

The Impact of Implementation Merdeka Belajar Kampus Merdeka (MBKM): Survey of Students at Civic Education Study Program Universitas Islam Nusantara

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ABSTRACT:

Merdeka Belajar Kampus Merdeka (MBKM) is an independent and versatile higher education program designed to create a seamless, creative learning community that meets the needs of students. This study aims to see the impact of the Merdeka Belajar Kampus Merdeka (MBKM) on all civic education study programs with the aim of seeing the extent of student understanding and perception and the impact of the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) program in the civic Education study program. and Citizenship of the Faculty of Teacher Training and Education, Islamic University of the Archipelago. This research is a descriptive research with a quantitative approach with a survey method. The data obtained from the population are 192 respondents who are students of the civic Education Study Program. Data were collected through a questionnaire. The data analysis technique started from data collection and then analyzed using descriptive analysis. The results of this survey research show that students in the study program, civic education, Faculty of Teacher Training and Education, Universitas Islam Nusantara gave a positive response to the Merdeka Belajar Kampus Merdeka (MBKM) program.

Keywords – Education Policy, Merdeka Belajar, Kampus Merdeka, Education Management.

I. INTRODUCTION

Advances in science and technology have an impact on the development of education in the world, especially in Indonesia. In line with advances in technology and information, developments in the world of education must experience better changes as well [1], [2], [3]. Communication media, science, and technology are now growing rapidly. This requires individuals to continue to be able to adjust their personalities by honing their skills and potential in order to be able to adapt to the progress of the times. Students as young people are also one of the individuals who are required to be able to compete later in the world of work. The government itself also continues to strive to advance and find good methods for change in the world of education and the world of work, so that in the future students are able to face the world of work with competence in the field of expertise according to the needs of the world of work [4].

Various policies and studies were carried out by the government and universities in order to obtain the relevance of teaching, training, and education in higher education in response to these advances. The study of these policies must of course pay attention to science and the demands of the world of work, as well as campus life and its relationship with socio-culture in social and state life which will later be an effort to build a potential generation [5]. MBKM is an independent and versatile mode of higher education learning designed to create an unrestricted creative learning community that meets student needs [6]. The MBKM program is an educational revolution based on industrial development 4.0 [7]. The MBKM policy is regulated in the Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards, specifically Articles 15 to 18. MBKM aims to encourage students to gain learning experiences with various additional competencies. in the study program and/or off-campus [8]. This concept is a continuation of the previous concept, namely Merdeka Learning. The planning of the Merdeka Campus concept is basically a learning innovation to get quality learning. [9], [10], [11].

The MBKM policy aims to create competitive human beings; This means that humans are healthy, intelligent, adaptive, creative, innovative, skilled, dignified, productive, and have the character in accordance with the values of Pancasila [12]. The objective of the Independent Learning Campus 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 [13], [14], [15]. This policy gives students the opportunity to choose the courses they will take based on their own wishes. The learning process in the Merdeka Campus is one of the very essential manifestations of student-centered learning. Learning in the Merdeka Campus provides challenges and opportunities for the development of innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets, and achievements. Through the Merdeka Learning program that is well designed and implemented, students' hard skills and soft skills will be formed strongly [16].

In line with this, the Civic Education Study Program FKIP Universitas Islam Nusantara in the process continues to strive to be able to follow the policies of the MBKM program. The Civic Education study program at Universitas Islam Nusantara has an ongoing program of activities that are similar to the MBKM program, including student teaching programs in education units, known as Field Experience Practices (PPL) and Thematic Community Service Programs [17], [18]. However, in practice, these activities are applied to fulfill the credits that are already available in the study program. Students' understanding of MBKM is certainly the key to the success of the MBKM program [19], [20]. Furthermore, the independent learning strategy must of course be balanced with a change in the understanding of the students followed by a change in habits in learning management and implementing other tri dharmas. Based on this background and response to the implementation of the independent campus concept, it is deemed necessary to conduct research on the impact of the implementation of the MBKM policy to see how far the performance of the University in preparing its students [21], [22]. Furthermore, in addition to measuring the performance of study programs, In particular, this research also aims to obtain results that can be used by study programs and universities and the team of the Directorate General of Higher Education Research and Technology to evaluate and develop curriculum and learning designs in order to achieve optimal learning outcomes. MBKM learning because this program has just been released, therefore, the MBKM survey team at the Universitas Islam Nusantara in collaboration with the Ministry of Education, Culture, Research, and Technology, conducted research to see the impact and perception of the implementation of MBKM for all study program students. civic education with the aim of seeing the extent of understanding and perception of students in the civic education study program and the impact of the implementation of the MBKM program at the Universitas Islam Nusantara.

