

**THE PERCEPTION OF THE ACADEMIC COMMUNITY OF LANGUAGE FACULTY
TOWARDS THE CURRICULUM OF INDEPENDENT LEARNING-INDEPENDENT
CAMPUS (MBKM)**

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Abstract:

This research is a descriptive qualitative on adaptation to independent learning independent campus (MBKM) into the curriculum of study programs, especially on the survey result of questionnaire shared by DIKTI to the whole elements at university. Adaptation focused on concept study program curriculum development model and activity program implementation MBKM. The curriculum development model includes the MBKM policy design in higher education institutions, the design of the standard operational standards for the implementation of MBKM, the academic collaboration and identification of program support resource needs. This study aims to find out the survey results implementation of the MBKM program at the Faculty of Languages Widyatama University in supporting the vision and mission of the University. In addition, this study purposes to comprehend knowledge related to the MBKM program, the MBKM curriculum and to find out the obstacles encountered during program implementation and relation in shaping the character of students to be professional. The result of this study showed that 99.89% has familiar with MBKM program through the socialization program carried out by university. Besides, the curriculum of MBKM has been implemented at Faculty of Languages in both departments, within the transition phase.

Keyword

MBKM implementation, survey result, faculty of languages



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INTRODUCTION

Since the Independent Learning-Independent Campus (MBKM) policy was rolled out by the Minister of Education and Culture in 2020, all public and private universities in Indonesia have made quite drastic curriculum changes and created an innovative academic and learning atmosphere so that students can achieve learning outcomes which cover aspects of attitudes, knowledge, and skills optimally and always relevant. All these efforts are made to prepare students to face changes in social, cultural, world of work and rapid technological advances, so that university graduates in Indonesia have competencies both soft skills and hard skills that are in accordance with the business world and the industrial world (DUDI) as well as rapidly changing future changes.

The MBKM policy is implemented in order to realize an autonomous and flexible learning process in higher education so that universities can design and implement innovative learning processes so that students can achieve learning outcomes covering aspects of attitudes, knowledge, and skills optimally. This policy also aims to increase link and match with the business world and industry, as well as to prepare students for the world of work from the start (Director General of Higher Education, 2020).

In addition, the Independent Learning - Independent Campus Policy is expected to be the answer to these demands. Independent Campus is a form of learning in higher education that is autonomous and flexible so as to create a learning culture that is innovative, unfettered, and in accordance with the needs of students. The main programs are: ease of opening new study programs, changes to the higher education accreditation system, ease of state universities becoming state universities with legal entities and in accordance with Minister of Education and Culture Regulation No. 3 of 2020, the MBKM policy grants the right to study for three semesters outside the study program. Students are given the freedom to take credits outside the study program, three semesters which are meant in the form of 1 semester of opportunity to take courses outside the study program and 2 semesters of carrying out learning activities outside the university.

Widyatama University as one of the best universities in West Java has encouraged Faculties and Study Programs to make changes and adjustments to the curriculum that are aligned with the Independent Learning Independent Campus policy, such as the socialization of the MBKM program to all Widyatama University lecturers, both permanent and extraordinary lecturers, students and education personnel, changes in the curriculum by placing the core courses of the Study Program from semester 1 to semester 5, while in semester 6 students are encouraged to take courses in other study programs at the same university, while semesters 7 and 8 they are recommend attending programs outside of tertiary institutions. both those facilitated by the government such as internship programs in various SOEs (State-Owned Enterprises), Indonesia Teaching, Student Exchange and others as well as those initiated by Widyatama University with cooperation partner institutions such as the hospitality association, small and medium-sized micro units and fostered villages in Java West and so on.

The purpose of the MBKM policy is to encourage students to master various fields of knowledge according to their fields of expertise, so that they are ready to compete in the global world (Baharuddin, 2021; Fatmawati, 2020; Tohir, 2020). This policy provides an opportunity for students to choose the courses they will take based on their own wishes.

The MBKM Policy in Higher Education grants the right of autonomy to Higher Education. In principle, change the educational paradigm to become more autonomous with an innovative learning culture. The implementation of MBKM policy encourages the learning process in higher education to be more autonomous and flexible.

