



Government Policy of Independent Learning-Independent Campus: Analysis of Student Knowledge and Readiness

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Abstract: This study aimed to analyze the knowledge and readiness of students in the application of Independent Learning-Independent Campus (MBKM) in the Study Program of Information Systems, Faculty of Information Technology, Flores University. This study applied a survey method with a descriptive approach. The data obtained from the population are 277 student respondents. The instrument used in this study was a questionnaire using SPADA DIKTI by the Ministry of Education, Culture, Research, and Technology (KEMDIKBUD RISTEK). Data that has been collected through questionnaires were analyzed using descriptive analysis. The results of this study indicated that students in the Study Program of Information Systems, Faculty of Information Technology, Flores University have sufficient knowledge and readiness and a positive response to the MBKM program. This shows that MBKM has a positive impact on the technical, learning process and evaluation of learning activities in higher education.

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Introduction

The learning approach in higher education relies heavily on the verbal transmission of content knowledge (Hobbs, 2017). The lecturing process and textbooks are the main tools in the college classroom. Whereas, to be successful in many fields of study, students must acquire knowledge through innovating and creating for education to be important for higher education. The higher education system is considered to be responsive to students, trying to provide the learning programs needed, as well as the need to provide learning facilities and convenience for students (Mota & Scott, 2014). This is because universities are required to be able to produce graduates who are ready to implement and adapt to real-life after post-campus or university life (Banda, et. al., 2022).

In answer to this, the Independent Learning-Independent Campus Program (MBKM) was implemented by the government, in this case, the Ministry of Education, Culture, Research, and Technology (Kemdikbud Ristek) at universities. The program, which started in 2020, focuses on the active student learning process and the off-campus learning process (Purike, 2021; Puspitasari & Nugroho, 2021). The implementation of MBKM certainly demands changes and progress for students as a form of adaptation to the student's learning process. Students are required to be able to respond to this policy and adapt appropriately to the demands of information technology development (Purike, 2021). The MBKM program focuses on learning outside of tertiary institutions so that students can have a learning



experience outside their home campus zone (Kamaliah & Andriansyah, 2021). MBKM also aims to improve relations between students, lecturers, and partners, as well as transfer knowledge to complement each other in the implementation process (Kemdikbud, 2020). The MBKM policy provides opportunities for students to improve the competence of their graduates, both soft skills and hard skills so that students are more resilient and able to adapt to the needs of the times, and can adapt themselves as good future leaders of the nation (Ishak, 2021).

Moreover, MBKM program aims to equate education for students with the needs of the working world. This means that universities need to prepare students on campus to welcome this policy (Oktaviani, Elmanora & Doriza, 2021). In addition, judging from the process, the MBKM program makes demands for students to be able to develop knowledge, skills, and competencies both using technology while opening up opportunities to be able to build good cooperation and connections (Hobbs, 2017). Besides, MBKM is outstanding to prepare students to organize a competencies so that they can compete and be resilient to face globalization (Paripurno, Nugroho, Wicaksana & Mahojwala, 2021). This means that understanding, analyzing, assessing, and evaluating information using technology and information is certainly needed in the learning process at the higher education level, therefore, the knowledge and skills acquired become more meaningful (Ririen & Heriasman, 2021).

Most importantly, the MBKM program provides a guarantee of quality both during the process and the results obtained. This means that every campus needs good quality standards to ensure good processes and results of activities so that the competencies of graduates produced are as expected (Yohana, 2021). In the MBKM Guidelines published by the Kemdikbud (2020) it is stated that the implementation of the MBKM policy is guaranteed quality, it is necessary to know the quality of participant competence, implementation, and the internal coaching process. and externally, facilities, reporting and presentation of results, and assessment.

The MBKM policy must be preceded by ensuring the readiness of universities, lecturers, and students for the program while getting government support to achieve its goals, which involve increasing the capacity and quality of higher education in Indonesia (Yusuf, 2021). Based on this, universities need to know the level of student ability both in understanding and in their readiness to face the MBKM program (Kemdikbud, 2020). Furthermore, student perceptions of MBKM are very important to be recognized, considering MBKM is a program that provides opportunities for students to determine and gain learning experiences outside their campus (Nyoto, 2021).

