

Implementation Of The Independent Policy Learning Independent Campus To Improve Competency Of Graduates Of Private Collections

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Abstract.

The role of universities is needed in preparing superior human resources who are able to compete globally. Universities must adapt quickly in preparing students' new skills and competencies to face these new challenges. In order to prepare students for increasingly rapid social, cultural and technological developments, student competencies must be able to compete in this global era. Link and match not only with the world of industry and the world of work but also with a rapidly changing future. Implementation of mbkm using a strategic management approach, namely organizing, operational planning, allocation of resources with indicators of preparation and allocation of budgets, and management of human resources. Research methods with a qualitative approach and case study research methods. The research was conducted at stt mandala and itg. Methods of collecting data by interview, observation and documentation. The implementation of mbkm to improve has been carried out but not all mbkm activities or programs have been followed. Its implementation will continue to be improved so that all mbkm policies can be implemented optimally. Higher education commitments in implementing mbkm with an understanding of the urgency and relevance of mbkm, kpi and clustering.

Keywords: *Competencies, kualitatif, MBKM, implementation, clustering*

I. INTRODUCTION

Indonesia with national aspirations for development requires superior, productive, innovative and creative Human Resources (HR). Higher education must play an active role in realizing these ideals. Meanwhile, the quality of our higher education is still lower when compared to other universities from other countries. The role of universities is needed in preparing superior human resources who are able to compete globally. Universities must adapt quickly in preparing students' new skills and competencies to face these new challenges[1]. Through the Merdeka Learning Dictionary Merdeka (MBKM) program, students have the freedom to explore the knowledge they need. Graduates are expected to have competencies that are useful for nation building[2]. In order to prepare students for increasingly rapid social, cultural and technological developments, student competencies must be able to compete in this global era. Link and match not only with the world of industry and the world of work but also with a rapidly changing future.

Universities are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes that include: aspects of attitudes, knowledge, and skills optimally and always relevant, obtained both on campus and off campus. The MBKM policy is expected to be the answer to these demands, by providing contextual field experience, which will improve student competence as a whole, be ready to work, or create new jobs. Thus, universities are expected to be able to provide learning models that are in line with MBKM. MBKM education goals are expected to develop hard skills and soft skills, prepare students to be more prepared and relevant to the needs of the times, prepare graduates as future leaders of the nation with superior and personality that can be achieved optimally. The MBKM policy is expected to be able to answer the problems of education and employment in Indonesia [3]. Through close interaction between universities and the world of work, and off-campus activities that broaden students' horizons and knowledge and experiences, students are expected to have added value and be able to compete in facing future challenges[4]. In the implementation of the MBKM policy, there are several obstacles, pros and cons for both PTN and PTS.

Number of Universities Based on Accreditation is described as follows”

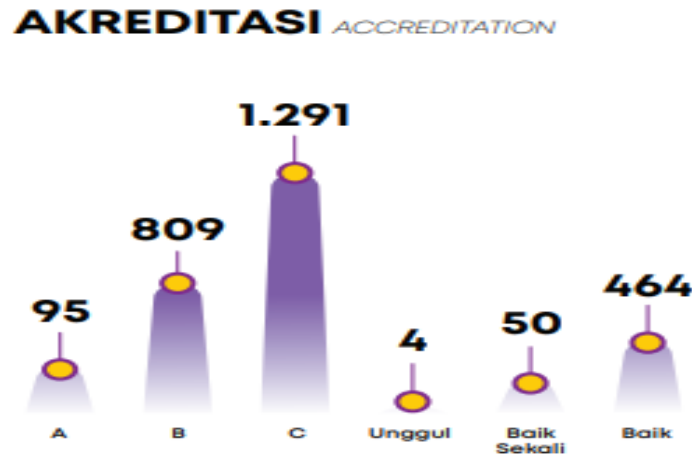


Fig 1. Number Of Higher Education Institutions Based On Accreditation

The world megatrend in 2045 includes several things including world demography, global urbanization, technological advances, competition for natural resources and climate change including 17 items of sustainable development goals. The effects of the industrial revolution 4.0 itself in Indonesia have an effect on the loss of 23 million jobs replaced by automation in 2030. However, 27-46 million new jobs are also opened. For this reason, universities need to prepare the skills and competencies of their graduates. A survey conducted by the Indonesian Survey Survey Institute (2021), concerning aspects of program benefits and continuation, the total score for the MBKM program reached 91.3 percent or is included in the highest scale category. Survey respondents also consisted of university leaders, lecturers, and students throughout Indonesia with 1,000 respondents. The method used uses the interview method and measures six things, namely student exchanges, apprenticeships, building villages (Thematic KKN), teaching assistance in schools, independent studies/projects and humanitarian projects (covid volunteers/vaccines).

