Review

Industrial Mindset of Education in *Merdeka Belajar Kampus Merdeka* (MBKM) Policy

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ABSTRACT

Merdeka Belajar Kampus Merdeka (MBKM) program is one of the distinguished programs issued by the Ministry of Education and Culture. It is expected that the university students enhance soft and hard skills by joining one of eight suggested programs. Link and match was an initial policy in the 1990s while the MBKM program is improved. The study aims to uncover the industrial interest embedded in MBKM policy by reviewing the concepts and educational design in Indonesia. Library research towards the ideas was reviewed. Reputable journals and books were collected and overviewed while the critical concept of education was carried out as a tool of analysis. The theory of education addressed by Illich (2000), Walker (1981), and Nabhani (2001) was employed to trace the Industrialization of education in MBKM policy. The study shows that the industrial factors in MBKM policy are highlighted and strengthened by giving students the right to take a program and doing a credit transfer at the end of the program. The university and study program curriculum is focused on the need for the business and industrial world.

1. INTRODUCTION

Since the regulation of Minister of Education and Culture No. 3 the Year 2020 about National Higher Education Standard has been issued, the government runs Merdeka Belajar Kampus Merdeka (MBKM/Freedom to learn, Independent Campus) program. The policy gives students' right to three semesters to learn an off-campus study program (Dikti, 2020). Giving the student's right to learn off-campus should be strictly accommodated by a university. MBKM program is in line with *a link and match* model stipulated by a former Minister Education of Culture Wardiman Djojonegoro in 1993. Government regulation No. 29 the Year 1990 about Middle Education was an instructional basis for creating a graduate who is ready to work (Soesilowati, 2009). From this, Indonesia has set foot into the Industrialization of education. School graduates are tightly linked with the working world—the graduates' works. Intensive cooperation between the education world and the business and industrial world (DIDU) is conducted. The graduates' skill is then sharpened by the recognition such as a competency certificate or the school's management reposition by implementing a quality assurance system ISO 9001:2008 version.

President Joko Widodo is reemphasizing vocational education by giving instruction No. 9 the Year 2016 about Vocational School's Revitalization. Mismatch happens tremendously (Handel, 2014; Hersch, 2012). Ironically, a challenging situation faced by education institutions such as the industrial revolution 4.0, ASEAN Economic Society, and Covid 19 pandemic reduces the graduates' acceptance, particularly from vocational schools. Central Statistical Agency released the data that vocational schools increase unemployment by 8.63 percent (https://www.cnbcindonesia.com/news/20191007132549-4-10493). A job opportunity now is not only for local workers but also for foreign workers. The number of foreign workers in Indonesia is about 98.902 people in 2020 (https://asiatoday.id/read/tka-china-di-indonesia-paling-banyak-capai-35-781-orang). Consequently, tight competition cannot be avoided.

From the earlier, Minister of Education and Culture Nadiem Makariem reveals that many study programs are not relevant to the working world's need since, in the study program, the curriculum is taking too many theories and only a few practices. Hence the curriculum does not highlight the concept of link and match (https://kumparan.com/kumparannews/nadiem-banyak-prodi-di-ri-tak-link-and-match-kebutuhan-dunia-nyata-1shms8adpQF/full)*.* From this phenomenon, the MBKM program seems to strengthen university graduates. The university is hoped to get much closer to the industrial and business world. Then, there is a slot for students to study off-campus. Students in MBKM can choose eight models. They are (1). Student's exchange; (2). Internship; (3). Teaching assistance; (4). Research; (5). Humanity project; (6). Entrepreneurship; (7). Independent project; and (8). Developing the village/*Kuliah Kerja Nyata Tematik* (Dikti, 2020). From the minister's statement, it is inferred that national education has a crucial problem in terms of education by people and the national objective in education. On the one hand, it attempts to focus on the soft skill aspects. On the other hand, the government policy tends to underline the hard skills.