There are 5 policies related to this MBKM package, a) a higher education accreditation system; b) study at a university (right to study outside the study program); c) ease in opening new study programs; d) new student admissions; and e) change of status to become a Legal Entity State University. This provision does not apply to the fields of Education and Health.

To know for sure that all universities and colleges have implemented MBKM, the Directorate General of Higher Education (DIKTI) has spread simultaneously questionnaires to 110 universities and colleges chosen all over Indonesia. The questionnaires virtually given to all lecturers, academic staffs and students were started from 14th to 21th December 2021. The results of those questionnaires were then returned to each universities and colleges to analyze. This research is trying to find the perception of the lecturers, academic staff, and students of Language faculty towards the implementation of MBKM and analyze the barriers they have in implementing MBKM.

LITERATURE REVIEW

1.1 Perception

The historical foundation of education is the history of education in the past that becomes a reference for the development of education in the present. The historical foundation of Indonesian National education is not regardless of the history of the Indonesian nation. The initial idea of Merdeka Learning Campus Merdeka from the Minister of Education and Culture Nadiem Makarim in a speech on September 9, 2020 is policies

that aim to encourage students to master knowledge that is useful for entering the world of work.

MBKM provides an opportunity for students to choose the courses they want to study they take (Sopiansyah, 2021). Etymologically, perception or in English perception comes from the Latin *percipere*, which means to accept or take. Perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages. Perception is a process of relevant sensory cues and past experiences organized to give us a structured and meaningful picture of a particular situation (Sobur, 2013:445). Coinciding with the definition above, Rahman (2004:110) states that the term perception is usually used to express the experience of an object or an event that is experienced. This perception is defined as a process that combines and organizes our sensory data (vision) to be developed in such a way that we can be aware of those around us, including being aware of ourselves.

Regarding the implementation of MBKM, the socialization of MBKM through various media or channels both online and offline such as webinars, public lecturing, testimonials and so on. It is a deliberate effort made to all lecturers, academic staff and students to provide experiences that involve all five senses so that they have a complete understanding of the MBKM program launched by the Minister of Education and Culture since 2020. This is in accordance with what was conveyed by Sarwono, Perception takes place when a person receives a stimulus from the outside world which is captured by his auxiliary organs which then enters the brain. In it a thought process occurs which ultimately manifests itself in an understanding (2010:86).

The dynamics and changes in the field of education currently felt so dynamic, the existence of technological advances information that is so fast, the learning model must be able to answer challenges so that there is a shift in the role of the teacher or lecturers are not just central learning. Foundations of the sociology of education is a set of assumptions that is used as a starting point in the framework of practice and/or study of education based on sociology. Sociology of education includes: teacher-teacher interactions with students, class or school group dynamics, structure and function education, and societal systems and their effects on education, how to implement the sociological foundation education in Indonesia, what are the implications of the sociological foundation education for Indonesian education.

1.2 The Independent Learning-Independent Campus (MBKM)

Independent Learning and Independent Campus (MBKM) is one of the policies of the Minister of Education and Culture, Nadiem Makarim. There are two essential concepts in "Independent Learning" and "Independent Campus". First, the concept of independent learning means freedom of thought. According to Makarim, the essence of freedom of thought must be initiated by educators. Such a view should be seen as an effort to respect changes in learning in educational institutions, whether in primary, secondary or tertiary schools. Second, the independent campus is a continuation of the concept of independent learning. Independent campus is an attempt to release the shackles to be able to move more easily. The meaning of an independent campus is as follows:

- (1) The existence of higher education autonomy, both public and private universities. Universities have the autonomy to open or establish new study programs. Autonomy will be given to universities that have A and B accreditations. Furthermore, these universities have collaborated with organizations or universities that are included in the QS Top 100 World Universities. Cooperation takes the form of curriculum preparation, work practices or internships as well as job placements for students.
- (2) Automatic re-accreditation program. This program is automatic for all ranks and is voluntary when the college or study program is ready to advance in rank. The accreditation that has been determined by BAN-PT remains valid for five years and will be renewed automatically. Re-submission is carried out no later than 2 years after obtaining the last accreditation. For universities or study programs that have obtained accreditation A, they are given the opportunity to obtain international accreditation.

