum. This curriculum focuses on concrete outcomes. There are various models of the OBE approach, the simplest consisting of 3 (three) stages, namely: 1. Outcome Based Curriculum (OBC), curriculum development is based on the profile and Graduate Learning Outcomes (CPL), then derived study materials for the formation of courses along with the weight of the credits. its curriculum maps, learning design in the form of Semester Learning Plans (RPS), development of teaching materials, and development of assessment and evaluation instruments. 2. Outcome Based Learning and Teaching (OBLT), which has a principle on the accuracy of the selection of forms and learning methods by students must refer to CPL. 3. Outcome Based Assessment and Evaluation (OBAAE) has the principle of assessment and evaluation referring to the achievement of the CPL of the study program, the results of the evaluation are used for continuous improvement. (Guideline for Compiling the Curriculum of PT, Ministry of Education and Culture, 2020).

RESEARCH METHODOLOGY

The research begins with collecting data on information related to MBKM policies, monitoring the implementation of the MBKM program curriculum preparation and implementation at UPM in the management and industrial engineering study program as research analysis material. The activity was continued by compiling a questionnaire instrument to determine the effectiveness of the implementation of these activities. The distribution of

questionnaires to parties related to the implementation of curriculum reconstruction and the implementation of MBKM was carried out both from internal and external parties via online using google form. The results of the questionnaire were processed to be analyzed and concluded. The data used in this study are primary and secondary data. Primary data was taken by survey method using a questionnaire, while secondary data was taken from several literatures, report books on curriculum preparation and implementation of MBKM at UPM, and other references related to research. The questionnaire instrument is closed (the answer choices are according to the Likert scale model with 5 answer choices), and is open to get more information from the respondents. Questionnaires were shared through a link made to respondents consisting of: 1. Students who meet the requirements for the MBKM program, 2. Study Program Managers, 3. Lecturers / assistants for student-chosen activities, 4. Partners from UPM Agencies/Industry, 5. Partners from elements of Higher Education in student exchange activities.

RESULT AND DISCUSSION

The management study program and the industrial engineering study program at Panca Marga University in fulfilling the MBKM policy, reconstructed the curriculum according to the policy that gave students the freedom to choose the learning model for 3 semesters out of the 8 semesters provided. One semester of planning courses outside the study program at UPM can start from semester 5, while the choice of 2 semesters carrying out activities outside of Higher Education is carried out in semester 6, and 7. Rector's Decree. Four activities to realize the MBKM program produce 4 outputs, namely: The issuance of a Rector's Decree that supports the implementation of the MBKM program in the Management and Industrial Engineering study program, Curriculum revision, Establishing Cooperation with Partners (Getting a cooperation contract with other study programs within UPM, Cooperation contracts with other universities domestically), preparation of SOPs for the implementation of the MBKM curriculum and academic guidelines for the implementation of the MBKM curriculum. In preparing the curriculum, the competency formulation of the study program graduates is described in the learning achievement points (CP) based on the vision and mission of UPM. The profile of graduates is adjusted to the stakeholders both internally and externally. Graduate learning outcomes (CPL), CPMK, and sub-CPMK are reformulated according to the development needs of the world of work. The summary of graduate profiles (PL), CP, Competence (K), Attitude (S), Mastery of Knowledge (PP), Special Skills (KKh),

and General Skills (KU), and Learning Models (MP) in the Management Study Program curriculum are as follows :

Table 1 Relevance of PL, K, CP with MP in Management Study Program Curriculum

| NO | PROFIL LULUSAN | KOMPETENSI | | | | MP | KET |
|--------|---|------------|-------|--------|-------|----|-----|
| | | CP-S | CP-PP | CP-KKk | CP-KU | | |
| 1 | Entrepreneur | 10 | 4 | 7 | 3 | TR | R |
| 2 | Manajer | 10 | 4 | 7 | 3 | TR | R |
| 3 | Peneliti Pemula | 10 | 3 | 2 | 3 | TR | TR |
| 4 | Financial analyst/Finance Staff/Banking | 10 | 4 | 6 | 3 | TR | R |
| 5 | Human Resource Specialist | 10 | 6 | 6 | 3 | TR | R |
| 6 | Marketing Analyst/Marketing | 10 | 4 | 6 | 3 | TR | R |
| Jumlah | | 60 | 25 | 34 | 18 | | |

The Effectiveness of the Implementation of the MBKM Program at UPM

The effectiveness of the implementation of the MBKM program at Panca Marga University in this study was measured based on one of the MBKM Policy implementation programs. The program in question is to make students the main object by giving them the freedom to take credits outside their study program. This policy provides opportunities for students to develop knowledge and experience in the subjects or activities they desire. Effectiveness is measured based on answers from 5 types of respondents related to the implementation of the MBKM program, namely: students, assistant lecturers, study program managers, industrial partners, university partners.\