Up to this point, there have not been many studies that describe the results of implementing MBKM learning because this program has just been released. Consequently, the purpose of this study was to analyze the understanding of students' knowledge and readiness towards the MBKM policy. As for what will be described the technical, learning process, and evaluation of the MBKM. The results of this study will be used as an adaptation of the study of MBKM activities regarding planning, learning processes, assessment, and evaluation of learning. The results of this study are used to see a comprehensive picture of the facts and circumstances that describe the condition of the study program of Information Systems at the University of Flores in the preparation and implementation of MBKM (Basri, et. al., 2021). In other words, the results of this study will be used to see the suitability of the existing study program curriculum and become a reference for designing relevant learning processes and academic collaborations (Baharuddin, 2021).

Research Method

The method used in this study was a survey method conducted on 277 students of the Information Systems Study Program, Faculty of Information Technology, Flores University. This study applied descriptive research with a quantitative approach (Creswell, 2013). Data were collected from 277 respondents through a questionnaire that had been prepared by the Ministry of Education, Culture, Research, and Technology through the SPADA DIKTI application. After going through the data request stage from the team of the Directorate General of Higher Education, Research and Technology, the data was collected and sorted respectively. Furthermore, the data were analyzed using descriptive analysis.

The descriptive analysis had carried out starting from organizing the data, breaking it down into units, synthesizing it, compiling it into patterns, choosing what was important and what would be studied, and making conclusions that can be explained (Sugiyono, 2016). The data analyzed were sourced from primary data through mapping the results of the questions used in the questionnaire. All analyzes used standards, namely diagrams of student answers that are presented using statistical data information (Bethlehem, 2009). Each procedurally standardized research item, it will become a reference for planning, learning processes, evaluation, and evaluation of learning, as well as implementing the study program curriculum to design relevant learning processes and academic collaborations.

Results and Discussion

The MBKM policy is a program launched by the government as a hope to improve the quality of learning and education in higher education, so that students can play a real role when entering the real world of work, in implementing the level of understanding and knowledge, especially for students (Martini, et. al., 2021). This research on the impact of MBKM is in collaboration with the team from the Directorate General of Higher Education, Research, and Technology, in measuring the implementation of MBKM policies and programs that have been running according to the provisions. The results of the survey data are presented in each item of the questionnaire that was obtained to focus on learning achievement that is in line with the chosen field and accordance with scientific disciplines (Rodiyah, 2021). The study was conducted on all student populations from the Information Systems Study Program at Flores University. The Information Systems Study Program is the youngest major at Flores University, but in the performance of the learning process, it has implemented the MBKM program. The data obtained are as follows:

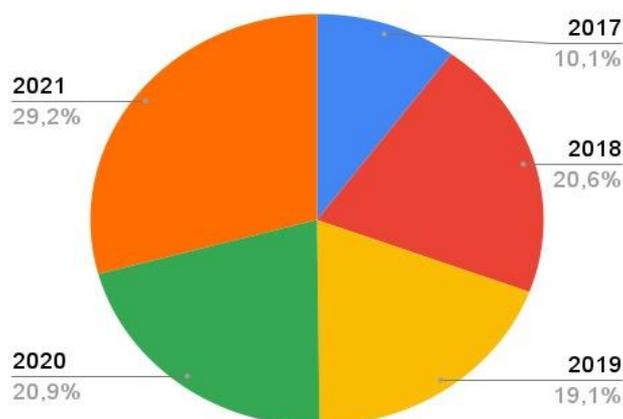


Figure 1. Graph of Overview of Respondents of Information Systems Study Program Students

The Information Systems Study Program is a new major at Flores University. Established in 2017, based on Figure 1, there have been 5 batches recorded. In filling out this questionnaire, the 2021 batch of 81 students became the most respondents in this survey.

How well do you know about the Independent Learning-Independence Campus (MBKM) policy?