II. METHODS

This research is a descriptive study with a quantitative approach with a survey method [24]. Data were obtained from the population, namely 192 respondents who are students of the Civic Education Study Program, Universitas Islam Nusantara. Data was collected through a questionnaire that had been prepared by the Ministry of Education, Culture, Research, and Technology. The data analysis technique started from data collection and then analyzed using descriptive analysis. The data analyzed were sourced from primary data through mapping the results of each question item used in the questionnaire. All analyzes use standard standards, namely diagrams of student answers that are presented using statistical data information [25]. From each item of research that will be concluded procedurally, the results of this study will be used as an adaptation of the study of independent learning activities on independent campuses regarding planning, learning processes, assessment, and evaluation of learning. Furthermore, the results of this study will be used to see the suitability of the existing curriculum of study programs and become a reference for designing relevant learning processes and academic collaborations [26].

III. RESULT AND DISCUSSION

This research was conducted to measure the impact of the implementation of MBKM in the Civic Education Study Program at the Universitas Islam Nusantara. The respondents selected were the entire student population at the civic education study program at the Universitas Islam Nusantara. The results of this study used a survey method with qualitative descriptive explanations which were analyzed using statistical data information. This survey itself consists of 22 questions and statements with answer choices that are tailored to the needs of the survey. The survey will be divided into 2 parts depending on the student choosing the answer to the first question item of the questionnaire given in the online questionnaire. The first part is that students who answer the first item of the questionnaire know the policy fully, most of the contents of the policy or know little will continue answering questionnaires to numbers 2 to 22 in the form of requests for criticism and suggestions. However, if the student answers that he does not know the MBKM policy in the first point, then the student will pass the questions 2-21, and immediately answer point 22, namely requests for criticism and suggestions for the progress of implementing the MBKM policy.

Based on the survey mapping results obtained from the data, the following results were obtained:

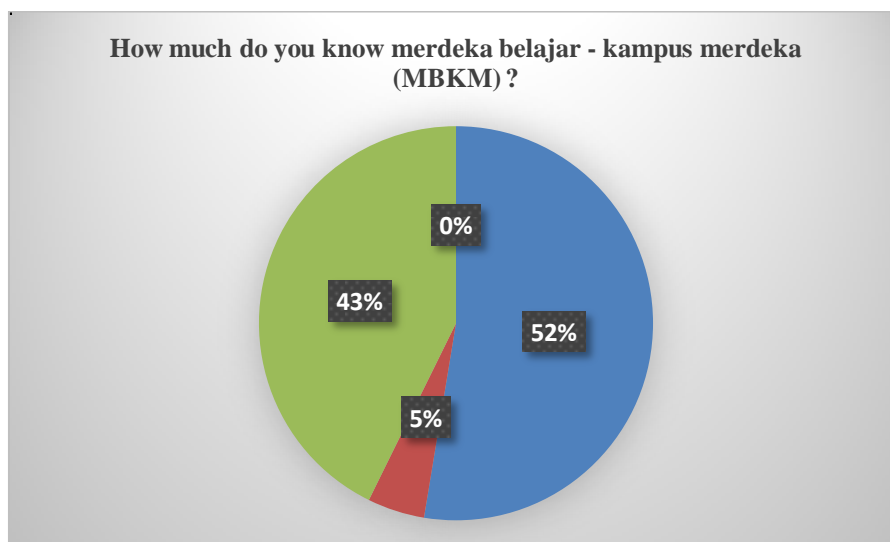


Figure 1. Results of the Student Knowledge Survey on MBKM policies

Figure 1 is obtained from the analysis to see how far the students of the Civic Education Study Program know about the MBKM Policy. The results of the survey showed that 52% of students from the total survey of 192 student respondents were the most chosen, namely Knowing the overall policy. 43% of students answered that they knew little and 5% of respondents answered that they knew most of the contents of the policy. Meanwhile, 0 student respondents answered that they did not know about MBKM. Based on this choice, 0 students will not take the follow-up survey in items 2-21, and 192 respondents will continue for questions 2-22. Further for questionnaire items 2 and 3. The team gave test questions regarding students' knowledge of the number of semesters and credits that students could take if they wanted to continue or choose to study in study programs outside of tertiary institutions. In this test, there were 37 students out of 192 student respondents who answered correctly. This shows the progress of socialization that needs to be carried out more actively [27], [28], plus the form of out-of-university study policy for the MBKM program has not been applied to the Civic Education Study Program at the Universitas Islam Nusantara, so students have not paid more attention to this question point.

Furthermore, in the questionnaire items regarding the platform used by respondents to obtain information about all MBKM policies, the results are shown in Figure 2 below:

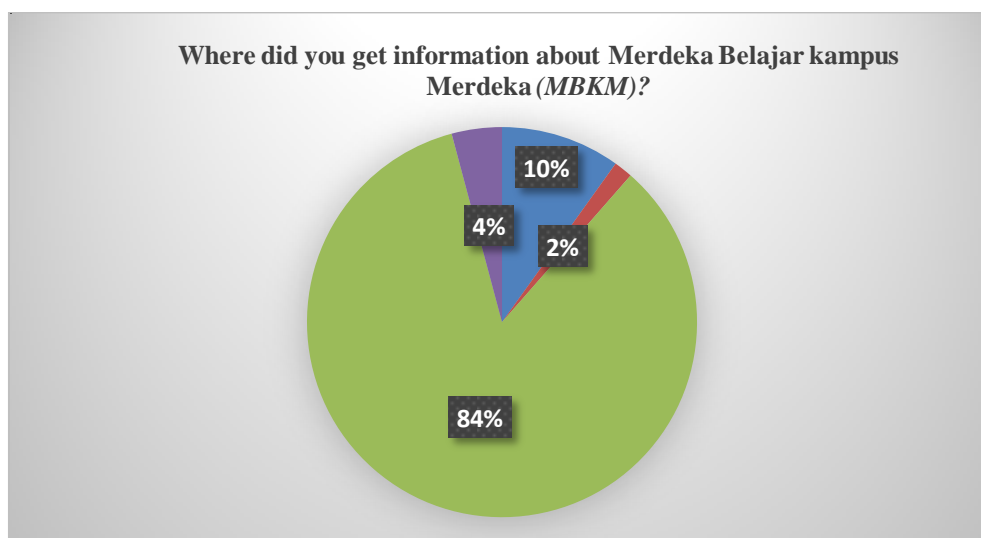


Figure 2: Survey Results Regarding MBKM Policy Information Platform

Figure 2 shows that 84% of student respondents choose college online channels (websites/websites, social media) as the platform they use to get information about MBKM. Furthermore, in line with the results in Figure 2, 10% of student respondents stated that the most chosen information media to increase their

understanding of MBKM policies was the Ministry of Education and Culture's online channel (website/website, social media) and 4% of online and offline socialization used by universities. tall. This shows the importance of socialization in the implementation of MBKM carried out by universities as a place for students to study [29].

Furthermore, the results of the study also showed that 92.7% of respondents answered that they were very interested in participating in the MBKM program held by the Directorate General of Higher Education, Research and Technology.