The link and match model and MBKM program do not make any difference in targeting the output as a qualified and skillful worker. At the same time, Indonesia's national objective is to develop students' potentials to be good men (religious and righteous) as the priority. It becomes a dilemma in education. The implication of the policy makes people change in understanding the nature of education. The concept of school is reduced. A school and education are regarded as the same and identical (Topatimasang, 2010). The worst is that people see education as a success ticket of the future. They think that schooling is education. People with a high level of academic achievement must be educated. It makes the phenomena of "over schooled but uneducated" (Kodrat, 2020). People go to school, but they intend to get a certificate and be accepted into a prominent university. They also regard that education is only for social status, for political interest, such as a general election. In fact that they are not educated, lack self-study, low literacy and fixed mindset people.

In the context of MBKM policy today, at a glance, it is a new policy in education. *Merdeka Belajar* or freedom to learn means that students have a significant right to choose the learning model in developing and craving their learning experience. However, the industrialized mindset is embedded in students. They are learning to get a job. A school is good when its graduates are easy to get jobs. This issue, then, is needed to investigate, examining the underlying ideology behind the policy deeply. The critical concept of education is carried out to identify and analyze the issue. The research questions are formulated as follows (1). What is the basic concept of MBKM policy, and (2) how are industrial factors dominant in the issue?

2. RESEARCH METHODS

The study is investigated by deep library research. This library research is accepted as a research method suggested by Creswell (2007). References from books and national or international journals are reviewed. The criteria of references were it was published with International Standard Book Number (ISBN) and indexed by a reputable indexing company. The policy of MBKM is discussed and analyzed. An elaborated discussion is conducted by comparing the Islamic perspective in education as part of human civilization since Islamic teaching has dominated human civilization and created countless scholars. To make this study deep, the Industrialization of education issue becomes a focus of study. The objective and characterization of the Industrialization of education in MBKM are identified and discussed to gain the study's objective.

3. RESULTS AND DISCUSSIONS

The issue of education has still become a hot issue in Indonesia. The lower students' competence in literacy compared with Singapore and Thailand encourages the minister to overview the curriculum's body structure and the evaluation. Minimum Competency Assessment or *AKM* is introduced to replace a national examination.

PISA's lack of literacy competence represents the output quality while a business and the industrial world needs a skillful worker. At the university level, even though the curriculum paradigm has been changed to meet the Indonesian National Qualification Framework (hence shorten as *KKNI)*, the lecturers and stakeholders seem to hold the teaching-learning activities as business as usual. The mindset does not change. The teacher's center is still maintained. Lecturing with assignments is the favorite teaching method. Students' activities tend to fulfill paperwork, never be involved in a conference, research activities, or even company/internship. Some universities open a particular class for a worker. The students are taught all subjects theoretically without giving them a significant opportunity for practice. The curriculum is never reviewed. The teaching-learning activities are not based on the research since they never investigate the actual issues.

The *KKNI* curriculum in the study program is designed by involving some aspects such as institution vision, graduates profile, National Higher Education Standard, as Figure 1.
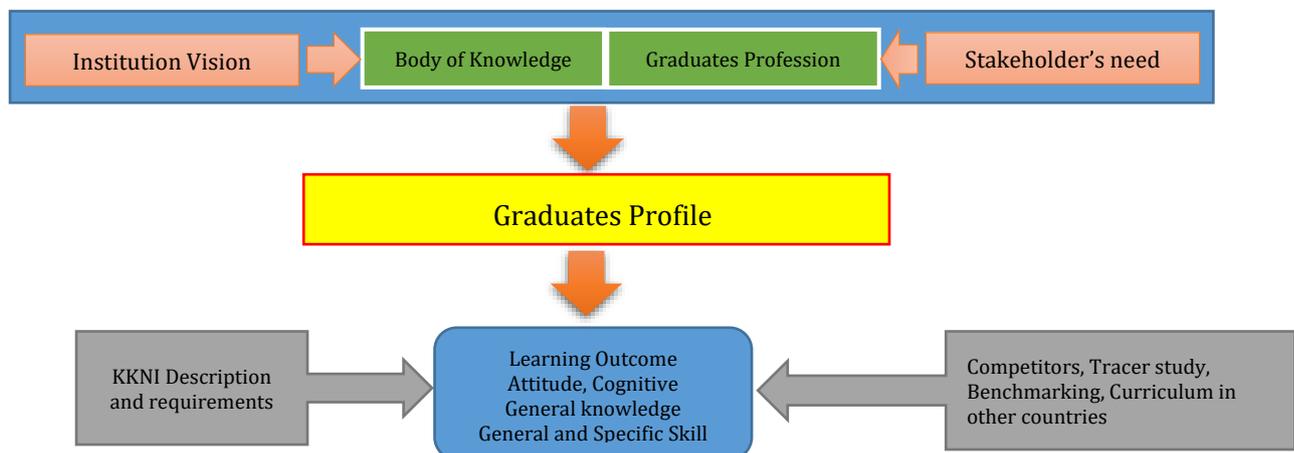