1. The results of the questionnaire answers to measure the effectiveness of the MBKM program from the point of view of UPM students are as follows:

Table 2 Data Responden : Mahasiswa

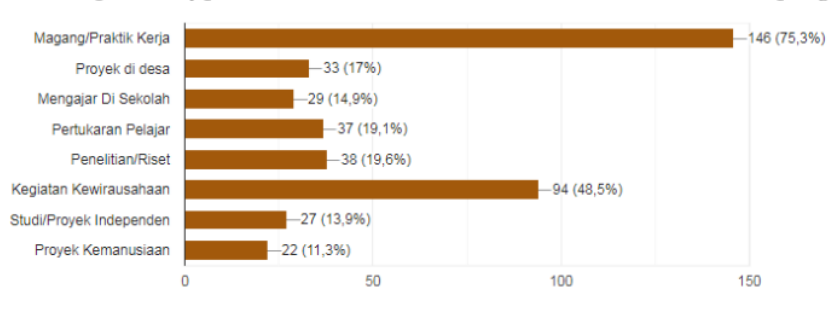
| Question | | Respondent's Answer | | | | | SUM |
|---|-------------|---------------------|------|-----|-----|-----|-----|
| | | SS | S | TS | STS | TH | |
| Innovative and interesting MBKM program | Frequency | 67 | 121 | 3 | - | 3 | 194 |
| | Percentage% | 34,5 | 62,4 | 1,5 | - | 1,5 | |
| The MBKM program is able to improve the competence of graduates according to the needs of the world of work | Frequency | 77 | 112 | 2 | - | 3 | 194 |
| | Percentage% | 39,7 | 57,7 | 1 | - | 1,5 | |

From table 2 with student respondent data, it can be seen that 96.9% stated that the MBKM program is innovative and attractive to students, this is as expected in the MBKM policy objectives. A total of 97.4% also stated that the

9
MBKM program that was followed was able to improve the competence of graduates as needed in the world of work.

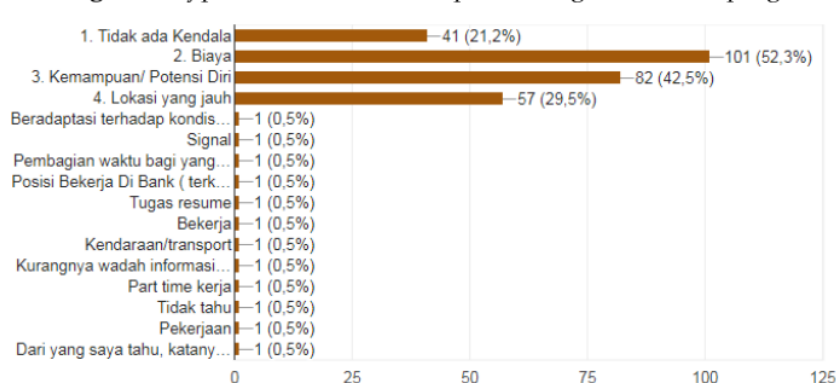
In open questions about the types of activities in the MBKM program that UPM students are interested in, it can be seen that Internship occupies the top position of student choice by 75.3% or as many as 146 students and entrepreneurial activities occupy the second position of interest to students as shown in figure 1.

Figure 1 Types of Activities that are of interest to the MBKM program



As for the question of the obstacles encountered in carrying out the freedom to choose activities outside the study program as shown in Figure 2. The costs that must be incurred while participating in the MBKM program are in the top position. The second obstacle is the ability/potential to adjust the competency demands expected by partners outside of universities, both in the industrial world and in other universities.

Figure 2 Types of Obstacles in implementing the MBKM program



6
2. The results of the questionnaire answers to measure the effectiveness of the MBKM program from the point of view of the study program

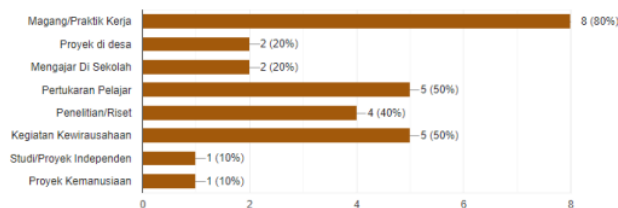
managers (Dean, Vice Dean, Head of Study Program, GKM) in two UPM study programs are as follows:

Table 3 Respondent Data: Study Program Manager

| Question | | Respondent's Answer | | | | | Sum |
|---|-------------|---------------------|-----|----|-----|----|-----|
| | | SS | S | TS | STS | TH | |
| The MBKM program is innovative and interesting for students and deserves to be supported and implemented | Frequency | - | 10 | - | - | - | 10 |
| | Percentage% | - | 100 | - | - | - | |
| The MBKM program is able to improve the competence of graduates according to the needs of the world of work | Frequency | 8 | 2 | - | - | - | 10 |
| | Percentage% | 80 | 20 | - | - | - | |

