

Lecturers' and Students' Responses toward the Implementation of the Merdeka Belajar-Kampus Merdeka (MBKM) Program at Alma Ata University

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ABSTRACT

Independent Learning-Independent Campus (MB-KM) is a policy that has been issued by the government and is contained in the Regulation of the Minister of Education and Culture Number 3 of 2020 related to the National Standards for Higher Education. Students don't only have one skill, but also several skills through the MBKM program. In addition, lecturers are required not only to teach related content but also to improve soft skills and implementation so that students can achieve the expected graduate achievement targets and be ready to work. The purpose of this study was to determine the response of students, lecturers and education staff to the MBKM program, and the implementation of the Tridharma at Alma Ata University. This type of research is qualitative cross-sectional study and data collection using a questionnaire survey online method. The sample of this study was students and lecturers at Alma Ata University, until the completion of the study, the sample size was 855 students and 114 lecturers. The survey was conducted online through the MBKM implementation questionnaire with the type of closed-ended question. The results of this study indicate that students are excited to participate in MBKM activities, particularly within the framework of the internship program and the real work lecture (KKN). In addition, it is known that there is still a low understanding of students, several lecturers, educational staff, and partners regarding policies and Standard Operating Procedures (SOP) for MBKM activities made by both the University and the Study Program level. The socialization associated with this program must be ongoing with the university community and educational partners. The response and implementation of MBKM that has been

carried out well will be able to produce graduates with hard skills and soft skills who are ready to face the world of work independently, innovatively, and tough.

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1. INTRODUCTION

Change is a necessity that cannot be avoided in human life, including changes in science and technology. Science and technology are changing so fast in this global era, (Maunah, 2020). In this era gave rise to many jobs that previously existed, but also eliminated some skills or jobs that had existed before. This reality encourages college/university graduates to be expected to be the spearhead of the future success of the younger generation (Nanggala, A., & Suryadi, 2020). The government is also trying to reduce the unemployment rate by looking for a relationship between education and the industrial world, so that it is hoped that university graduates will become graduates who are ready to work with skill competencies in accordance with their field of work, (Yusuf & Arfiansyah, 2021). This condition occurs due to the lack of optimal link and math between education and the world of work which is very dynamic (Putri Ulfa Kamalia, 2021). So, it takes graduates who are creative, innovative and responsive to changing times which are very dynamic so that universities must also improve to produce excellent graduates as expected.

Cooperation is something that is needed to respond to the dynamics of this rapidly changing era, not competition (Gidden, 1990). Cooperation with various parties that allows for the benefits of both parties, so that the Ministry of Education and Culture develops the Independent Learning Independent Campus program or what is often called Independent Learning Independent Campus (Kemdikbud, 2020). Through the MBKM program, students are given the opportunity for one semester which is equivalent to 20 (twenty) credits of studying outside the study program at the same university, and a maximum of 2 (two) semesters which is equivalent to 40 (forty) credits in studying at the same university. majoring in the same program at different universities, studying in different courses at different universities, or study outside the university (Thohir.M, 2020).

The results of the research conducted by Purwanti (2021) on the preparation for the implementation of the MBKM program at the Institute of Higher Education, show that not many universities have been prepared and implemented the MBKM policy. There are still many pros and cons of the policy, but most colleges respond positively as it can help minimize the unemployment rate in Indonesia by providing students with the readiness into the job market through the implementation of the MBKM program (Purwanti, 2021). The MBKM program is presented in the results of Pristiana et al. (2022), which analyzes the implementation of the KSK MBKM Program at the University of August 17, 1945 Surabaya. The results show that through the distribution of questionnaires and focus groups (FGD) to the entire academic community and partners. There are still many students, partners, lecturers, and employees that do not understand the policies and activities of MBKM SOPs. Although students, lectures, and partners are enthusiastic about the implementation of the MBKM program, it is still necessary for socialization and education directly (Astuti & Rosiawa, 2020; Pristiana et al., 2021). The MBKM program became a challenge for the University during the COVID-19 pandemic with the use of technology in its implementation (Suardi & Nur, 2022). The MBKM program challenges the creativity of

lecturers and students, in addition to providing opportunities for students to improve their learning with expanded experience and new skills (Ariyanti et al., 2021).