- (3) Freedom for state universities BLU (Public Service Agency) and *Satker* (Work Unit) to become PTN BH (State Universities Legal Entities).
- (4) The right to study for three semesters outside the study program. Universities are obligated to give the right to students voluntarily to take or not outside the university for two semesters or the equivalent of 40 credits. Furthermore, students can also take credits in other study programs on campus for one semester. Being given the right to study for three semesters outside of the study program is to prepare students' competencies to face changes in social, cultural, industrial world and rapid technological advances. Student competencies must be adapted to the demands of the changing times so that there is a link and match with the industrial world and the world of work and the future.

In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 Article 15 concerning National Standards for Higher Education states, among others: 1) The form of learning is carried out within the study program and outside the study program. 2) The form of learning outside the study program is a learning process consisting of: a) Learning in other study programs at the same university; b) Learning in the same study program at different universities; c) Learning in other study programs at different universities; d) Learning in non-university institutions.

The aim of MBKM is to improve the competence of graduates, both soft skills and hard skills to be more prepared and relevant to the needs of the times, prepare graduates as future leaders of the nation with excellent and personality. The form of learning activities refers to the Regulation of the Minister of Education and Culture of the Republic of Indonesia (*Permendikbud*) No. 3 of 2020 Article 15 Paragraph 1 states that it can be carried out in eight forms of programs which include: 1) student exchanges, 2) internships/work practices, 3) teaching in educational institutions, 4) projects in villages, 5) research, 6) entrepreneurial activities, 7) independent studies/projects and 8) humanitarian projects, and two others addition 9) Social fighters, and 10) national defense.

METHOD

This research is a qualitative descriptive research as it is the process of gathering information and actual conditions in the life of an object that is associated with solving a problem both from a theoretical and practical point of view (Nawawi 1993:176). Regarding the descriptive method, Moleong (2009:49) states that the qualitative-descriptive research method is the research that intends to understand what phenomena are experienced by research subjects such as behavior, perception, motivation, action, and others, holistically, and by way of description in the form of words.

This paper applies a qualitative research method using questionnaire approach. According to Kirk & Miller, qualitative research is a particular tradition in social science that is fundamentally dependent on observing humans in their own area and relating to these people in their language and in their terminology (Angrosino & Rosenberg, 2011; Becker, 1996; Kirk et al. al., 1986). While the library approach is a study that uses data analysis based on written materials. Library materials in the form of published notes, books, magazines, newspapers, manuscripts, journals or articles.

RESULTS AND DISCUSSION

Adaptation of the MBKM Curriculum is carried out by developing the curriculum of the study program and a program of activities based on independent learning on an independent campus. Development results followed up through cooperation with partners and implementing programs activity. Model Development of study program curriculum by adapting MBKM policy includes planning, learning process, assessment, and evaluation of learning. Various previous research results show that the program independent learning independent campus has the main goal in improving the competitiveness of students (students, students), and workforce teachers (teachers, lecturers) in the face of the digitalization era and disruption; as example, in the study of Progressivism Theory, where MBKM program is considered as a leap in Indonesian education system.

Based on the survey carried out in Widyatama University, specifically at Faculty of Languages, it covered two departments; English Department and Japanese Department. The survey through questionnaire was shared to three different level of group; administration at the department, students and lecturers. The result showed that both in

English Department and Japanese Department, the number of administration staff is 1 person each, and the total is 2 staffs. While the total of lecturers is 13, consists of 8 lecturers from English Department and 5 lecturers from Japanese Department. The total number of student for both departments is 224 students; consists of 121 from English Department and 103 from Japanese Department.

A. English Department

Based on the answers to the questionnaire it can be concluded that in English Department, there are several aspects resulted:

1. The MBKM program and policies are well informed to all aspects in the faculty (administration staff, students and lecturers).
2. The difficulty of the MBKM program is the implementation of the curriculum since there are still 2 running curriculum, 2019 curriculum (existing) and the 2020-2021 curriculum (MBKM). In addition, the form of recognition and details of the number of credits in its administration are still not well understood.
3. The number of lecturers who have answered and filled out the MBKM survey is 8 lecturers out of 9 lecturers. Only one lecturer did not give the answer because a problem happened in the last process (after filling in the suggestion, an 'already exist' notification appeared).

