

# IMPLEMENTATION OF HIGHER EDUCATION MBKM PROGRAM POLICIES

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## ABSTRACT

Merdeka Learning Merdeka Campus (MBKM) is an independent and versatile higher education learning program designed to create creative, non-restrictive learning that meets students' needs. This study aims to determine the extent of the impact and perceptions of the implementation of Independent Learning Campus Merdeka (MBKM) for all students in tertiary institutions. This study uses a descriptive quantitative approach to the survey method. The population of this study was 215 students consisting of five study programs. The sample of this research is 54 respondents. Data was collected through a questionnaire. Data analysis techniques started from data collection and then analyzed using descriptive analysis. The results of the study showed that the STKIP Abdi Pendidikan Foundation students gave a positive response to the Merdeka Learning Campus Merdeka (MBKM) program, especially in teaching campus programs and student exchanges.

**Keywords:** policy, Independent Learning Campus Merdeka (MBKM)

## INTRODUCTION

Merdeka Learning Merdeka Campus (MBKM) a policy given by the Ministry of Education, Culture, Research and Technology. (Kholik et al., 2022) believes that the policy of changing the MBKM curriculum is an effort to encourage students to master various knowledge that is useful for entering the world of work or industry in the 21st century and Society 5.0. This MBKM policy gives freedom to educational institutions, especially students, to choose their preferred field. In addition, the MBKM program encourages students to master a number of knowledge that they can use as a way to enter the world of work. The realization of the MBKM project in tertiary institutions and the STKIP Yayasan abdi Pendidikan creates a flexible and independent learning atmosphere, active and innovative learning, without constraints and adaptation to student needs covering three aspects, namely attitude, knowledge and expertise. The MBKM program has several positive impacts for students, namely being able to train hard skills or soft skills that each student has (Setiawan et al., 2022). In addition, the MBKM program aims to match the needs of graduates in business and industry and the need to develop interdisciplinary knowledge through this activity students will receive 20 to 40 credits compensated by studying outside the study program.

The MBKM program is implemented into eight Forms of Learning Activities (BKP) in order to achieve the IKU achievement target (Salamah, 2023). The MBKM program includes several types of activities including Certified internships, Independent studies, Teaching campuses, Indonesian International Student Mobility Awards (IISMA), Independent Student Exchanges, building Villages (Thematic KKN), Humanitarian and Research Projects. For students who are interested in this program, they will get a maximum of 20 credits to be transferred to their study program courses. The MBKM program is designed to give students the opportunity to develop their abilities and potential.

MBKM is a tool to prepare students for the world of work after completing college. For this reason, we must equip current graduates with skills outside their field. According to Wulandari in (Permana et al., 2022) said that MBKM is a smart breakthrough to provide opportunities and habits for students to know and care about other branches of knowledge since college, providing opportunities for students to gain broader learning experiences and new competencies through several learning activities including student exchanges, internships or work practices, research, independent projects, entrepreneurial activities, humanitarian projects, teaching in schools, projects in villages/college thematic real work and state defense. In this case, tertiary institutions are still constrained in managing the adjustment of courses offered by the MBKM curriculum and there are still many teaching staff and infrastructure that need to be improved to support the MBKM policy. From the existence of advantages and disadvantages, it can make Higher Education as a guide in implementing MBKM which can be adapted to environmental conditions to determine an Implementation strategy.

STKIP Abdi Pendidikan has adopted the MBKM policy since the start of the 2021 academic year, making it easier for students to take non-degree courses for up to three semesters. Implementation of MBKM in 2021 is running as it should based on the MBKM guidelines that have been released by the Ministry of Education and Culture. STKIP Service for Education has already sent students to tertiary institutions to take part in the Student Exchange Program (Permata) and internships at schools and other agencies hosted by Belmawa and in collaboration with universities. In addition, the study program also frees students to choose courses in study programs outside their study program.

STKIP Abdi Pendidikan realizes the potential for an independent learning campus policy to function as a platform for improving the quality of student education by incorporating realities and field dynamics such as skills, problems, social interaction, teamwork, self-management, performance guidance, targets and achievements. There are several factors, such as the curriculum of study programs that need to be revised so that the MBKM policy can be fully implemented in the education system. Courses from the adopted MBKM curriculum are being adapted. Furthermore, there are still many lecturers and students who need training in order to adapt to the MBKM policy.