The survey was conducted to find out the aspirations and perceptions campus community towards the Merdeka Campus Program. In addition, the results of this survey can be used as material for evaluating the Merdeka Campus Program to measure the level of community satisfaction with the Merdeka Campus Program. The challenges of implementing the MBKM policy in private Islamic universities in Indonesia include: collaboration mechanisms, internships outside the study program, and financing[5]. Obstacles to the implementation of MBKM in tertiary institutions include human resource constraints, budgets and supporting facilities that are not ready for universities to fully implement MBKM[6]. Problems in the implementation of MBKM include the implementation of MBKM activities in a very short time so that universities face many obstacles. These obstacles are that the system has not been able to support activities, difficulties in equating lecture time and activities outside the study program, difficulties in converting courses and other requirements that must be met by tertiary institutions for the implementation of MBKM [7].

II. METHODS

This research on MBKM policy to improve the competence of university graduates uses a qualitative approach[8]. This is in line with the opinion of [9] that qualitative research is a research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups. This qualitative research is aimed at understanding social phenomena from the participant's perspective[10]. Participants are people who are invited to be interviewed, observed, asked to provide data, opinions, thoughts, and perceptions. Through this qualitative approach[11], researchers observe people in the university environment, interact with research subjects, namely lecturers, government, community and universities. Research seeks to understand the language and interpretation of higher education, see real phenomena in the research environment by understanding and giving meaning to a series of events that are seen in real terms.

The research method used in this study is the case study method, according to [12] a case study is a comprehensive description and explanation of various aspects of an individual, a group, an organization (community), a program, or a social situation. By studying as much as possible an individual, a group or an event, the researcher aims to provide a complete and in-depth view of the subject under study[13]. Meanwhile, according to [8] the case is a limited system (a bounded system). Meanwhile, Denzin and Lincoln further argue that case studies can mean the process of reviewing cases as well as the results of the assessment process. The case study method was chosen as the method in this research because the problems studied occurred in certain places and situations[14]. The use of the case study model in this study is based on the consideration that the research was conducted at a university. The case study method focuses more on a case, as for the case referred to in this study to provide an overview of the implementation of MBKM policies to improve student competence so that the quality of higher education graduates increases.

III. RESULT AND DISCUSSION

Student competencies must be further strengthened in accordance with existing developments in order to prepare graduates who are strong in facing social, cultural, work and technological changes that are increasingly developing. Link and match between graduates of higher education in addition to the business world and the industrial world as well as with a future that is rapidly changing. MBKM implementation is carried out with a strategic management approach. Effective implementation by leaders is consistently correlated with the following seven factors: structure, style, staff, system, skills, strategy, and superordinate goals[15]. Which is illustrated in the following pattern.