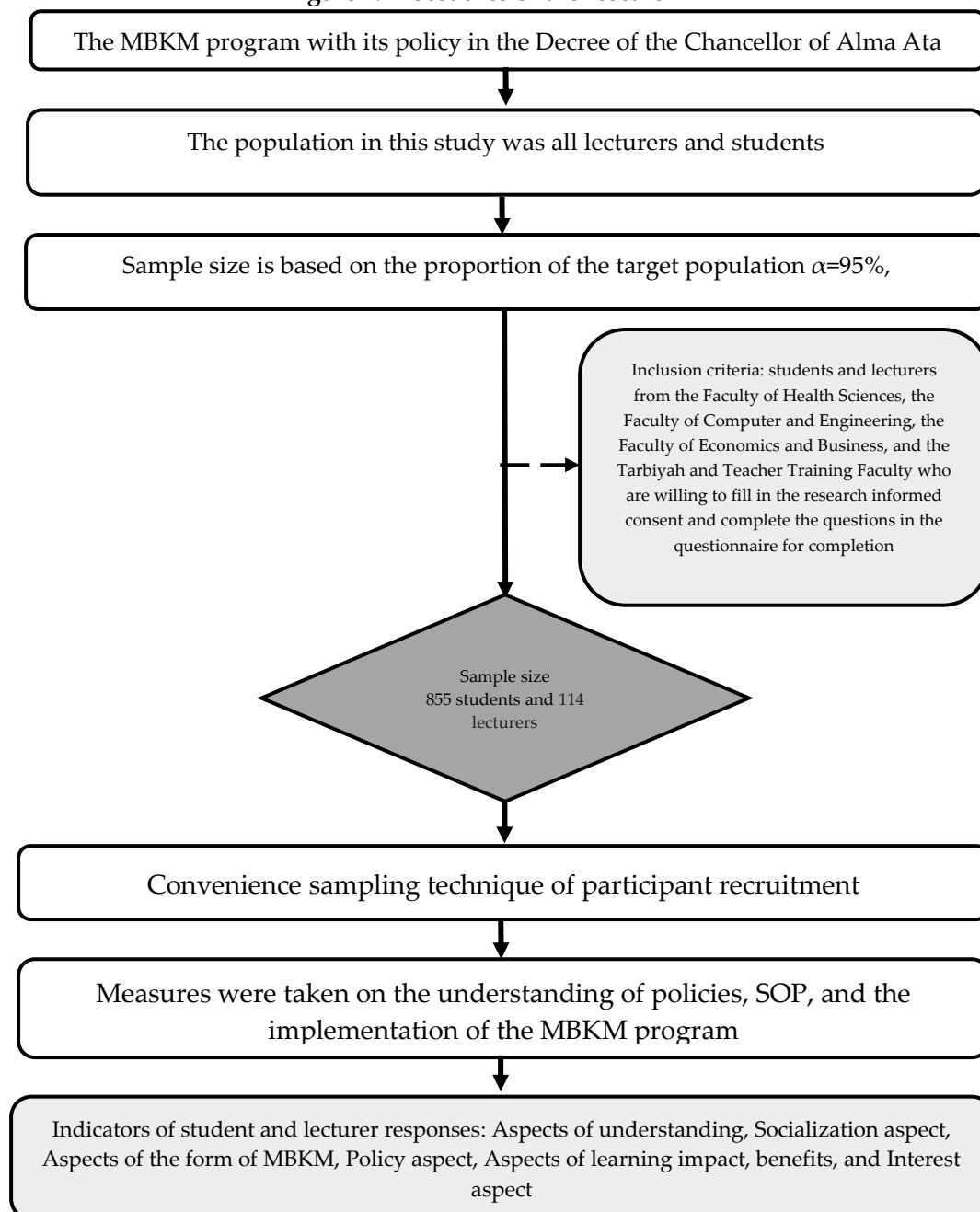
The purpose of MBKM program is to prepare students to have the hard and soft skills needed in the world of work because the concept of the MBKM program is more industrial and tends to be practical in responding to today's demands. In addition, the MBKM program also provides opportunities for students to take courses according to their passion, so that they become graduates who are ready to work. Based on studies that have been carried out (Siregar, N., Sahirah, R., & Harahap, 2020) show that the application of independent learning is very effective for improving cognitive skills (creativity and critical thinking), metacognitive (reflecting the entire learning process) and affective (motivation to adapt). Therefore, further research is needed to determine the readiness, implementation, and achievement programs that have been conducted in accordance with the MBKM policy.