Implementation of educational policy is a series of educational activities carried out by educational organizations where in implementing educational policy programs that have been made or determined by ministries, education offices, or other related organizations (Baidowi, 2020). In reviewing the implementation of the policy, it is necessary to pay attention to several indicators in the implementation of the policy. (Pradana, 2016) quoted George III who said that four aspects or variables of communication, resources, behavior (disposition), and bureaucratic structure determine the success or failure of implementing a policy.

The Implementation of Education between the MBKM Policy and the previous curriculum is of course very different where the MBKM content frees up more students to study outside the study program and take part in various programs from Universities and Ministries. The learning process before the MBKM policy still required students to continue studying in the study program for 8 semesters. However, in the current situation the implementation of learning can be outside the study program and participate in ministry activities such as teaching campuses. (Hanifah & Fauziyyah, 2023) say independent learning gives freedom and autonomy to educational institutions, lecturers are free from complicated bureaucracy, and students are given the opportunity to choose a field of interest. The learning process in the Merdeka Campus is very important because it is one of the manifestations of student-centered learning. STKIP Abdi Pendidikan has five study programs, students in each study program have already passed the campus teaching and student exchange programs. So that in this case more attention is needed towards the implementation of the MBKM Policy for Improving the quality of Education. The purpose of this research is to find out the current state of the MBKM implementation at STKIP Abdi Pendidikan and the extent to which the infrastructure is prepared to help improve student learning outcomes.

## **METHOD**

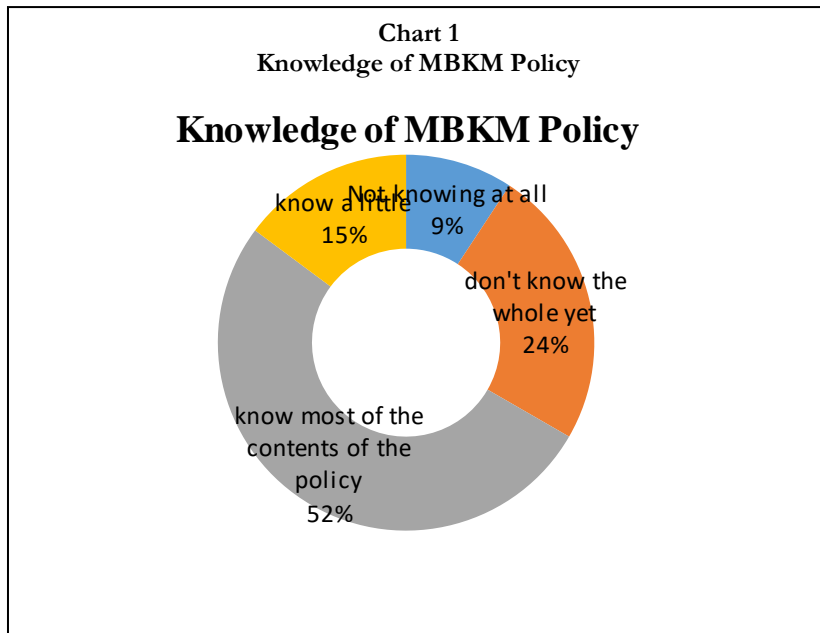
This research uses a quantitative type with a survey approach and uses a descriptive method. The population in the STKIP student research consisted of five study programs totaling 215 respondents. The population of this study numbered 54 respondents by means of sampling using random sampling of 25% of the total number of students. The instrument in this study was a questionnaire sourced from the Ministry of Education, Culture, Research and Technology through the SPADA Dikti application and adjusted based on research needs, totaling 12 questions. The data analyzed comes from primary data through mapping the results of each question item used in the questionnaire.