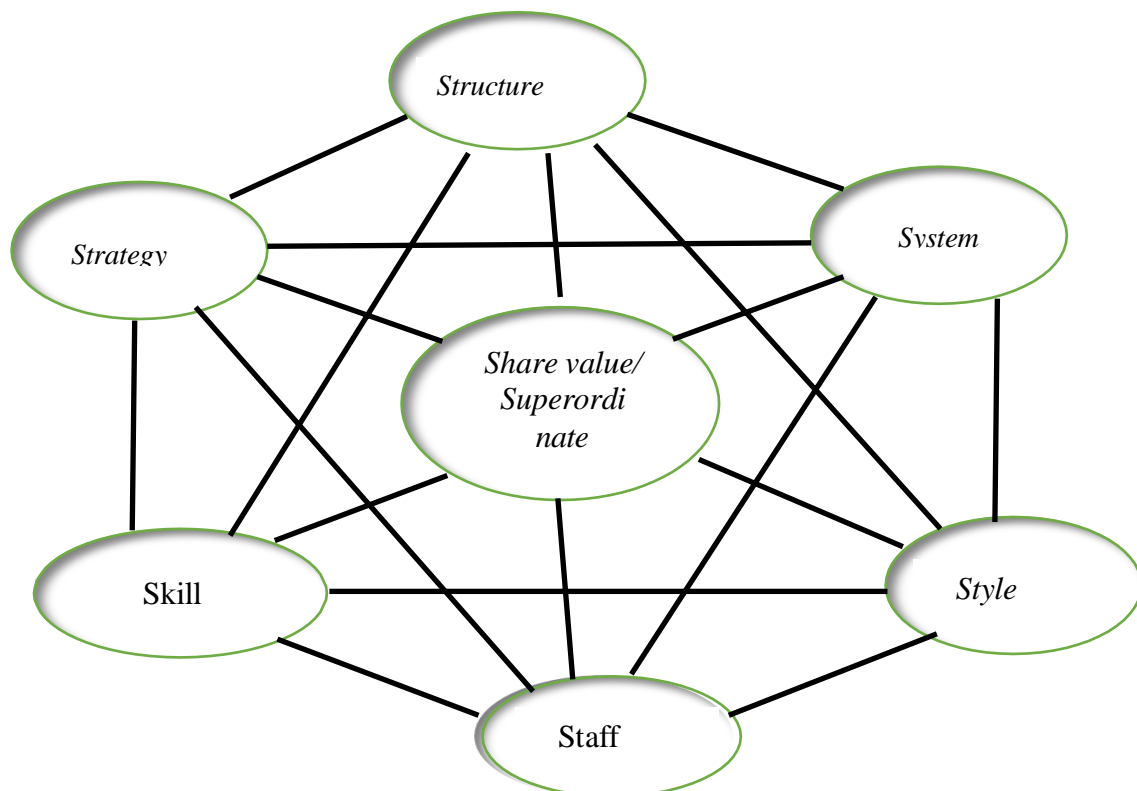


Fig 2. The 7- S Framework

Implementation of MBKM with a strategic management approach starting from organizing, operational planning, allocating resources and allocating human resources. organizing through three stages, namely preparation, implementation, monitoring or evaluation. The preparations made include developing MBKM guidelines by the curriculum development team, socializing the MBKM guidelines to all study programs and work units, identifying curriculum and learning outcomes by study programs, adjusting to academic information systems and determining the courses offered by study programs. The implementation stage is by submitting KRS MBKM, approval of academic supervisors and study programs, implementing

lecture contracts and evaluating and converting grades. The monitoring or evaluation stage is by making assignment letters for lecturers and parties related to MBKM. Then documentation of the implementation of MBKM, evaluation of lectures conducted by study programs. The organization of MBKM implementation is described as follows: The organization of MBKM implementation can be seen in the following table.

Table 1. MBKM Implementation Organizing

No.	Preparation	Implementation	Evaluation
1.	Developing MBKM guidelines by the curriculum development team	Submitting MBKM	KRS Making assignment letters for lecturers and parties related to MBKM
2.	Socializing the MBKM guidelines to all study programs and work units	Approval of academic supervisors and study programs	Documentation of the implementation of MBKM
3.	Identifying curriculum and learning outcomes by study programs	Implementing lecture contracts and evaluating and converting grades	Evaluation of lectures conducted by study programs
4.	Adjusting to academic information systems and determining the courses offered by study programs		

Based on this, the Ministry of Education and Culture has implemented a new policy in the field of higher education through the MBKM program which is currently being implemented by universities. The Ministry of Education and Culture's policy relates to giving students the freedom to participate in learning activities for a maximum of three semesters of study outside the study program and campus. The MBKM policy provides opportunities for students to gain broader learning experiences and new competencies through several learning activities including student exchanges, internships/work practices, research, independent projects, entrepreneurial activities, humanitarian projects, teaching in schools, and projects in villages/ thematic real work lectures. In addition, students are also given the freedom to participate in learning activities outside their study program in the same university with a certain credit weight.