Alma Ata University (UAA) is one of the universities that has implemented the MBKM program with its policy in the Decree of the Chancellor of Alma Ata University number: 044/A/SK/UAA/II/2021 regarding the policy of Alma Ata University regarding MBKM. From this policy, there are students and lecturers who are directly involved in MBKM. Several MBKM programs that have been followed by students are student exchanges, teaching assistance, internships, independent studies, Community Service Program and various other recognitions. Lecturers participate in several activities including competency development through certification, internships and teaching assistance.

However, not all students and lecturers have participated in this MBKM program. So that this research is important to do in order to know the response of students, lecturers to the MBKM program and will also know the implementation of this MBKM in the education and service community aspect of higher education. This study can also be used as an evaluation material for the sustainability of the MBKM program, especially for related parties, both in terms of lecturers, universities and the government.

2. METHODS

This research is a qualitative research with descriptive analysis involving students and lecturers at the Alma Ata University. The population in this study was all lecturers and students, with consecutive sampling technique. Until the end of the study, there were 855 students and 114 lecturers from four faculties, namely the Faculty of Health Sciences, the Faculty of Computer and Engineering, the Faculty of Economics and Business, and the Tarbiyah and Teacher Training Faculty. The sample of this research was taken from each study program of the four faculties, to see the understanding of policies, standard operating procedure (SOP), and the readiness of students and lecturers for the implementation of the MBKM program. The findings of this study are generally described from the entire research sample from the survey results. The process by which this research is implemented is illustrated in Figure 1.

Figure 1. Procedures of the research

The survey was conducted online through the MBKM implementation questionnaire with the type of closed-ended question or closed questions about the MBKM activity program and its realization in the Alma Ata University environment (Lexy.J. Moleong, 2011). The MBKM implementation questionnaire was adopted from the Ministry of Education and Culture to test its validity and reliability. There are 7 indicators (Table 1) and 64 questions obtained from the Ministry of Education and Culture.

Table 1. Indicators of student and lecturer responses

Indicator	Question
Aspects of understanding	9 points
Socialization aspect	7 points
Aspects of the form of MBKM	10 points
Policy aspect	6 points
Aspects of learning impact	18 points
Aspects of benefits	8 points
Interest aspect	6 points

Data analysis was carried out by descriptive analysis of each item of questions given to respondents, namely lecturers and students. Each indicator will score 1 to the correct response and 0 to the incorrect response at each point. The results of the analysis are described at every point in the indicators with frequency and percent. Presentation of the search results in the form of tables and graphs to find out the distribution of understanding in each aspect.

3. FINDINGS AND DISCUSSION

Lecturer and Student Response to MBKM Implementation

a. Aspects of Understanding the MBKM Activity Program

The understanding of lecturers at Alma Ata University towards the Independent Learning-Independent Campus (MBKM) policy as stated in the minister of education regulation No. 3 In 2020 (Figure 2), most of the lecturers as many as 69 (59.65%) lecturers know that most of the contents of the policy from MBKM, 25 (21.93%) lecturers know the whole thing, and as many as 21 (18.42%) lecturers know a little about the policy.