Figure 1. KKNI design in study program (Dikti, 2014)

An Institution's vision (university and study program) and stakeholders' needs, particularly from the business and industrial world, are combined and put into arranging the body of knowledge and graduates profession. The identification and analysis result in the graduate profile, including the expected skills. The KKNI description and curriculum from other countries, including the competitors, enrich the expected graduate profiles (Endrotomo, 2014). This profile becomes the target that should be achieved. One of the measurements to examine whether the institution is of good quality or not is based on the waiting period for work and the student body's number. From the design, the industrial mindset of education is observed. People eventually choose the university based on how fast they can work after they graduate, not considering soft skills or intangible aspects such as righteousness, piousness, or honesty.

3.1. The Nature of Education

Since Prophet Adam a.s until now, education has formed human civilization. The essence of education is how to engineer the mindset (Covey, 2010) to have a high thinking order skill (Sanusi, 2013) and education plays a crucial role as a part of the revolution (Walker 1981), to humanize a human (Driyakara, 1980), and to prepare the next better generation (Crown, 1960; Achmadi, 2005). In the Islamic perspective, education is served for creating a *rabbaniah* generation, Islamic personality (An Nabhani, 2001; Asharaf, 1994) and for avoiding the hellfire, as Allah Swt states in At Tahrim, verse 6.

يَٰٓأَيُّهَا الَّذِيْنَ اٰمَنُوْا قُوْٓا اَنْفُسَكُمْ وَاَهْلِيْكُمْ نَارًا وَّقُوْدُهَا النَّاسُ وَالْحِجَارَةُ عَلَيْهَا مَلٰٓئِكَةٌ غِلَاظٌ شِدَادٌ لَّا يَعْصُوْنَ اللّٰهَ مَآ اَمَرَهُمْ وَيَفْعَلُوْنَ مَا يُؤْمَرُوْنَ

O, believers! Protect yourselves and your families from a Fire whose fuel is people and stones, overseen by formidable and severe angels, who never disobey whatever Allah orders—always doing as commanded.

People, mainly Muslims, need to seek knowledge to be practiced since all Muslims should perform actions with knowledge in Islamic teaching. They are forbidden to do anything without being sure of the law action—*halal* (accepted) or *haram* (forbidden). The position of education in Islam is essential. They are organized everywhere long before the term of school is recognized. Education is found in mosques, in family houses, and also in society. The term "everywhere is school and everyone is a teacher" represents that the school and education are different (Bakar, 2003). People who are going to school are not always educated. People who are educated are not always going to school. Dewey (in Sanusi, 2013) reviews the differences between school and education in Table 1.