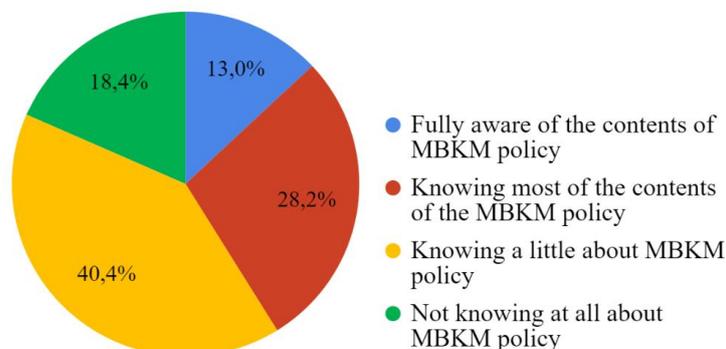


Figure 2. Survey Results Regarding Respondents' Knowledge about MBKM Policy

Figure 2 shows the respondent's knowledge of the MBKM policy. It can be seen that 36 respondents were fully aware of the contents of the policy. Meanwhile, 78 respondents stated that they knew most of the contents of the MBKM policy. Furthermore, the most choices were 112 respondents who chose to know little about MBKM policies. Meanwhile, 51 respondents stated that they did not know about the MBKM policy. Based on these results, 51 respondents were not followed in the next question, namely from questions 2 -21 question, and were immediately inputted again on requests for criticism and suggestions by the rules in the SPADA DIKTI.

Where did you get information about the Independent Learning-Independent Campus (MBKM) policy?

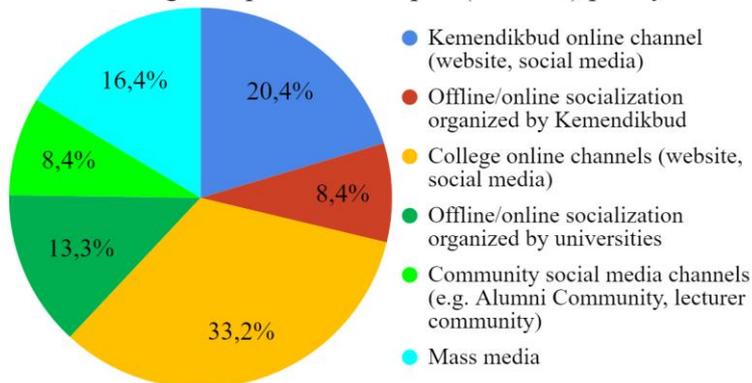


Figure 3. Media Platform Survey Results

Furthermore, Figure 3 shows that the online university channel is the information platform that was most chosen by respondents in seeking information about MBKM. This shows that universities have an important role in the socialization of MBKM not only as regulators and policymakers but also as support in every policy (Hermanto, Kusnanto & Fadilah, 2021). Meanwhile, the online channel of the Ministry of Education and Culture occupies the first position as the most chosen as the best platform for obtaining MBKM policy information in universities, namely at 22,6%.

If you were asked to choose from 8 (eight) forms of learning activities outside the study program, which one would you choose?

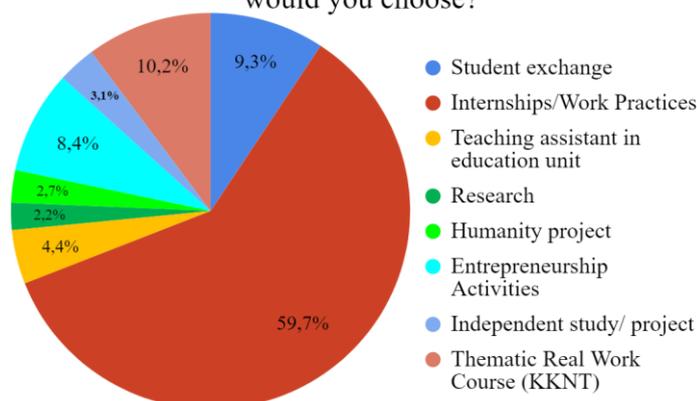


Figure 4. Graph of Respondents' Interest Survey Results on the MBKM Program

In several programs provided by the Ministry of Education and Culture in the MBKM policy, internships or work practices were the most chosen by respondents, namely students of the Information Systems Study Program. This may be because internships or work practices are programs similar to MBKM which have been practiced in the Information Systems Study Program itself. This is evidenced by the choice of 31.8% (103) of student respondents who knew that a program similar to MBKM that has been run by the Information Systems Study Program is Internship/work practice.