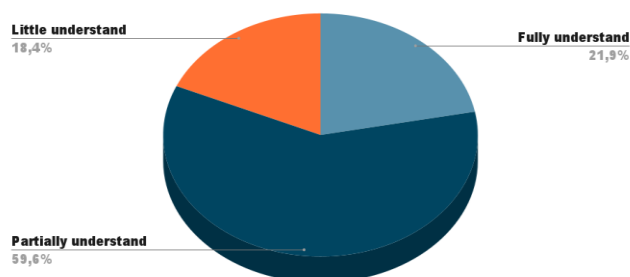


Figure 2. Lecturer's understanding of MBKM policy

In the context of students (Figure 3), the results of a survey of students at the University of Alma Ata, most of the students knew little about the Independent Learning-Independent Campus (MBKM) policy, which was found in 392 (45.6%) students, 336 (39.30%) students knew most of the contents of the policy, 70 (8.2%) students did not know the policy at all, and as many as 57 (6.7%) students knew the policy as a whole.

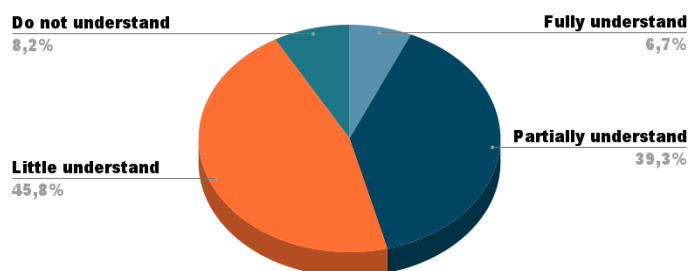


Figure 3. Student's understanding of MBKM policy

Students' understanding of the MBKM policy needs to be disseminated gradually in each of the activities offered, both through the Directorate General of Higher Education and Higher Education taking part in providing understanding to students. Most of the students still gave inaccurate answers, namely up to 3-4 semesters each of which 221 (28.15%) students chose and 127 (16.18%) students chose 1 semester. However, students who really understand the content of policies and implementation of MBKM activities managed to answer correctly regarding the fulfillment of the period and learning load in the learning process outside the university for 2 (two) semesters or equivalent to 40 (forty) credits, which is 216 (two) semesters. 27.52% students.

b. Aspects of MBKM Activity Program Socialization

Based on the results of the survey on the response to MBKM activities (Figure 4), most of the lecturers have received information about MBKM policies through offline/online socialization which has been organized by universities as many as 60 (52.63%) lecturers, 26 (22.80%) through offline/online socialization activities. organized by the Ministry of Education and Culture, as many as 15 (13.16%) through the online channel of the Ministry of Education and Culture or social media websites that provide information about policies and programs of MBKM activities, 7 (6.14%) lecturers know about it through the online channels of PT (website and social media of PT), and as many as 6 (5.25%) lecturers know about it from the mass media/the community of lecturers/alumni and other information providers. It can be concluded that most of the lecturers have received socialization organized by universities.

