

To cite this article: Devi Angeliana Kusumaningtiar and Aprilita Rina Yanti (2022). BARRIERS OF HEALTH DEPARTMENT LECTURES ON IMPLEMENTATION OF INDEPENDENT LEARNING AND INDEPENDENT CAMPUS POLICY IN INDONESIA, International Journal of Education and Social Science Research (IJESSR) 5 (2): 01-11

BARRIERS OF HEALTH DEPARTMENT LECTURES ON IMPLEMENTATION OF INDEPENDENT LEARNING AND INDEPENDENT CAMPUS POLICY IN INDONESIA

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DOI: <http://dx.doi.org/10.37500/IJESSR.2022.5201>

ABSTRACT

The development of the revolution requires universities to be able to compete globally. Implementing the MBKM launched by the Ministry of Education and Culture provides lecturers an opportunity to gain knowledge outside of higher education, which can shape the competence of graduate students who have the characteristics of innovation, creativity, and collaboration. This research method is quantitative research with a cross-sectional design. The population of this study was all lecturers at the Faculty of Health Sciences, Esa Unggul University, with a total sample of 65 lecturers who were willing to fill out the MBKM research survey. The data analysis used is the descriptive frequency which aims to describe the implementation of MBKM at the University. The faculty still feel obstacles regarding the performance of this MBKM, one of which is curriculum adjustments. It is better to have a discussion/FGD with the relevant health associations in implementing this MBKM.

KEYWORDS: independent campus, MBKM, innovation, creativity, collaboration

1. INTRODUCTION

The rapid development of the 5.0 industrial revolution in education emphasizes preparing graduates to face changes in society, morals, culture, the world of work, exemplary, and technology. (Rodiyah, 2021). Student skills must be further improved in line with current developments. There needs to be alignment and relevance between university graduates with the world of business and industry and a rapidly changing future. Curriculum development is necessary for universities that can direct innovative learning processes and shape students' character so that they can face the industrial revolution in terms of knowledge, attitudes, and skills. On that basis, the Ministry of Education and Culture has taken a new policy in higher education through the "Merdeka Learning - Independent Campus (MBKM)" program, which universities are currently starting. An independent on-campus learning policy can be a direction for these needs. The independent campus program is an independent and flexible form of learning outside of higher education that aims to create a learning culture that is creative, innovative, free, and adapted to the needs of students.

The Ministry of Education and Culture policy is to create conditions for students to be free to participate in academic activities for up to three semesters outside the curriculum and on campus. The MBKM policy provides opportunities for students to gain more comprehensive learning experiences and new skills through several learning activities.

The Minister of Education, Culture, Research, and Technology (Mendikbud Ristek) encourages more students to have an off-campus learning experience. The times while in college are indeed the best times to sharpen your sharpness of thinking and pursue your dreams. Often, class lessons cannot develop the skills needed in the world of work. In the end, the shortcomings that arise when students study on campus continue to occur after graduation. As a result, students have difficulty dealing with the dynamics of the world of work after graduation.

In dealing with a situation like this, the Minister of Education, Culture, Research and Technology has a way to change it. The trick is to change the higher education system to make it more relevant to the world outside campus. Therefore, the Ministry of Education and Culture encourages students to seek off-campus experiences.

Various forms of learning activities outside of tertiary institutions, including conducting internship programs in the community, internships in companies, health agencies, other workplaces/industries, conducting community service in educational institutions, teaching, student exchanges, conducting research assistance, conducting independent studies, entrepreneurial activities, and participating in human resources programs. In addition, students also have the freedom to participate in learning activities outside their study program at the same University with a particular credit weight. Students can carry out all these activities under the guidance of lecturers, and a partnership agreement is required if carried out with outside parties. Merdeka Campus must provide contextual field experiences that will improve student skills in general, job readiness, or create new jobs (Tohir, 2020).

Independent campus is a learning process that is a necessary form of student-centeredness. Learning at the Merdeka Campus offers needs and opportunities to develop innovation, creativity, ability, individuality, and independence in research and discovery of knowledge, world problems, collaboration, self-management, social interaction, performance requirements, goals, and achievements. Students' soft and hard skills will be formed strongly through self-learning programs that are well designed and implemented.