Table 1. The difference between school and education

School	Education
Teaching	Learning
Information	Knowledge
Generic	Knowledge
Competency	Quality
Linear	Complex
Work/worker	Humanity

The table above clearly shows that school is only a small part of education, not education itself. A school is referred to as the word *skhole, scola, scolae, or schola ,* which has a similar meaning of leisure devoted to learning (Mifflin, 1979). A school is where children come in their free time to play and learn while their learning activities are in their mother's hand. The main point here that school in its history is not a compulsory place for learning. The mandatory institution should teach children is a family.

The education of enlightenment can be traced from the history of prophets. Prophet Ibrahim taught his son, Ismail. Prophet Muhammad saw taught and trained his *shahabah*. So, the transfer of personality, value, and knowledge happens in the activities, for something huge, creating and preserving a human civilization (Kodrat, 2019), not for getting a job. Concerning the current education situation, the concept of deschooling society is introduced by Illich (2000). He criticized the school activities, which merely focus on the transfer of skill and human capital. This changes the social paradigm of learning and education. A good education can only be achieved at school with a high tuition fee. The more expensive a school is, the easier the children get a good job and salary. This situation shows how a school represents a transactional activity between parents and school leader/manager. It is what Freire called the banking concept of education (Collins, 2011).

3.2. Industrial Factors

The education management in Indonesia today is based on bill No. 20, the Year 2003 about National Educational System. More specifically, the regulation of Minister of Education and Culture No. 3 the Year 2020 about National Higher Education Standard is applied. The industrial factors of education in Indonesia appear from philosophical views as follows.

1. The benchmark of the educational output is a Programme for International Student Assessment (PISA), The Trend in International Mathematics and Science Study (TIMSS), and Organization for Economic Cooperation and Development (OECD). The expected output measured in the benchmark is the level of competence in numerical and reading literacy based on the need of the corporation in the business and industrial world.
2. Since the referent objective is a PISA and the business and industrial world, the university output is measured by the number of GPA and the internship certificates to show the graduates have working experiences. It shows that education is seen as a material purpose, not for the after-life interests.
3. A study program is accredited by BAN-PT, which has specific instruments. One of the instruments is about the student's body and a waiting period of work, measuring the level of people's interests towards the study program and industrial and business needs. It shows that educational design is based on market needs and satisfaction.
4. The university and study program curriculum is based on stakeholders' demands (government and business and the industrial world). The university reviews the curriculum anytime when the need from the business and industrial world suddenly change (Maksum, 2010). Soft skills are a compliment in supporting hard skills (competency) when the graduates become workers.
5. Education as human capital is socialized to people. Students are an investment that is deposited at university. Meanwhile, the university becomes the investor as representative of the business and industrial world. This is a banking concept of education suggested by Freire (Collins, 2011; Buchori, 1994). Consequently, students are passive. Their brains are like an empty glass watered with skills needed by the business and industrial world. The parents should pay for the educational services.

Figure 2 shortly describes the educational design in Indonesia.
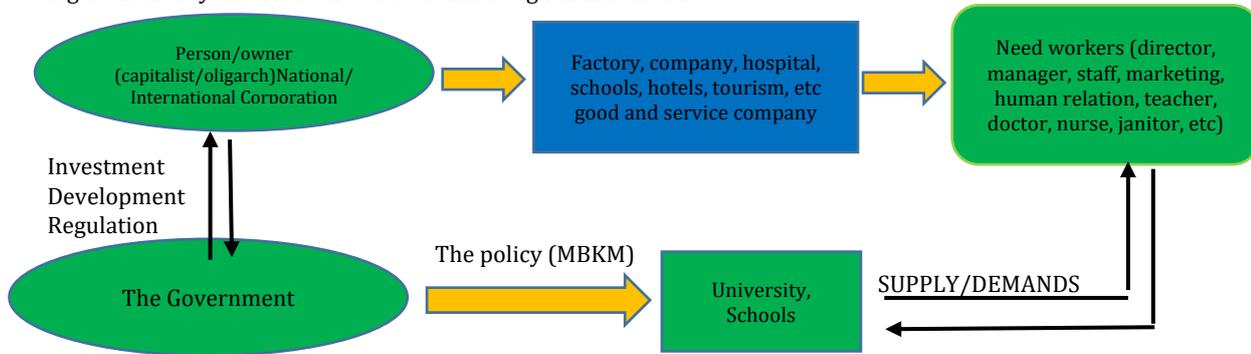
Figure 2. The Industrialization of educational design in Indonesia