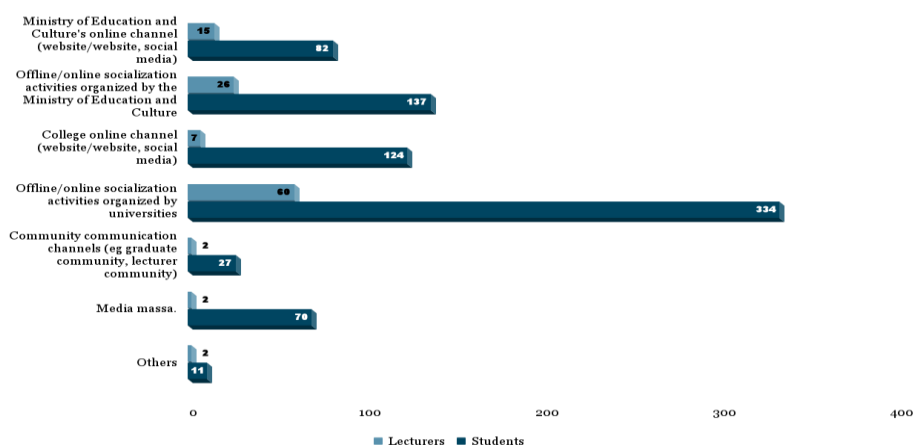


Figure 4. Media education policy implementation of MBKM activity program

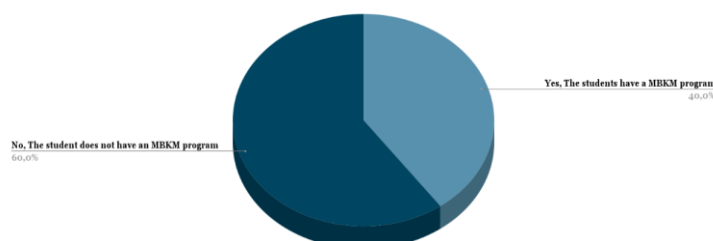
In the context of students, socialization related to policies for implementing the MBKM activity program among students is needed to increase understanding and provide views regarding the goals that will be achieved after the implementation of the activity (Hidayah et al., 2020). Most of the students have received information about MBKM policy through offline/online socialization organized by the university, namely Alma Ata University as many as 334 (42.55%) students. In addition, there have also been many students who have used higher education social media, in this case Alma Ata University as a means to obtain information about the policy, as many as 137 (17.45%) students, as many as 124 (15.80%) students obtained it through social media channels. Ministry of Education and Culture (website/website, social media), 82 (10.45%) students participated in the online socialization by the Ministry of Education and Culture, and 70 (8.92%) students received it through mass media. Policy information obtained through alumni/lecturers is still relatively low, as many as 27 (3.44%) students and 11 (1.40%) students have not been exposed to the policy information. The government and universities can package MBKM socialization activities for millennia following current developments, so that students will be interested in the programs offered and understand the policies in them (Khilmiyah et al., 2020). Based on the results of this study, it shows that the active role of Alma Ata University in its contribution to providing views regarding MBKM activities has been carried out and was followed by most of the students. The goal is to provide understanding to students so that they can take an active role in the MBKM program.

c. MBKM Activity Program Form

The form of the MBKM activity program that has been implemented by the Study Program at Alma Ata University consists of student exchanges, internships/work practices, teaching assistance in education units, research/research, humanitarian projects, entrepreneurial activities, independent studies/projects, and village building/ thematic real work lectures. In the Study Program, the number of credits for courses that are recognized/equalized with the form of MBKM learning activities at Alma University are mostly 10-20 credits (61.40%) in each Study Program, this is adjusted again with the curriculum that has been implemented in the Study Program. MBKM learning activities <10 credits that have been recognized/equalized with MBKM learning activities are 23.68%, 21-20 credits are 6.14%, 31-40 credits are 5.26%. In the student context, several forms of MBKM activities, namely in accordance with Minister of Education regulation No. 3 of 2020 Article 15 paragraph 1, can be carried out within the Study Program and outside the Study Program including Student Exchange, Internships/Work Practices, Teaching Assistance in Education Units, Research/Research, Humanitarian Projects, Entrepreneurial Activities, Independent Studies/Projects, and Building Thematic Real Work Villages/Lectures. Students are given the freedom to choose the MBKM activity

program. Based on the survey results, it shows that most of the students at Alma Ata University as many as 583 (74.27%) students already have previous programs that are in accordance with the form of MBKM activities and as many as 202 (25.73%) students do not have them, shows in Figure 5.