Independent Learning –independent Campus (MBKM) is expected to help the challenges of higher education by training graduates who are relevant to the development of the industrial revolution, advances in science and technology, the needs of the business world, business, and industry, as well as the dynamics of society. The Faculty of Health Sciences has five academic study programs and, in support of the MBKM program, has implemented student exchanges, independent studies, independent campuses, and research.

RESEARCH METHOD

The type of research carried out is quantitative research by conducting online surveys related to MBKM implementation. The research design used is cross-sectional, which examines an event simultaneously or at one time. The population of this study was all Lecturers of the Faculty of Health Sciences, Esa Unggul University. The sample size of this study amounted to 65 samples. The sampling technique in this research is total sampling. The data collection technique uses primary data sources by filling out online survey questionnaires. This method is used to obtain an overview of the implementation of MBKM on Lecturers at the Faculty of Health Sciences with questions and answer choices. Data analysis of the research conducted was univariate analysis by describing data from questionnaires regarding MBKM presented in a frequency table.

Hasil dan Pembahasan

This research was carried out by involving 65 lecturers in the Faculty of Health Sciences. The parameters of this study consisted of 25 questions related to MBKM implementation. It consisted of MBKM policy questions, how many semesters to do MBKM, number of credits converted, MBKM information, information media, MBKM program, MBKM program already owned, number of credits recognized, POB MBKM in tertiary institutions, college readiness, KKN supervisors, preparation of CPL, MBKM guidebooks, driving lecturers, MBKM supervisors, active role in encouraging students, preparation for MBKM implementation, mechanisms, the impact of the learning process, increasing lecturer capacity, increasing hard skills and soft skills, graduate learning outcomes, MBKM program recommendations, curriculum adjustments, suggestions, and criticisms. These questions are then described in percentages and amounts, which are presented in the following table.

Table 1. Distribution of MBKM Implementation Survey

No	Questions	Item questions	Total	Percentage
1	MBKM Policies	Knowing the overall policy.	40	62%
		Knowing most of the contents of the policy.	19	48%
		Knowing a little.	6	32%
2	Preparation of MBKM Implementation	Contribute to discussions/meetings/workshops related to MBKM implementation preparation.	13	20%
		Knowing information about activities but not interested in following them.	4	6%

		As a team to prepare MBKM.	45	69%
		Not aware of any activities to prepare for implementing MBKM in universities and study programs.	3	5%
3	Internship supervisor, Internship before MBKM	Not yet	7	11%
		Ever been	58	89%
4	Develop the learning outcomes for a study program	Not yet	7	11%
		Ever been	58	89%
5	Learning on the guideline of MBKM	Not yet	10	15%
		Ever been	55	85%
6	Socialization	Not yet	12	18%
		Ever been	53	82%
7	The willingness of the supervisor MBKM	Always ready	19	29%
		Sometimes ready	46	71%
8	Actively encourage students	Possible	2	3%
		Yes	63	97%
9	What needs to be prepared (Answers can be more than one)	Other things that are important to prepare: Preparation of supporting documents	1	2%
		Other important things to prepare: POB Study program	1	2%
		Other important things to prepare: Socialization and feedback from partners	1	2%

		Prepare courses to be taken by other study programs/universities.	54	83%
		Prepare the mentoring process.	61	94%
		Designing MBKM activities with partners.	61	94%
		Ensuring the alignment of CPL with its activities and assessments	61	94%
10	Curriculum equalization mechanism (Answers may be more than one)	Not know	3	5%
		Mixed Form /Hybrid Form/Blended Form	52	80%
		Structured Form.	55	85%
11	Impact of the learning process	There is a pretty good improvement	13	20%
		There is improvement well	47	72%
		There is an improvement very well	2	3%
		There is an improvement but not good	2	3%
		No improvement at all	1	2%
12	How many semesters of the MBKM program	1	3	5%
		2	58	89%
		3	3	5%
		4	1	1%
13	Influenced of soft skill and hard skill	There is a pretty good improvement	11	17%
		There is improvement well	48	74%