From table 3 with respondent data from Study Program Managers or those related to the implementation of study programs, namely the Dean, Deputy Dean, Head of Study Program, GKM and quality assurance, it can be seen that 100% stated that the MBKM program is innovative and attractive to students it should be supported and implemented. this is in line with what is expected of the MBKM policy objectives. The achievement of the MBKM goal in improving the competence of graduates as needed in the world of work is also 100% stated by the manager. On the open question regarding the Readiness of Study Program Managers to facilitate the types of activities in the MBKM program, Internship, Student Exchange and Entrepreneurship activities are the 3 biggest to be held by study program managers.

Figure 3 Choice of MBKM activities that are ready to be facilitated by Study Program

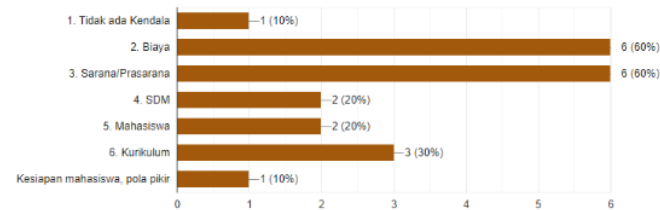


On the question about the obstacles in implementing the MBKM program from the Manager, the answer was obtained as shown in Figure 4.

Figure 4 Choice of MBKM activities that are ready to be facilitated by Study Program

4. Hambatan/Kendala dalam melaksanakan program MBKM adalah (Boleh memilih lebih dari satu dan mengisi sendiri) :

10 jawaban

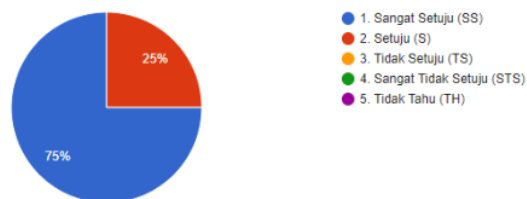


3. The results of processing the questionnaire to measure the effectiveness of the MBKM program from the point of view of the Assistant Lecturer in the implementation of Activities outside the Study Program in the MBKM program 100% agreed with the policy, which means that the MBKM program is effective for learning models for students as shown in Figure 5.

Figure 5 Companion Lecturer's opinion on the MBKM program

1. Program MBKM adalah program yang inovatif, menarik bagi mahasiswa, dan patut didukung dan diimplementasikan

20 jawaban

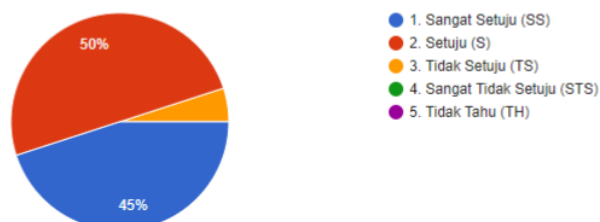


For the statement about increasing the competence of graduates through the MBKM program, the Assistant Lecturer for MBKM activities stated that 95% agreed with the statement, and only 5% did not agree that the MBKM policy would improve the competence of graduates as shown in Figure 6.

Figure 6 The opinion of the Assistant Lecturer
on the MBKM program statement

2. Program MBKM akan meningkatkan kompetensi lulusan sesuai yang dibutuhkan oleh dunia kerja.

20 jawaban



- The results of the questionnaire answers to measure the effectiveness of the MBKM program from the point of view of Partners from the Business/Industry World who collaborated with UPM as many as 4 Industrial Partners, also stated that the MBKM Program is an effective program in improving the competence of graduates as needed in the world of work, and industrial partners stated that he was ready to support the MBKM program by providing internships for Panca Marga University students. On open questions about the obstacles faced as an internship place, the average answer is 1. The limited number of students who are accepted as internships according to company rules/policies, 2. The Covid pandemic. In open questions about the benefits obtained by the Industry as a place of internship, information was obtained that the Industry received the following benefits: 1. Supporting government regulations/policies, 2. CSR programs, 3. Obtaining competent graduates to obtain quality human resources.
- The results of the questionnaire answers to measure the effectiveness of the MBKM program from the point of view of Partners from universities outside UPM as many as 4 College (Perguruan Tinggi/ PT) Partners, all of whom stated 100% agreed that the MBKM program was effective as an innovative program and could improve the competence of graduates as close as possible to what was demanded technological development. In an open question about the benefits of MBKM cooperation for universities, it is contributing to increasing the achievement of the university's KPI and obtaining graduates who have the competencies as targeted. The obstacles encountered in implementing the MBKM collaboration are getting cooperation with partners who have a curriculum that is in line with the original PT.