In addition, internships are one of the MBKM industry internship activities as an effort to improve quality and provide a more real and comprehensive experience. Besides, internships or work practices in their implementation are an effort to improve quality and provide a more real and comprehensive experience so that students feel closer and more experienced in post-graduation life (Fatah, 2021; Putri, et. al., 2021).

Have you prepared yourself to be a part of MBKM activities?

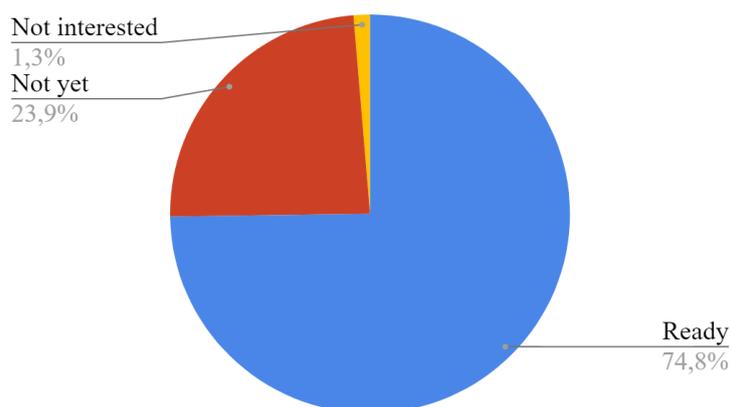


Figure 5. Results of the Student Readiness Survey to Take Part in MBKM Activities

Figure 5 shows that 169 respondents from the Information Systems Study Program stated that they were ready to participate in the MBKM policy program. Off-campus learning is one of the attractions for students to participate in MBKM policy program activities. This motivation certainly plays an important role in encouraging students to act, determine the direction of action and choose actions to determine what actions are chosen to achieve goals, these various abilities are the abilities that must be met to improve their competence (Ririen

& Heriasman, 2021). Internship programs, teaching in Education units and student exchanges made students happy to interact with new environments outside their campus (Puspitasari & Nugroho, 2021). In brief, the MBKM program shows that students can learn and collaborate independently according to the requests and goals they want to achieve (Oktaviani, Elmanora & Doriza, 2021; Meke, et. al., 2022). Furthermore, in the questionnaire items, questions regarding students' beliefs about the time to complete lectures, are depicted in graph 6.

In your opinion, will learning activities outside the study program have implications during the study period?

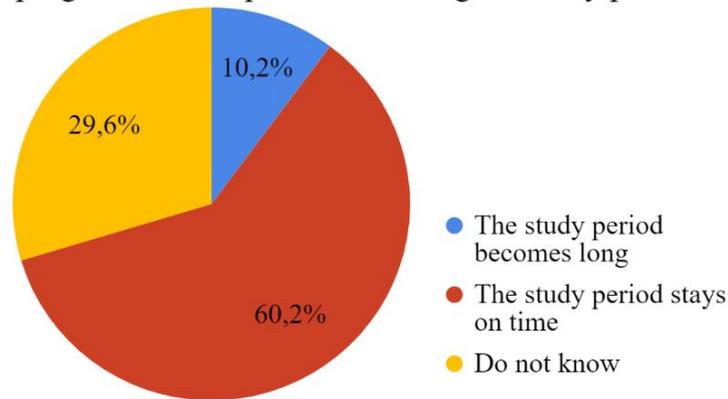


Figure 6. Graph of Student Confidence Survey in Completing Lectures on Time

In practice, the MBKM program provides many off-campus activities. So maybe many courses are missed. However, in its activities, MBKM provides promising SKS credits, therefore they can be converted to courses related to student lecture activities (Kemendikbud, 2020). This makes students believe that the conversion of credits helps students to still be able to finish college on time (Baharuddin, 2021; Alatas, 2021).