## **DISCUSSION**

This research was conducted to find out the implementation of the Freedom to Learn Campus Merdeka (MBKM) policy of STKIP Abdi Pendidikan which consists of five study programs namely English language education, Indonesian language education, civics education, biology education and history education with a total of 215 respondents and a sample was drawn with using random sampling of 25% of the total population. So the research sample is 54 respondents. The questionnaire consists of 12 questions with customized answer choices based on the questions given. The following will describe the results of each of the questions in the questionnaire that were answered by the respondents.

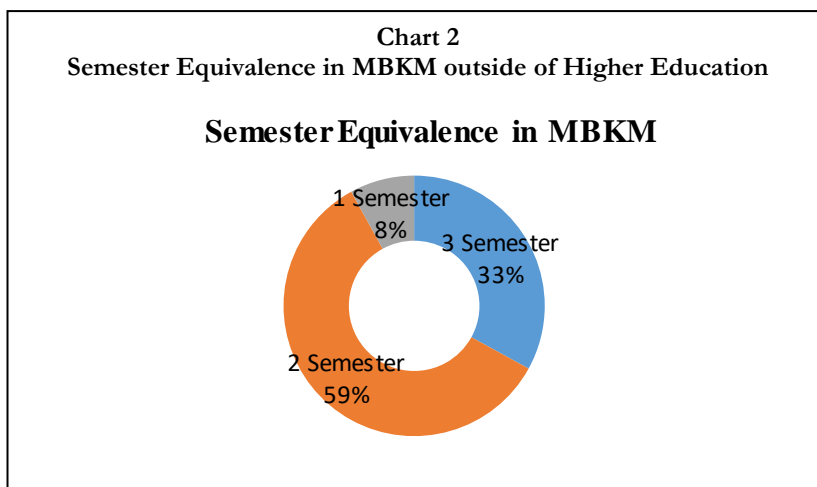
### **Knowledge of MBKM Policy**

The results of the survey conducted in this study showed that of the 54 respondents, the majority of respondents answered that they did not know at all, as many as 5 respondents with a percentage of 9%. Respondents who answered that they knew the overall policy were 13 respondents with a percentage of 24%. Knowing most of the policies as many as 28 respondents with a percentage of 52% and knowing a little as many as 8 respondents with a percentage of 15%. It can be described as follows



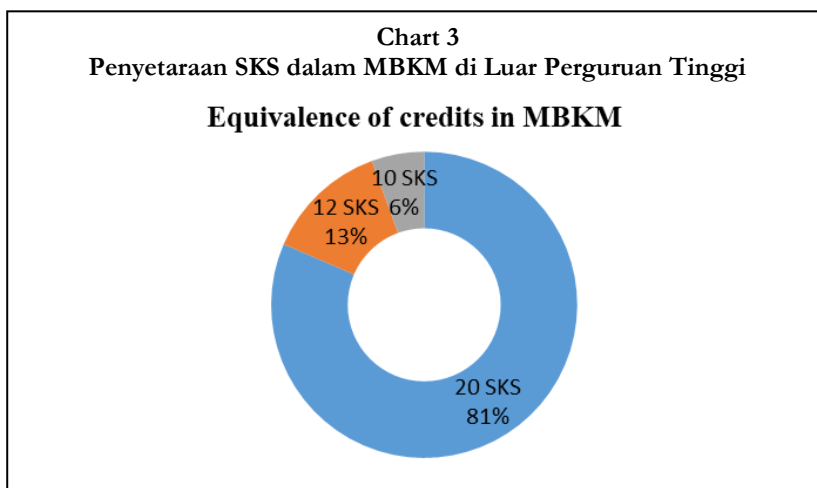
### Semester Equalization in MBKM outside of Higher Education

Data analysis results to see the extent to which students know how many semesters can be equated with the form of MBKM activities outside of college from 54 respondents, the majority of respondents 18 respondents answered 3 semesters with a percentage of 33%, 32 respondents answered 2 semesters with a percentage of 59% and 4 respondents answered 1 semester with a percentage of 8%. Can be described as follows.