The capitalist elites, investors, local and International corporations come to Indonesia. They invest the money and build the business infrastructure, such as factory, hospital, hotel, school, park, etc. Human resources are needed to operate the business. A job vacancy is spread out with various professions wanted. To meet the business and industrial world needs, school and university teachers train the students in line with the MBKM policy. The graduates are accepted in the fieldwork. To gain the competency certificate, the workers take a short course in university. To stabilize the investment atmosphere, the government locks the worker payment with the regulation (province minimum wage). In this case, the omnibus law is stipulated to invite many investors. Figure 2 simply shows that the university teaches the graduates as skillful workers for industry. However, It seems to be difficult for the university to provide the graduates to be the corporation's owner.

3.2.1. Link and Match

The mismatch in education is the main factor in which the link and match program is applied. The students get an academic degree and benefit from their job careers (Robst, 2017; Holzer, 2013). However, the research shows that there is still a mismatch in fieldwork (Sloane, 2013; Boudarbat and Chernoff, 2015). The mismatch, consequently, increases unemployment. Furthermore, the government will be regarded as a "fail" by people in eradicating the problem of unemployment. The link and match policy is considered as competency exploration needed by the business and industrial world (Disas, 2018; Iammarino and Marinelli, 2014). Education is intended not only to have supply-minded but also demand-minded. The policy is hoped to reduce the unemployment from middle and higher education (Mcgowan and Andrews, 2015; Walter, 2014).

The concept of link and match can be observed in Figure 3.
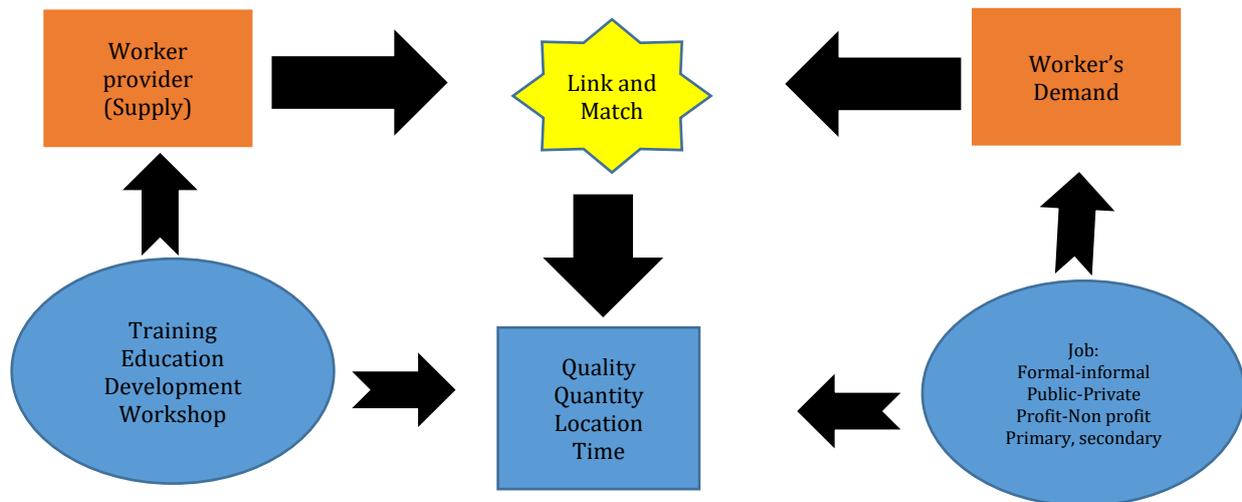
Figure 3. Link and match concept (Disas, 2018; Gaeta, Lavadera, Pastore, 2017; Walters, 2014)

Figure 3 shows that the university plays a role as a worker supply. The education should meet the requirements in quality, quantity, time, and location. Meanwhile, job opportunity is opened for only a qualified and skillful worker (Usman, 2012; Indar, 2014). The next concept of link and match is how education can influence a worker's demand by creating a high standard curriculum and services; then, the business and industrial world asks the university graduates. Again, education, from the perspective of link and match, stays in the industrial chain works. Ironically, the national education objective in terms of religiosity and character building seems to be ignored and should be in line with industrial demands.