In your opinion, will off-campus learning activities provide additional competencies such as skills in solving real complex problems, analytical skills, professional ethics, etc?

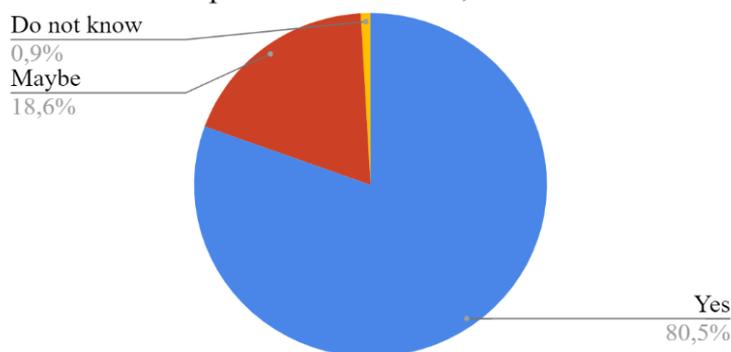


Figure 7. Survey Results of Respondents' Positive Response to MBKM

Furthermore, the positive response was shown by students in the implementation of MBKM. 182 respondents (80.5%) believed that MBKM activities, namely learning outside campus, can provide additional competencies such as skills in real-world problems, developing skills in analyzing and developing ethics and professions in the world of work (Krisnanik, Saphira & Indriana, 2021; Nehe, 2021).

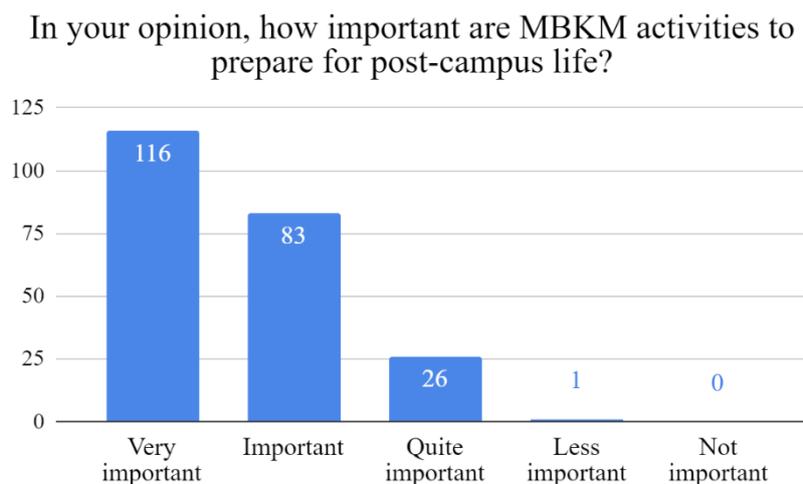


Figure 8. Student Survey on Respondents' Positive Responses to Students

Positive responses were also given by respondents to the importance of MBKM in preparation for the world of work after completing their studies (Wijiharjono, 2021; Latifah, et. al., 2021). This shows the hope and confidence that students build in the success of the MBKM program in helping students get good jobs after graduating from college (Meke, Astro & Daud, 2022).