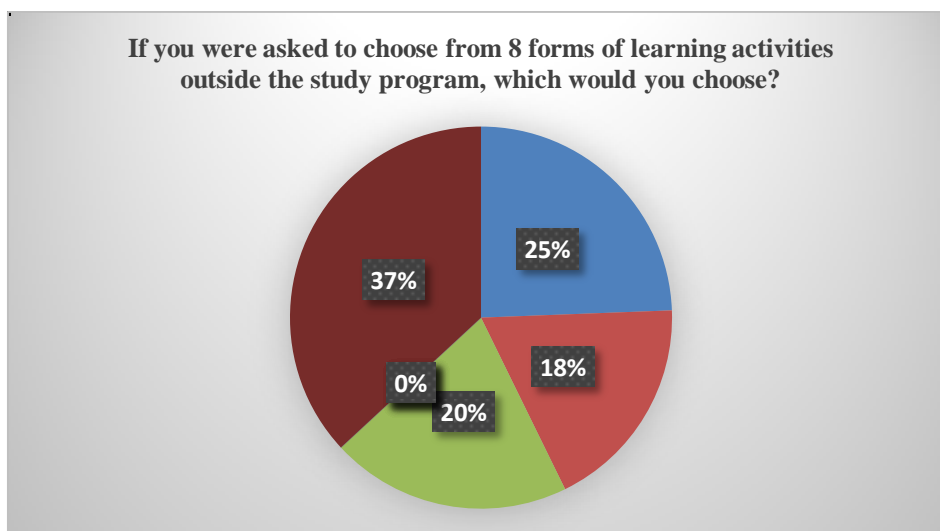


Figure 3. Results of Respondents' Choice Regarding the MBKM Program

In the next item in the questionnaire, when respondents are asked to choose the MBKM program they want to participate in, the most popular is the internship/work practice program. This is shown in Figure 3 where 37% of student respondents chose the program. This option is quite different from the form of the lecture program before the MBKM was implemented where the internship/work practice program was not found in the Civic Education study program. This may be due to the new atmosphere that respondents want to feel and see internships as an opportunity to apply the theories that have been learned in lectures, as well as the application of general and specific skills in the world of work. Internships are also felt to be able to increase competence, ability, and provide comprehensive real experience so that they can familiarize themselves to be ready to enter the world of work in the future [30]. Meanwhile, the second most common choice is student exchange. This is reasonable because the program develops skills and knowledge elsewhere.

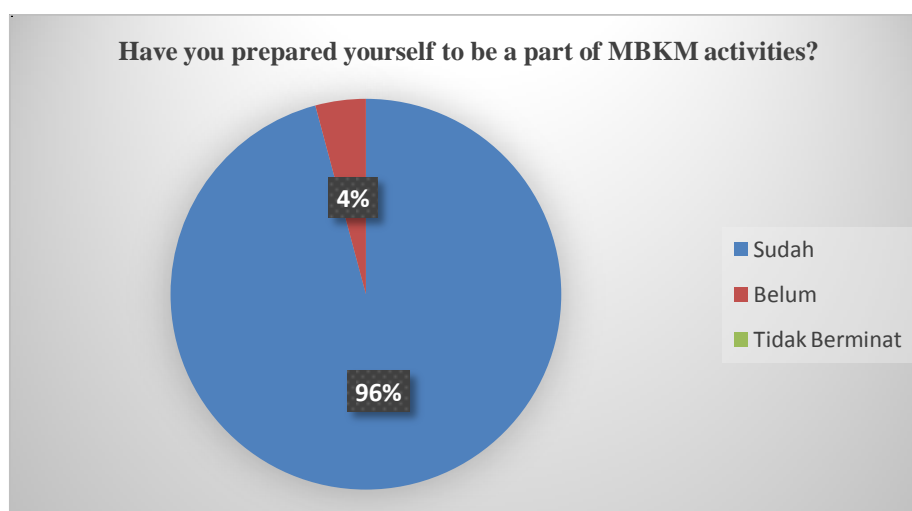


Figure 4: Results of Survey Answers Regarding Student Readiness in Following MBKM Policy

Furthermore, Figure 4 shows that on indicators of respondents' readiness for the MBKM program policy, 96% of respondents stated that they had prepared themselves to take part in the MBKM program. The response is shown by the student's interest in registering for the given MBKM policy program. Furthermore,

study outside the campus is the reason students are very responsive and ready to take part in MBKM activities. Students feel free to choose the field of study outside of campus that they are interested in. This shows that the independent campus provides an autonomous and flexible form of learning that students can do outside the classroom, even outside the university, so as to create innovative study habits, and according to student needs and get many connections or friends outside of their own class. [31].