3.2.2. MBKM Program

MBKM program is a link and match derivation. The paradigm of MBKM is similar to a previous link and match policy. The study program should develop a curriculum that is adaptive and is giving more practical experiences for students. The difference is that the MBKM program focuses on students' perspectives while links and matches emphasize university management. In MBKM, students have a right to study off-campus. They can choose one of the learning models, such as (1). Student's exchange; (2). Internship; (3). Teaching assistance; (4). Research; (5). Humanity project; (6). Entrepreneurship; (7). Independent project; and (8). Developing the village/*Kuliah Kerja Nyata Tematik* (Dikti, 2020) from two until three semesters (20-40 credits). The university must facilitate students who want to take the MBKM program.

The learning experience from a practical job is expected to encourage students to know the real world of industry. On one side, the students know the business and industrial world directly when joining the internship program. They also experience a new

academic atmosphere and competition when they choose student exchange programs. Soft and hard skills are trained in the real world. In brief, the students are served with the practical and real conditions they will face when they graduate from university. As an active response to the MBKM program, the study program should regularly review its curriculum, learning outcome and more active in anticipating the change in the business and industrial world. To adjust with the program, the study program should overview the extra-curricular and students' activity, which is believed not to strongly give students development.

However, the MBKM program is still under the industrial and capital perspective. The university is still in the position of worker provider. MBKM program is a government policy that gives students' opportunity to skip the class in two or three semesters to swim in the large ocean of industry. Later, the result is a credit transfer. The university should make a Memorandum of Understanding with many companies, governments, institutions. The students can be more skillful since they experience. From this aspect, the graduates will be easier to take part in the business and industrial world.

Islamic perspective toward educational policy concerns developing students' thoughts and attitudes (Asy-syakhsiyyah Al Islamiyyah), not merely focusing on the industrial world experiences. In the MBKM program, students play a role as a part of industrial elements (a skillful worker), not are shaped to be a leader or owner of a corporation. In an Islamic view, the government should create a human resource that knows how to apply their competence following halal and haram standards. Students can actively react if the corporation breaks Allah's rule in exploiting natural resources and perform *amar ma'ruf nahyi munkar* if the forbidden or illegal activities happen in the business process. Unfortunately, the MBKM program does not facilitate students to show the Islamic activity while students should have been positioned as social controls.

The Industrialization of education in the MBKM program is viewed in the aspect of curriculum orientation. The university and study program develop the curriculum based on the graduate's tracer study and business and industrial feedback. The quality of education is measured by the university's service to their customer, including students, their parents, government, business, and industrial world, and the stakeholders (Salis, 2002). A good curriculum is based on how many graduates are accepted by the business and industrial world and how fast they work in informal sectors. Then, the curriculum's attitude and personality or soft skills follow the business and industrial world, not based on the religious demands which should be taught and performed by students. In this case, the MBKM program fails to develop human resources as the national education objective expects.

4. CONCLUSION

From the finding and analysis, it can be concluded that the Industrialization of education blatantly appears in MBKM policy published by the Minister of Education and Culture. The industrial factors become a great concern in educational design which means that the national education only sets the students to be a skillful worker as the main objective while in the objective of national education in the Bill 20 the Year 2003 shapes the character and personality building as a priority. MBKM programs emphasize that skillful workers should fulfill the business and industrial demand as an integrated part in eradicating unemployment.

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