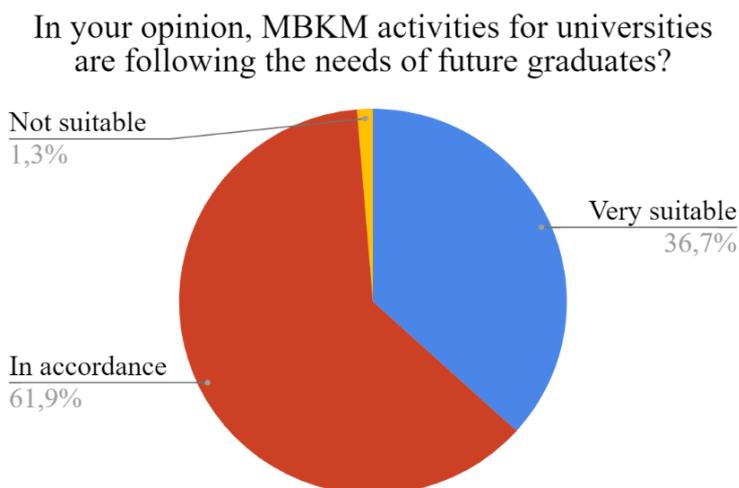


Figure 9. Graph of Positive Response Surveys given by Respondents to MBKM

Furthermore, Figure 9 shows that positive responses were also given by the respondents from the Information Systems Study Program to the questionnaire items. They stated that MBKM provides a good student experience and is by the needs of post-graduate students.

MBKM program is a policy that provides opportunities for students to have great chances to connect and interact while studying, both outside the study program and even outside the campus. This is certainly a concern not only for students but also for studies and universities. MBKM activities are certainly expected to be able to attract students' interest in participating to improve their quality as graduates (Oktaviani, Elmanora & Doriza, 2021). In general, MBKM has a positive impact on MBKM activities at Flores University. MBKM provides college students with as close as possible to the world of work according to their interests and fields of knowledge (Widiyono, Irfana & Firdausia, 2021). The implementation of MBKM provides time for students to study outside their campus, get to know the outside



world positively, and give students the opportunity to predict their future (Martini, et. al., 2021). Moreover, the positive response of students about MBKM is also seen from the survey results where students believe that the MBKM policy can provide experience and motivation for students' future goals.

As has been noted, the MBKM program is also believed to provide experiences through innovative learning that will produce maximum achievements and by developing conditions. Practicing outside the campus is one of the right choices as one of the tips for students to learn independently and collaborate in gaining knowledge that is not only done indoors (Paripurno, Nugroho, Wicaksana & Mahojwala, 2021). The MBKM program gives high prospects for college students to be able to develop their quality while studying in higher education. This will certainly have a positive impact and be able to bring the progress of Indonesian universities (Ishak, 2021).

Furthermore, in its implementation, collaboration between universities and study programs with parties outside the campus as well as the mechanism for internships outside the study program are things that need to be considered (Ishak, 2021). This means that government support, the readiness of universities, lecturers, and students, as well as partners or all stakeholders, have a positive and significant impact on the successful implementation of the MBKM policy (Lestiyani, 2020; Nona, et. al., 2022; Yusuf, 2021). Therefore, the implementation of MBKM certainly needs the support of both universities, the readiness of lecturers and students, as well as support from the government and stakeholders to ensure the success of this program.

Conclusion

The conclusions result obtained that MBKM give positive impact in learning activities in higher education. This is shown by the results of a survey conducted on students of the Information Systems Study Program Flores University which stated that 98% of student respondents admitted that the MBKM program was by the needs of students in the future. In addition, 116 respondents agreed that it was very important, and 83 respondents indicate the importance of participating in the MBKM program to prepare themselves for post-campus life. Furthermore, 74.8% of student respondents also stated that they are ready to participate in the MBKM policy program. Great opportunities to learn and teach the world outside campus provide an overview for students to know and gain great experience in the field. This is supported by the opinion of students that internships or work practices are the most chosen MBKM program by students of the Information Systems Study Program at Flores University.

Recommendation

The results obtained from this research are points that need to be considered by the study program leaders to review the planning, develop the learning process, assessment, and evaluation of appropriate learning for students in their adaptation to MBKM policies. Meanwhile, the results of this research can be a comprehensive picture for university leaders and policymakers to see the suitability of the curriculum at both the tertiary level and existing study programs to re-examine and design relevant learning processes and academic collaborations. In addition, suggestions are also given to further researchers to conduct a post-implementation survey of the MBKM policy in each study program. The short research time is also an obstacle so it is recommended that the research time can be carried out at the optimal time so that optimal research results can be obtained. Further research is also needed to re-examine the technical model of the MBKM Program by investigating the readiness of all universities in Indonesia.



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