From the explanations that have been described from ³⁹ the point of view of the five types of respondents, all stated that the MBKM program is an effective learning program to be adopted for universities, although there are still obstacles from the opinions of each respondent. Constraints that are challenges in implementing program policies need to be overcome by finding solutions to each of the obstacles mentioned earlier.

6. Solution

Sebagai program kebijakan yang dikeluarkan oleh pemerintah, sudah sepatutnya setiap perguruan tinggi mengadopsi Kebijakan program MBKM dengan melakukan langkah-langkah perbaikan kurikulum sesuai dengan ²⁰ buku panduan penyusunan kurikulum pendidikan tinggi di era industri 4.0 untuk mendukung program MBKM yang diterbitkan oleh Kemendikbud 2020. Adanya beberapa kendala yang timbul bukan menjadi halangan untuk tidak menerapkan program MBKM tetapi perlu dicarikan solusi yang mungkin untuk mengatasi kendala yang ada. Pemilihan strategi yang tepat pada pilihan jenis kegiatan dan prosedur rekonstruksi kurikulum yang sesuai dengan kebijakan MBKM berbeda antara setiap PTS atau PTN, oleh karena itu perencanaan strategis adaptasi model pembelajaran ³⁷ program MBKM harus terus dilakukan secara berkesinambungan sehingga usaha yang dilakukan sesuai dengan tujuan yang ditetapkan. Adapun solusi yang diusulkan untuk mengatasi beberapa kendala implementasi salah satu program kebijakan MBKM yaitu memberi kesempatan 3 semester mahasiswa menempuh pembelajaran diluar program studi terlihat pada tabel dibawah ini. As a policy program issued by the government, it is fitting for every university to ¹⁵ adopt the MBKM program policy by taking steps to improve the curriculum in accordance with the guidebook for ²³ preparing higher education curriculum in the industrial era 4.0 to support the MBKM program published by the Ministry of Education and Culture 2020. arising is not an obstacle to not implementing the MBKM program but it is necessary to find possible solutions to overcome the existing obstacles. The selection of the right strategy in the choice of types of activities and procedures for curriculum reconstruction in accordance with MBKM policies differs between each PTS or PTN, therefore strategic planning for adaptation of the MBKM program learning model must continue to be carried out on an ongoing basis so that the efforts carried out are in accordance with the goals set. The proposed solution to overcome some of the obstacles to implementing ³⁶ of the MBKM policy programs is to provide 3 semesters of opportunities for ³⁶ students to study outside the study program as shown in the table below.

Table 4 Solutions to obstacles in the implementation of the MBKM program, 3 semesters of learning outside the study program

| Type of Constraint | Solution |
|---|--|
| <ul style="list-style-type: none"> • Cost | <ul style="list-style-type: none"> • Get an Internship that is not far from the student's house/boarding house, so there are no additional living costs during the internship. • Getting a lecture model with a mixed online learning model is bigger than offline at an outside College (Perguruan Tinggi/PT), so the cost is cheaper. |
| <ul style="list-style-type: none"> • Potential/adaptability of students | <ul style="list-style-type: none"> • Selecting students who are allowed to exchange at other Colleges (Perguruan Tinggi/PT) so that the lack/difference in potential is not too far away. • Equip students before they are allowed to participate in internships or exchanges. • Make targets or plans for competency improvement equivalent to Mitra College (Perguruan Tinggi/PT) |
| <ul style="list-style-type: none"> • College's Facilities/infrastructure | <ul style="list-style-type: none"> • Better planning of infrastructure budget • Obtain additional budget alternatives for infrastructure improvements. |
| <ul style="list-style-type: none"> • Location | <ul style="list-style-type: none"> • Select affordable partner locations according to student conditions • Use of online methods in learning for inaccessible locations. |
| <ul style="list-style-type: none"> • Limited number of students allowed to do internships at Partner companies | <ul style="list-style-type: none"> • Setting the number of students. • Communication and approach to Industry Partners to get the optimum number of students allowed |
| <ul style="list-style-type: none"> • Get Partner Cooperation | <ul style="list-style-type: none"> • Establish communication and add references. • Adding a schedule of visits to Partners. |

CONCLUSION

After analyzing the results of the questionnaire, it was concluded that the effectiveness of implementing the program by collecting online survey data using a questionnaire via google form showed that the MBKM program was considered effective in achieving goals according to the views of respondents from students, lecturers, organizers, and partners. Effectiveness is measured based on the achievement of the objectives of the MBKM program at UPM. Even though it is declared effective, there are still 6 obstacles in the implementation of the 3-semester study program outside the study program, namely: cost, potential, infrastructure, location, limits on the number of student internships in industry, and getting partner cooperation.

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AUTHOR CONTRIBUTION STATEMENT

The authors are human resources at Panca Marga University, Probolinggo. Who contributed actively in developing various policy formulations and designs for implementing MBKM at the institution.

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