Figure 5. Readiness of the MBKM Program



Students are more interested in participating in MBKM activity programs in the form of internships/work practices as many as 381 (48.54%) 118 (15.03%) students choose student exchange programs, 92 (11.72%) students choose to participate in village building or work studies thematic realities (KKNT), as many as 71 (9.04%) students chose teaching assistance in education units, 31 (3.95%) students chose to run humanitarian projects, 27 (3.44%) students chose to participate in research, and 11 (1.40%) students choose independent studies/projects. Students who later participate in these programs will receive incentives and funding support from the Ministry and LPDP. In addition, the program will receive credit equalization recognition in accordance with the approval of the study program and faculty.

d. MBKM Activity Program Policy

The results of the survey regarding the policy of the MBKM activity program as stated in minister of education regulation No. 3 of 2020 related to the ownership of policy documents related to the curriculum that facilitates Independent Learning-Independent Campuses within the Alma Ata University in the form of rector regulations: academic guidelines or MBKM implementation guides, study programs curriculum to facilitate MBKM in each Study Program shows that most lecturers already know and have as many as 84 (73.68%) lecturers (Figure 6). A total of 21 (18.42%) lecturers said that the policy had been drafted but had not yet been legalized/published, 5 (4.39%) lecturers stated that they did not have the policy draft, and as many as 4 (3.51%) lecturers not aware of the ownership of documents governing the implementation of the curriculum to implement the MBKM activity program.

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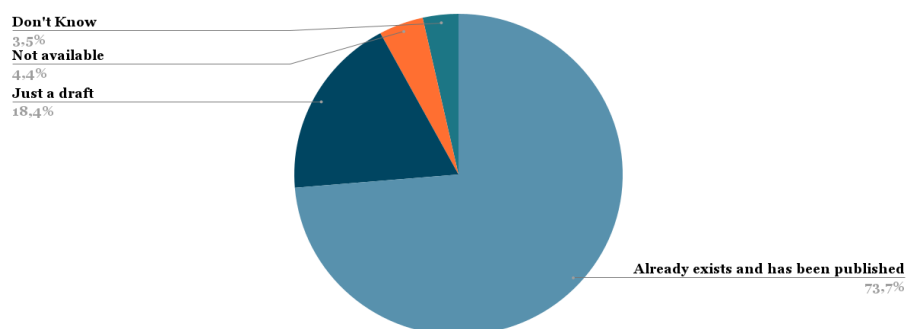


Figure 6. The availability of strategic program documents that facilitate the MBKM implementations

The ownership of policy documents related to the curriculum that facilitates the implementation of the MBKM activity program is one of the strategic steps that must be owned by every university which is then passed down in each study program as a guide for the implementation of each activity. Alma Ata University already has these guidelines that have been ratified and published, these guidelines include policy concepts that support the implementation of MBKM implementation. Judging from the role of the lecturer, the guide has also been adjusted to the Tri Dharma of Higher Education, including the policies contained in the research and community service strategic plan, guidelines for the implementation of research and community service, management of which has begun to be adjusted to the policy of the MBKM activity program (Syah, 2020). So that it is not only in the readiness of the learning curriculum to optimize the success of this MBKM program.

Readiness of policy documentation that has been owned to support the MBKM program, among others in the field of curriculum, one of which is the use of E-learning which can provide distance teaching flexibility and make it easier for students and lecturers to access teaching materials, administrative policies, collaboration between universities, the business world, industry, government, and across countries have been prepared. This is a form of awareness and commitment of higher education institutions, especially study programs in following up on programs that have been planned by involving internal and external parties in their implementation.

e. Role in MBKM

The role of lecturers in the MBKM program at Alma University was observed in this study, the results showed that most of the lecturers had contributed to activities for preparing the implementation of MBKM such as contributing to discussions/meetings/workshops for preparation of activities as many as 88 (77.19%) lecturers, as many as 14 (12.28%) lecturers act as a team to prepare MBKM. In addition, the readiness of lecturers to accept the form of MBKM policies and programs at Alma Ata University is not entirely able to carry it out, as many as 9 (7.89%) lecturers have less interest and lack of information related to MBKM activities and 3 (2.63%) lecturers are not aware of any activities to prepare for the implementation of MBKM in university and study programs. The contribution of lecturers in this program is one of the strategic steps to achieve the success of MBKM activities at a university.