The positive response to the MBKM policy was also shown in the questionnaire items asking about the implications of lecture time due to learning carried out outside the study program. 75.9% of respondents believed that the lecture time would still be completed on time. Furthermore, 86% believe that off-campus learning activities will provide additional competencies such as skills in solving complex real problems, analytical skills and ethics in the work profession. This is also in line with the results of the answer survey in the next questionnaire item, where 86.5% of the dominant respondents agree with the statement that the MBKM program for studying other study programs will broaden perspectives and provide additional competencies needed by students. This positive response shows that the respondents gave their request and attention to this MBKM policy program [32].

Positive responses were still shown by respondents in the choice of the next questionnaire item, where from a total of 192 respondents, 103 respondents stated that it was very useful and 89 respondents stated that it was quite useful in the statement of the usefulness of the MBKM policy program in improving competencies/skills as a provision for work after graduation. Meanwhile, 87 respondents chose a range of answers that were quite good, good (103 respondents) and very good on the statement of increasing soft skills that would be obtained after participating in MBKM activities as a provision after graduating from college later.

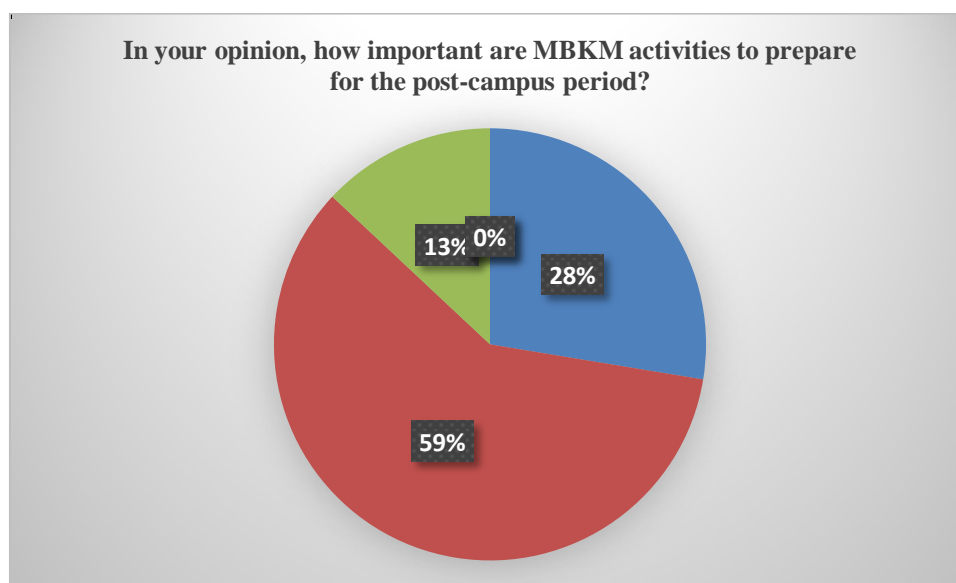


Figure 5: Results of Survey Answers Regarding the Importance of MBKM after Graduating from College

Figure 5 shows that 100% of the 90 respondents gave a positive reaction to the MBKM program which is believed to be able to provide quite good, good and very good preparation for students in facing the world of work after graduation. This shows the hope and confidence of students that the MBKM policy program is able to take them to face the world after ending the campus world [33], [34].

More socialization about MBKM needs to be carried out by both universities and study programs. The design of the MBKM policy program is one of the methods that is expected to meet the challenges of the Civic Education study program at the Universitas Islam Nusantara to create output that is literate for the advancement of science and technology, and able to compete in global progress [35], [36]. The MBKM program gives freedom and autonomy to educational institutions to provide opportunities for students to choose their field of interest. Independent campuses are expected to be autonomous and flexible learning so as to create an innovative learning culture that is in line with student needs [37], [38]. Positive responses were shown by respondents in this study, indicating that students were interested in participating in the many programs that exist in the MBKM policy. Students become more concerned about what they have to prepare in the future [39].

IV. CONCLUSION

The results of this survey research show that students of the Civic Education study program at the Islamic University of Nusantara gave a positive response to the Merdeka Learning Campus Merdeka (MBKM)

program. The socialization platform both online and offline by universities is the platform most chosen by students in knowing all MBKM programs and policies, predominantly students have prepared themselves to be ready to take part in the MBKM program. The internship program is the most dominant MBKM program in demand by students because it is related to link and match to the world of work after college. Many suggestions were also written by students, namely that the MBKM program could be applied in the first semester of lectures.

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