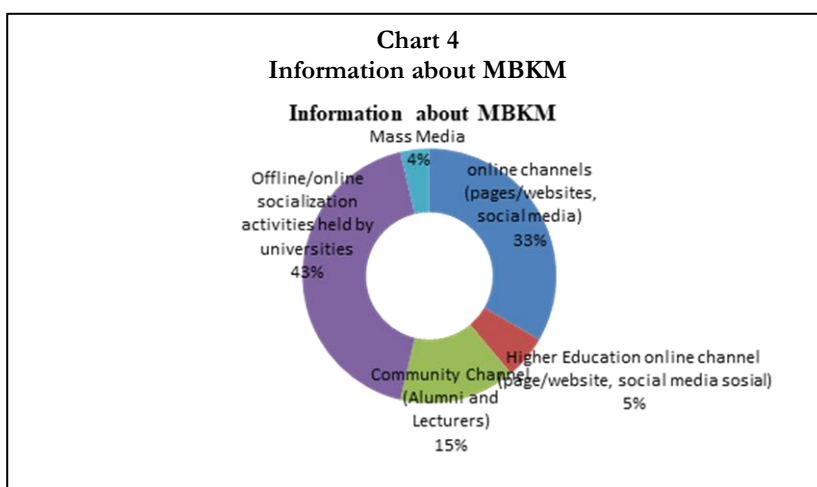
### Equalization of credits in MBKM outside universities

The results of the analysis are to see how far students know how many credits can be equated with the MBKM form outside Higher Education from 54 respondents the majority of respondents 44 respondents answered 20 credits with a percentage of 81%, respondents answered 12 credits as many as 7 respondents with a percentage of 13% and respondents 10 credits as many as 3 respondents with a percentage of 6%. It can be described as follows.



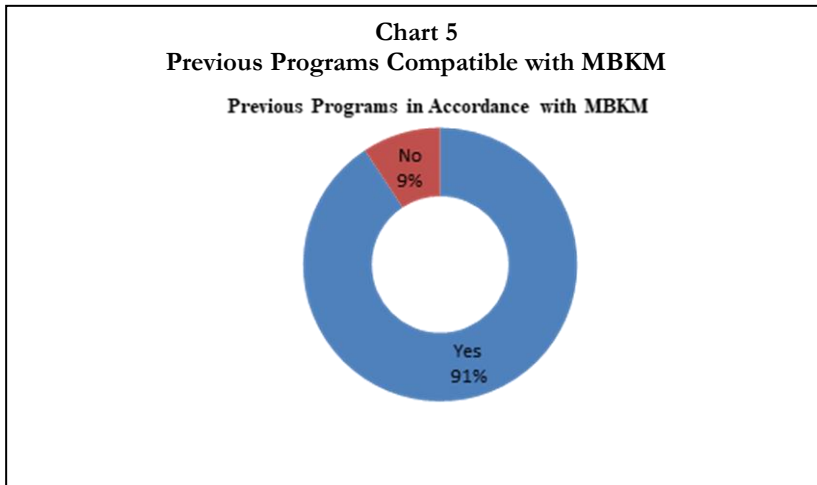
### Information about MBKM

The results of the analysis to see information regarding MBKM policies from 54 respondents, the majority of respondents answered the Ministry of Education and Culture's online channels (pages/websites, social media) as many as 18 respondents with a percentage of 33%, online channels (pages/websites, social media) as many as 3 respondents with a percentage of 6%. , community channels (alumni and lecturers) as many as 8 respondents with a percentage of 14%, offline/online outreach activities organized by Higher Education as many as 23 respondents with a percentage of 43% and mass media as many as 2 respondents with a percentage of 4%. It can be described as follows.



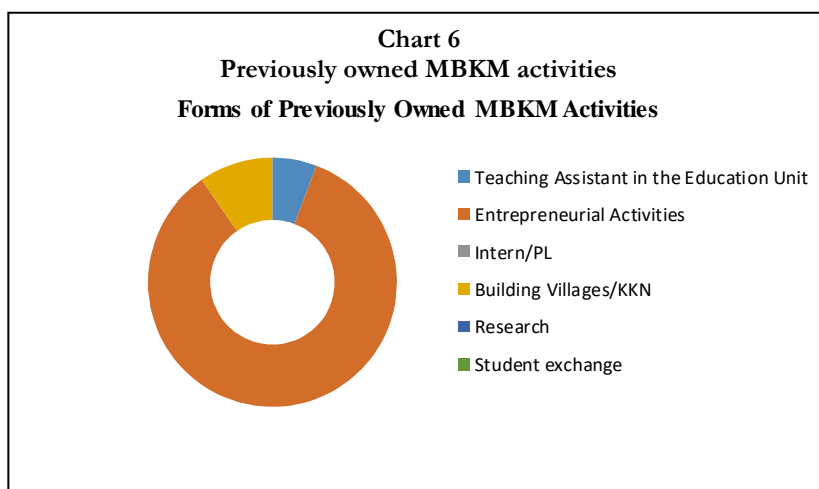
### Previous Programs in Accordance with MBKM