		There is an improvement very well	3	4%
		There is an improvement but not good	2	3%
		No improvement at all	1	2%
14	Influenced of lectures capacity	There is a pretty good improvement	12	18%
		There is improvement well	48	74%
		There is an improvement very well	2	3%
		There is an improvement but not good	2	3%
		No improvement at all	1	2%
15	Graduate learning achievements	Quite Useful	52	80%
		Less Useful	2	3%
		Very Useful	11	17%
16	Recommend students	Ordinary	2	3%
		Highly Recommend	63	97%
17	Barriers to study program Answers may be more than one)	Higher Education Leadership Support	1	2%
		Human Resource Capability.	2	3%
		Lack of Information.	7	11%
		Funding.	47	72%
		Partner Assessment.	6	9%
		Curriculum Adjustment.	59	91%
		Academic Information System Adjustment	49	75%
		Regulation	46	71%

18	How many credits does MBKM recognize?	2	1	1.5%
		3	1	1.5%
		6	1	1.5%
		10	4	6%
		20	52	80%
		21	1	1.5%
		40	5	8%
19	MBKM policy information	College online channel (website/website, social media).	5	8%
		Offline/online socialization activities organized by the Ministry of Education and Culture.	45	69%
		Offline/online socialization activities offline/online socialization activities organized by universities.	13	20%
		Mass media.	2	3%
20	MBKM information media (You can have more than one answer)	Ministry of Education and Culture's online channel (website/website, social media).	8	12%
		College online channel (website/website, social media).	53	82%
		Community communication channels (e.g., alumni community, lecturer community).	8	12%
		Offline/online socialization activities organized by the Ministry of Education and Culture.	56	86%
		Offline/online socialization activities organized by universities.	56	86%
		Media mass	4	6%

21	Programs before MBKM	No	5	8%
		Yes	60	92%
22	Credits recognized in the study program	10-20 credits	53	82%
		21-30 credits	2	3%
		Less than ten credits	6	9%
		Do not know	4	6%
23	MBKM Documents in Higher Education	Just a draft.	2	3%
		There is not any yet.	5	8%
		Already exists and has been published.	51	78%
		Do not know	7	11%

The survey results of lecturers at the Faculty of Health Sciences show that most of them already know the whole MBKM program as many as 40 (62%). This is because universities and the Ministry of Education and Culture have continuously socialized MBKM activities. ESA Unggul University already has MBKM Ambassadors who encourage lecturers and students to participate in MBKM activities.