All of these activities can be carried out by students under the guidance of lecturers and a cooperation agreement is required if carried out with parties outside the study program. Universities are also required to set targets and develop programs to achieve the Main Performance Index (KPI) according to the Decree of the Minister of Education and Culture No. 754/P/2020 concerning Main Performance Indicators of State Universities and Higher Education Service Institutions within the Ministry of Education and Culture has encouraged universities to develop activity programs oriented towards achieving KPI which also includes the performance of PT in implementing MBKM. The learning process in MBKM is to realize student centered learning. Development of innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge. Implementing MBKM properly will form strong hard and soft skills.

The implementation of MBKM aims to answer the challenges of higher education in producing graduates according to the times, advances in science and technology, the demands of the business world and industry, as well as the dynamics of society.

Requirements :

- a. Higher education commitment with understanding of KPI and clustering.
- b. Curriculum with curriculum development for compulsory subjects as well as strategy and implementation of MBKM accommodation.
- c. Implementation of MBKM, the existence of university academic policies, guidelines and standard operating procedures.
- d. SKS recognition, MBKM learning quality and technical credit recognition.
- e. Financing, calculation of student and lecturer fees and appreciation of supervisors.

Operational steps :

- a. Based on the legal basis related to MBKM
- b. Identify activities or academic programs that are already running and design new activities that may be implemented.
- c. Higher education culture building by taking actions based on six value systems, namely theological values, ethical values, aesthetic values, values, logical-rational values, physical-physiological values and teleological values.
- d. Higher education commitment and university support with the Rector's Decree, MBKM management unit (ad hoc), budget support and MBKM supporting documents.
- e. Increasing the role of stakeholders, universities, faculties, study programs, lecturers, students and partners. Socialization and assessment with parties who become activity partners, including schools/madrasahs, industry, banking, other universities, and other parties who still have links with the MBKM program.
- f. Curriculum strategy with curriculum review and adjustment.
- g. Partner synergy with identification of potential partners, partner involvement and partner commitment.
- h. Conversion and recognition of study programs identify, classify courses that have conformity (recognition) with the MBKM program that is the student's choice.
- i. SPMI MBKM, MBKM quality assurance with the existence of a quality policy, quality standards, quality manuals and quality forms.

In the implementation of MBKM to improve the competence of graduates some of the problems faced are as follows:

- a. Human resources who have competence and are able to adapt quickly related to the MBKM program.
- b. Readiness of information systems or learning management systems (LMS).
- c. Availability of budget and infrastructure suggestions in all MBKM activities.
- d. Cooperation with other universities both at home and abroad, and also with DUDI.
- f. Lack of active participation of students to take part in MBKM activities.
- g. There are too many MBKM programs and activities to follow.
- h. Activities outside the study program time coincide with lectures.
- i. Difficulty in converting values.

Solutions that can be done as an answer to problems in the implementation of MBKM to improve the competence of graduates are as follows:

- a. Competent human resources with the motivation to improve their competence either through further studies, attending trainings, seminars that can increase competence to be transferred to students so as to increase the competence of graduates.
- b. Update the academic information system that is able to support MBKM activities from data collection, process to evaluation.
- c. Readiness of structure and infrastructure, budget and infrastructure for MBKM activities.
- d. Increase cooperation with other universities both at home and abroad, and also with DUDI.
- e. Motivate students and accommodate all MBKM programs.
- f. Curriculum development based on KKN and MBKM, by preparing a curriculum structure that is able to produce learning outcomes to improve graduate competencies.
- g. The study program identifies, classifies courses that have conformity (recognition) with the MBKM program chosen by students.

IV. CONCLUSION

The successful implementation of the MBKM policy in a university lies in a curriculum approach based on learning outcomes that is adaptive and flexible, preparing students to become adults who are capable of being independent in line with the demands of the global community. The MBKM policy provides opportunities for students to gain wider learning experiences and new competencies through several learning activities. In addition, students are also given the freedom to participate in learning activities outside their study program in the same university with a certain credit weight. All these activities can be carried out by

students with the guidance of lecturers. The implementation of MBKM to improve the competence of graduates at STT Mandala and ITG Garut has been carried out but not all MBKM activities or programs have been followed. Its implementation will continue to be improved so that all MBKM policies can be implemented optimally.

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