The results of the analysis to see that universities have previous programs that are in accordance with MBKM from 54 respondents the majority of respondents answered yes as many as 49 respondents with a percentage of 91%, and not as many as 5 respondents with a percentage of 9%. It can be described as follows.



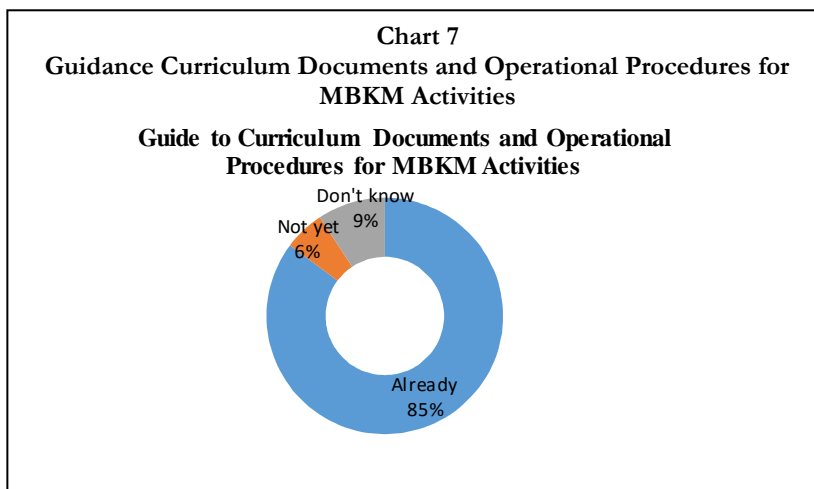
### Previously owned MBKM activities

The results of the analysis to see the form of MBKM activities that were previously owned by the 54 respondents, the majority of respondents answered teaching assistants in the education unit by 3 respondents with a percentage of 6%, entrepreneurial activities by 2 respondents with a percentage of 4%, Internship/PL by 44 respondents with a percentage of 81%, developing villages/KKN by 0 respondents, research by 5 respondents with a percentage of 9%, student exchange by 0 respondents and independent studies/projects by 0. It can be described as follows.



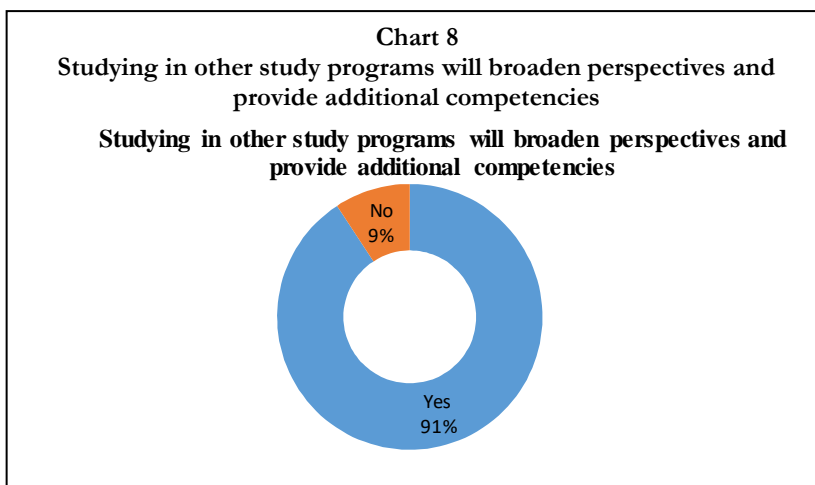
## Guideline Curriculum Documents and Operational Procedures for MBKM Activities

The results of the analysis to see the form of MBKM activities that were previously owned by the 54 respondents, the majority of respondents answered teaching assistants in the education unit by 3 respondents with a percentage of 6%, entrepreneurial activities by 2 respondents with a percentage of 4%, Internship/PL by 44 respondents with a percentage of 81%, developing villages/KKN by 0 respondents, research by 5 respondents with a percentage of 9%, student exchange by 0 respondents and independent studies/projects by 0. It can be described as follows.