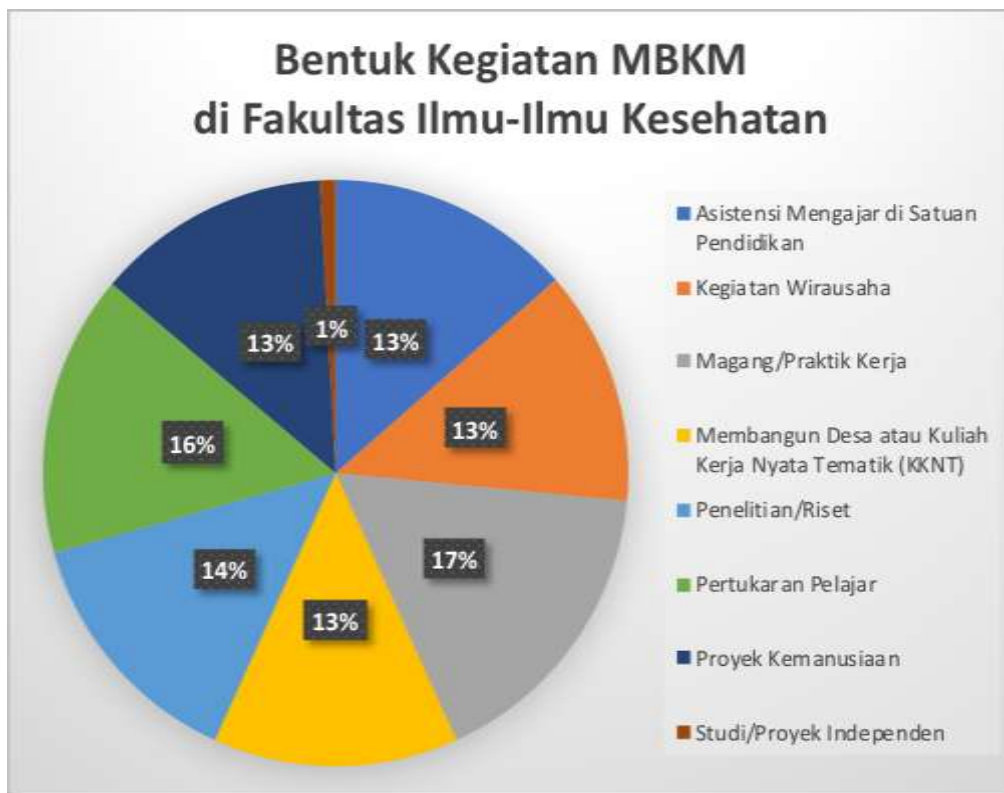


Figure 1. The Form of MBKM Activities at the Faculty of Health Sciences

Advances in technology are so fast that dynamics and changes in the field of education must also follow the development of the industrial revolution. Learning models must answer challenges so that there is a shift in the role of teachers or lecturers, not just central learning. The foundation of the sociology of education is a set of references in the implementation of education which is used as a starting point for education in the interaction between individuals as social beings. Sociology of education includes the interaction of lecturers with students, dynamics of class or lecture groups, the structure and function of education. Community systems and their effects on education, how to implement the sociological foundation of education in Indonesia, and the implications of the sociological foundation of education for Indonesian education.

The MBKM program gives educational institutions the right or freedom to develop, be innovative, and creative and offers students the freedom to choose their field of interest. Merdeka Campus is a flexible learning process that can create an innovative learning culture according to student needs (Suwandi, 2020).

The preparation of MBKM implementation has primarily contributed to discussions /meetings /workshops related to MBKM implementation. This is also a demand from the Faculty of Health

Sciences, where health students have been heavily involved in MBKM programs such as certified internships, campus teaching, student exchanges, and studies. Independent. As for the supervisors, most of them have been at 58 (89%) because the Faculty of Health Sciences and Study Programs have had independent MBKM programs such as internships, street vendors, and PBL.

There are 51 (78%). ESA Unggul University already has standard operational guidelines (POB) for each MBKM program, including internships, independent studies, research/research, Community Service Program, humanitarian projects, student exchanges, campus teaching, and entrepreneurial activities. Universities are expected to be committed to providing and facilitating the MBKM Program as mandated by Permendikbud RI No. 3 of 2020 and those described in the Free Learning Guidebook-Free Campus published by the Ministry of Education and Culture. Thus, there are nine MB-KM Programs, namely (1) Student Exchange, (2) Professional Work Practices, (3) Teaching Assistance in Education Units, (4) Research/Research, (5) Humanitarian Projects (6) Entrepreneurial Activities, (7) Independent Study/Project, (8) Village Development/Project, and (9) State Defence Training.

One of the obstacles to the MBKM program at the Faculty of Health Sciences is adjusting the curriculum to as many as 59 lecturers (91%). Implementing the MBKM program activities at the Faculty of Health Sciences is slightly different from other faculties. The health association has established the national curriculum as a must-have competency for health students. There is an exit exam for competency tests for health students. However, this matter will also be discussed further by the respective associations so that this MBKM activity can be carried out without compromising the competence of graduates.

The direction of curriculum development considers study programs in preparing for accreditation. Curriculum development can involve partnership and cooperation programs between universities domestically and abroad. Collaboration can include lecturers in guiding and learning processes outside tertiary institutions to increase competence to obtain innovative and creative learning. The students with good quality resources to solve problem-solving, collaborate and think critically (Directorate of Learning and Student Affairs). 2021). The curriculum has a strategic role in implementing educational success (Richards, 2001).

Universities must develop and facilitate the implementation of the Independent Learning program by making academic guidelines. The implemented programs should be prepared and mutually agreed upon between universities, faculties, study programs, and quality assurance with partners. The Independent Learning Program can be in the form of a national program that has been prepared by the Ministry or a schedule prepared by a university registered in the Higher Education Database.

CONCLUSION

Most of the readiness to implement MBKM has been well implemented. However, adjusting the curriculum is still controversial, so there needs to be a joint discussion with associations in formulating

a curriculum in the health sector. Cooperation with partners in becoming a learning process outside of tertiary institutions to increase competence to obtain innovative and creative learning that can equip students with good quality resources to solve problem-solving, collaborate, and think critically.

Acknowledgment

For this publication, the authors would like to thank the Directorate General of Research, Technology and Higher Education for funding the research program for the Independent Learning Policy of the Independent Campus and Community Service Based on Research Results and PTS Prototypes for the 2021 Fiscal Year.

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