The role that has been implemented by lecturers at Alma Ata University in accordance with the Tri Dharma of Higher Education is community service through Community Service Program (KKN) which have a direct impact on society and education. In connection with these activities, most of the lecturers have contributed to become field supervisors for KKN or student entrepreneurial activities supervisors or internship supervisors or student exchange supervisors before the MBKM Program as many as 79 (69.30%) and 35 (30.70%) lecturers who have not contribute to these activities. In addition to the field of Community Service, the contribution of lecturers in the MBKM activity program in implementing the curriculum, most of the lecturers have contributed to the preparation of the Graduate Learning Achievement Book (CPL) as many as 83 (72.81%) lecturers and 31 (27.19%) lecturers who have never done the arrangement.

Most of the lecturers have studied the MBKM guide book as many as 95 (83.33%) and as many as 19 (16.67%) lecturers have not done so. Understanding related to the role of lecturers in the MBKM activity program will affect the extent to which program implementation has been able to be carried out in each study program in the Higher Education environment. The Directorate General of Higher Education makes it easier for lecturers to understand their role in the MBKM activity program by conducting regular socialization, at Alma Ata University as many as 80 (70.18%) lecturers have participated and 34 (29.82%) lecturers have not. Based on the results of this study, it can be seen that most of the lecturers at Alma Ata University have understood their roles and duties in implementing the MBKM activity program, either through guidelines or the Directorate General of Higher Education's youtube page. This understanding encourages lecturers to play an active role in becoming supervisors who serve as facilitators and manage the management of the implementation of MBKM activities, as many as 92 (80.70%) lecturers are always willing to be mentors, 20 (17.54%) lecturers will occasionally be willing, and 2 (1.75%) lecturers are not willing, this can be due to the level of busyness and understanding of the importance of implementing MBKM activities for lecturers and students. Most of the lecturers are committed to supporting MBKM activities by suggesting and encouraging students to take part in the MBKM activity program, as many as 103 (90.35%) lecturers are willing to play an active role. Efforts that have been made by Alma Ata University through each Study Program have a field coordinator who can provide periodic information and updates regarding the form of the MBKM activity program.

f. Benefits of the MBKM Activity Program

The benefits of the MBKM program on the learning process, most lecturers feel that these activities have an impact on improving learning activities well as many as 48 (42.11%) lecturers, a fairly good increase as many as 41 (35.36%) lecturers, very good improvement as many as 16 (14.04%), and less well as many as 8 (7.02%) lecturers. In addition, the objective of the MBKM activity program is to increase the ability of hard skills and soft skills for students. The results of this study indicate that there is a very good improvement felt by 17 (45.61%) lecturers, 52 (34.21%) good enough, 39 (5.26%) lecturers, and 6 (5.26%) less good (5,26%) lecturers. Not only that, the implementation of the MBKM program for implementing lecturers will affect the increase in lecturer capacity which is felt by most of the lecturers as many as 46 (40.35%) lecturers, can increase the capacity of lecturers quite well 41 (35.96%), and very good as much as 24 (21.05%). The MBKM program that has been implemented at Alma Ata University is the result of responses from most of the lecturers feeling that they can fulfill the very useful learning outcomes of graduates, as many as 60 (52.63%) lecturers and 53 (46.49%) lecturers find it quite useful.

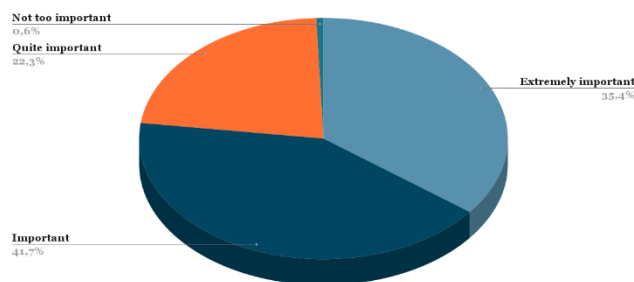


Figure 7. Regarding the advantages of the MBKM program by students

Judging from the usefulness aspect of the MBKM program (Figure 7), students feel it is very important to prepare for the post-campus period as many as 278 (35.41%) students, 327 (41.66%) students feel important, 175 (22.29%) feel quite important students, it was felt to be a less important activity for 5 (0.64%) students. Based on these results, it can be seen that most of the students at Alma University have realized the importance of preparation to face post-campus, which is something that needs to be prepared from an early age, not only academically within the University environment to gain knowledge in the field they are involved in during lectures.