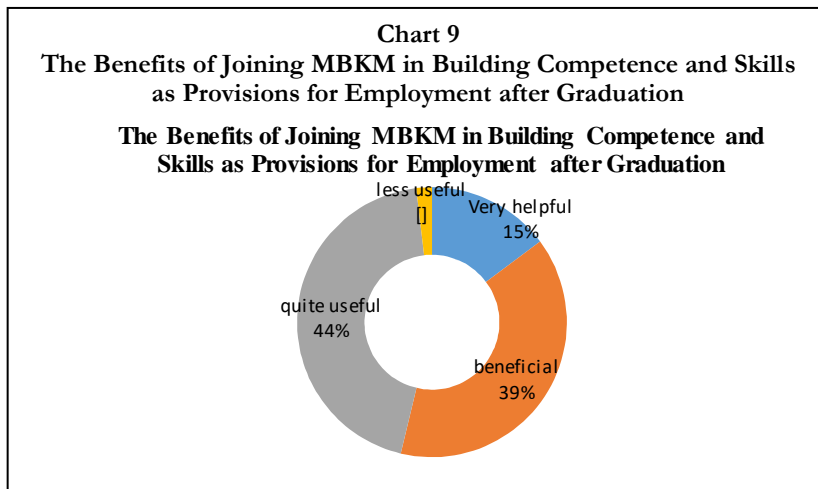
## Studying in other study programs will broaden perspectives and provide additional competencies

The results of the analysis for studying in other study programs will broaden perspectives and provide additional competencies needed from 54 respondents, the majority of respondents answered yes as many as 49 respondents with a percentage of 91% and no as many as 5 respondents with a percentage of 9%. It can be described as follows.



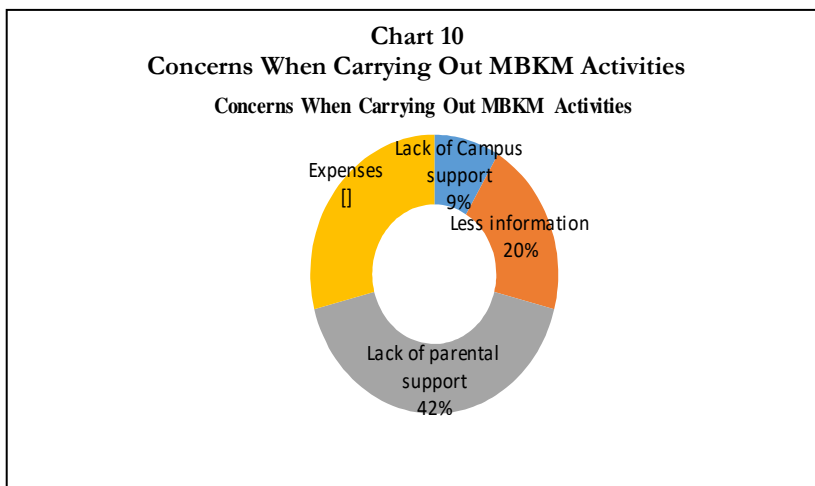
## The Benefits of Joining MBKM in Building Competence and Skills as a Work Provision after Graduation

Results of the analysis How useful is it if you take part in MBKM activities in building competency skills as work provision after graduating from 54 respondents the majority of respondents answered very useful as many as 8 respondents with a percentage of 15%, useful as many as 21 respondents with a percentage of 39%, quite useful as many as 24 respondents with a percentage 44 and less useful as much as 1 respondent with a percentage of 2%. It can be described as follows.