Based on the answers to the questionnaire it can be concluded that:

1. The MBKM program in English Department has been well socialized to the lecturers. According to the data, 99.76% of lecturers answered '*familiar and comprehend the MBKM program and its policies*'.
2. Based on the survey results, the points of concern are related to the form of recognition and details of the number of credits that are not yet known by some lecturers, the percentage is about 42.45%.
3. The lecturers are intended to be a mentor or be involved in MBKM program, which is 100% in percentage.

The overall result of MBKM survey analysis of English Department Students is MBKM survey is 121 people out of 652 total active students.

1. Based on the answers to the questionnaire it can be concluded that the MBKM program in the English Department has been well socialized to students for about 89.97% in total.
2. The MBKM program that students are interested in is the internship program with a total percentage of 68.79%.
3. Based on the survey results, the points of concern are related to concerns about expenses, reached about 45.46% in total answer.
4. Sources of information related to MBKM obtained by students are socialization by universities as much as 46.76%.
5. Regarding to the learning activities outside the study program, 21.25% of those who realize about it will have implications for the study period within the department (study program).

B. Japanese Department

In Japanese department, the survey of MBKM has been carried out to the three parts of university section; lecturers, students and administration staff.

Based on the answers to the questionnaire it can be concluded that in Japanese Department, there are several aspects resulted:

1. The MBKM program and policies are well informed to all aspects in the faculty (administration staff, students and lecturers) and the total percentage for the questionnaire result was 100%.
2. The number of lecturers who have answered and filled out the MBKM survey is 5 lecturers out of 6 lecturers. Only one lecturer could not respond the questionnaire since a problem happened in the last process (after filling in the suggestion, an 'already exist' notification appeared).

Based on the answers to the questionnaire it can be concluded that:

1. The MBKM program in Japanese Department has been well socialized to the lecturers. According to the data, 100% of lecturers answered '*familiar and comprehend the MBKM program and its policies*'.
2. Based on the survey results, the points of concern are related to the form of recognition and details of the number of credits that are not yet known by some lecturers, the percentage is about 57.45%.
3. The lecturers are intended to be a mentor or be involved in MBKM program, which is 100% in percentage.

The overall result of MBKM survey analysis of Japanese Department Students is MBKM survey is 103.

1. Based on the answers to the questionnaire it can be concluded that the MBKM program in the Japanese Department has been well socialized to students for about 100% in total.
2. The MBKM program that students are interested in is the internship program with a total percentage of 57.09%.

The existence of the policy of the Minister of Education in 2020 by Independent Learning Independent Campus (MBKM) created a new paradigm in the world education, including higher education. MBKM supposed to be independence for educational institutions both in state universities and universities private. The formulation of learning achievement for graduates of study programs is a measure of the ability of graduates of a study program. Several MBKM programs that have been run by study programs at the Faculty of Languages, among others; exchange students of different study programs in different universities same, this program can be run because it is easier to implement because students only register for the student exchange program in college, then students start the learning process. For student exchange program for fellow study programs outside college, something is already running, however Not all universities have implemented it yet, this is due to the constraints of cooperation/*MoU* which agreed between study programs and between universities in the student exchange program.

CONCLUSION

Implementation of the MBKM, in the term of curriculum to answer challenges technological developments, turns with learning system education based on OBE (Outcome Based Education); so, graduates students focus towards learning outcomes that are aligned with the discipline knowledge. The writing method uses a qualitative method with in-depth observation of the problem of MBKM, a study of the policies of the Minister of Education and Culture of the Republic of Indonesia. The departments in Faculty of Languages have run the MBKM program, both in curriculum and internship program.

Based on the finding through questionnaire shared to lecturers, students and administration staffs in Faculty of Languages, overall the program of MBKM had been recognized; which the total of respondents answered the familiarity of MBKM program was 99.89% from both departments in Faculty of Languages. In the aspect of curriculum, both departments had run the MBKM curriculum since 2020, even the form of recognition and details of the number of credits in its administration was still in transition phase. The numbers of lecturers, students and administration staff who filled the questionnaire was about 86.76% in total; yet the problem of connectivity of internet emerged during filling out process. There was a thing concerned to the students when filling up the questionnaire; based on the survey results, the points of concern are related to concerns about expenses, reached about 52.46% in total answer from both departments.

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