g. Interest in MBKM Activity Program

Based on the results of this study, most of the lecturers will recommend the MBKM program to students to be able to play an active role and take advantage of the programs that have been offered to be followed, as many as 95 (85.33%) lecturers strongly recommend, as many as 19 (16.67%) lecturers consider This is a normal thing which requires the active role of students to be able to decide according to their abilities and fields of knowledge in following them. Given the very crucial role of lecturers in implementing MBKM activities, interest in something that a lecturer needs to have. Lecturers will provide facilities for students to type when and when carrying out activities, provide motivation to students, involve students to play an active role in research and learning activities, so that interest in the program is very important for a lecturer (Hamid & Khoeriyah, 2017)

The program of activities offered in MBKM by the Directorate General of Higher Education attracts students to take part, the survey results show that students (Figure 8) at Alma Ata University are very interested in participating in the MBKM program as many as 534 (68.03%) students and they have known in detail about the MBKM program and will recommend it to colleagues as many as 467 (59.49%) students. A total of 246 (68.03%) students feel normal about the programs offered in MBKM and do not know in detail the program as many as 307 (59.49%) students so they will not recommend to colleagues. Only a small number of students are not interested in the MBKM program, namely 5 (31.34%) students and are not interested in recommending to their colleagues as many as 11 (1.40%) students. This program is not a requirement for students, but the benefits that will be obtained provide useful provisions for readiness when entering the world of work later on who already have qualified hard skills and soft skills.

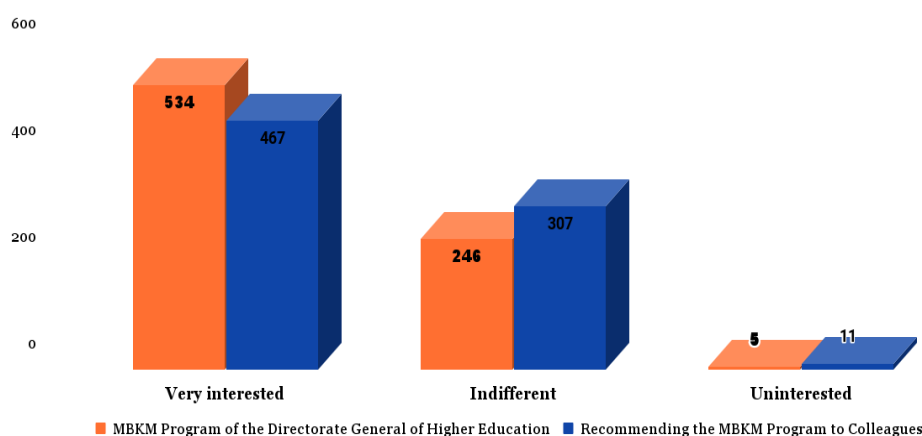


Figure 8. The attractiveness of the programme of activities proposed to the MBKM by the Directorate General for Higher Education.

4. CONCLUSION

Independent Campus is an embodiment of learning at the tertiary level that encourages lecturers and students to be innovative, provide a learning culture that is in accordance with student needs, and is not restrictive/flexible. The understanding of both lecturers and students are mostly well aware of the socialization carried out by the Ministry of Education and Culture and universities. Most of the lecturers and students are very interested and enthusiastic about participating in the MBKM program, most of them also recommend participating in the MBKM because the MBKM program has a good impact and benefit on achieving the capacity of lecturers and students. Despite the lack of understanding related to MBKM, the majority of respondents, including lecturers and students at Alma Ata University, have been able to implement a learning culture in accordance with the objectives of the MBKM program, namely collaborative, autonomous, flexible, and participatory.

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