## Concerns When Carrying Out MBKM Activities

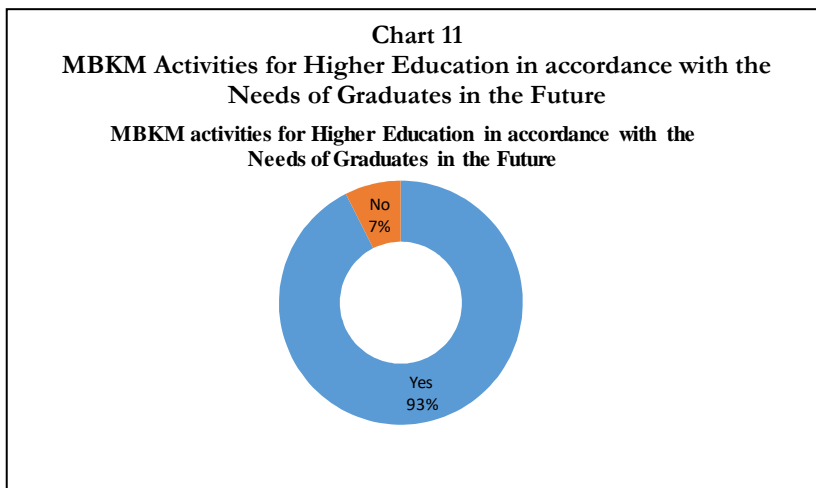
The results of the analysis of concerns when carrying out learning activities outside the campus from 54 respondents the majority of respondents answered lack of campus support by 8 respondents with a percentage of 15%, lack of information by 10 respondents with a percentage of 19%, disapproving of parents as many as 21 respondents with a percentage of 39% and expulsion costs as many as 15 respondents with a percentage of 27%. It can be described as follows.





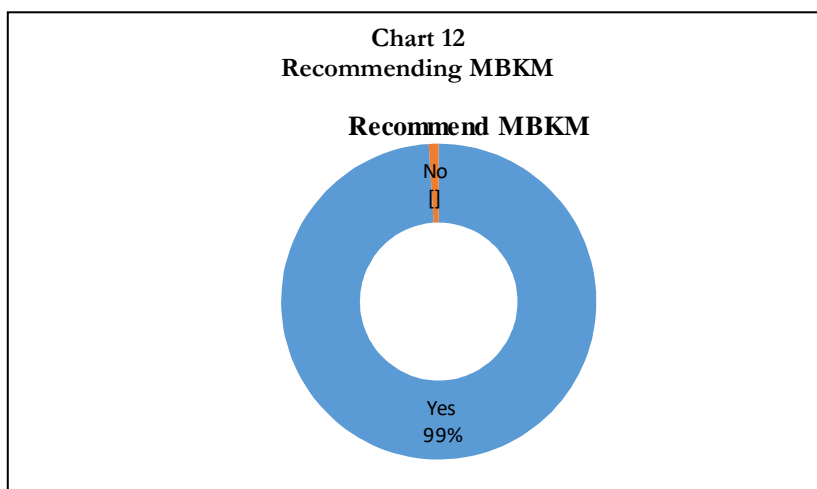
## MBKM Activities for Higher Education in accordance with the Needs of Future Graduates

The results of the analysis of MBKM Activities for Higher Education in accordance with the needs of graduates in the future from 54 respondents the majority of respondents answered yes as many as 47 respondents with a percentage of 87%, and not as many as 7 respondents with a percentage of 13%. It can be described as follows.



## Would Recommend MBKM

The results of the analysis would recommend that of the 54 respondents the majority of respondents answered yes as many as 53 respondents with a percentage of 98%, and not as many as 1 respondent with a percentage of 2%. It can be described as follows.



## CONCLUSION

The results of the study showed that STKIP students gave a positive response to the Merdeka Learning Campus Merdeka (MBKM) program. The implementation of socialization must be carried out both online and offline by tertiary institutions which is the main thing that is most chosen by students in knowing all MBKM programs and policies, the majority of students have prepared themselves well to be ready to take part in the MBKM program. Teaching programs in education units and student exchanges are a favorite program for STKIP students at the Abdi Education Education Foundation. Teaching programs in educational units free students from participating in educational field practices.

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