

**LECTURERS AND STUDENTS RESPONSES TOWARD THE PROGRAM OF INDEPENDENT LEARNING-INDEPENDENT CAMPUS (MBKM)**

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**Abstract:**

Independent Learning – Independent Campus (MBKM) is one of the policies from the Minister of Education, Culture, Research, and Technology, Mr. Nadiem Makarim. One of the programs of the Independent Learning – Independent Campus policy is the Right to Study for Three Semesters Outside the Study Program. Independent Campus is part of the Independent Learning policies from the Indonesian Minister of Education, Culture, Research, and Technology that provides opportunities for students to enhance their competencies according to their talents and interests by directly exploring the industrial or professional world as the groundwork for their future careers. There are eight forms of learning activities in accordance with Permendikbud No. 3 of 2020 Article 15 paragraph 1 that can be carried out within the study program or outside the study program, such as: student exchange, internship/work practice, teaching assistant in an educational unit, research, humanitarian projects, entrepreneurial activities, independent project/study, build villages/thematic community service program. When the students carry out the Independent Learning – Independent Campus (MBKM) programs, the results will be recognized as equivalent to 20 credit in each semester. To analyze how far the MBKM program has been socialized and understood by lecturers, students and universities, the Ministry of Education conducted a survey. The method used in the survey is census and the research method used in the analysis is qualitative research method. Based on the result, there are 7 lecturers out of 15 lecturers from the Faculty of Social Science and Political Science Widyatama University (3 study program) who have filled out the survey form. 8 lecturers cannot fill out the survey form because their NIDN are not issued yet. There are also 14 students from the class of 2020 who have filled out the survey form, while the class of 2021 cannot fill out the form because their names are not listed in the Directorate General of Higher Education (PDPT DIKTI) yet

**Keywords:**

MBKM, Survey, Research method, initiator lecturer, student



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## **INTRODUCTION**

Bung Hatta once said that students are the Heart and Voice of the Community so that students are at the forefront of guarding and forming noble values. Justice, honesty, and empathy strongly need to be maintained by students. Therefore, students have a role in maintaining values for the development of the nation.

One of the attempts to strengthen the role of these students is through the independent learning program. Independent Learning – Independent Campus (MBKM) is one of the policies from the Minister of Education, Culture, Research, and Technology, Mr. Nadiem Makarim. One of the programs of the Independent Learning – Independent Campus (MBKM) policy is the Right to Study for Three Semesters Outside the Study Program in order to improve the quality of learning and higher education graduates. Universities must be able to facilitate this program which is part of an innovative learning process, so that students' knowledge and skills will develop according to current needs.

Students play an important role in realizing independent learning by experiencing campus policies, such as freedom of learning, although the process must be carried out online. Along with various pluses and minuses, students are able to experience campus facilities, and participate in campus activities to the fullest.

MBKM is a program that can be implemented by both students and lecturers. To identify the implementation impact of MBKM on students and lecturers, it is necessary to conduct research on the implementation of MBKM policies carried out by universities. Research conducted by private universities is a manifestation of the Threefold Missions of Higher Education, thus the activities cannot be separated from scientific activities developed by the relevant universities.

## **LITERATURE REVIEW**

### **MBKM PROGRAM**

Independent Campus is part of the Independent Learning policy by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia which provides opportunities for students to enhance their knowledge and skills according to their talents and interests by directly exploring the industrial or professional world as the preparation for their future careers.

One of the programs of the Independent Learning – Independent Campus policy is the Right to Study for Three Semesters Outside the Study Program. The program is a mandate from various regulations/legal foundations of higher education in order to improve the quality of learning and higher education graduates. There are eight forms of learning activities in accordance with Permendikbud No. 3 of 2020 Article 15 paragraph 1 that can be carried out both within the Study Program and outside the Study Program, such as:

#### **a) Student Exchange**

Currently, numerous student exchange programs with full credit transfers have been carried out with universities abroad, however the credit transfer system among universities within the country itself is still very small in number. Student exchange programs are organized to develop student attitudes as stipulated in the Regulation of the Minister of Education and Culture (Permendikbud) Number 3 of 2020, namely respecting cultural diversity, views, religions, and beliefs, as well as other people's original opinions or findings; and work together and have social sensitivity and concern for society and the environment. (Kemendikbud, 2020)

**b) Internship/Work Practice**

Until now, students only have little work experience in the industrial or professional world, therefore they are not ready to work. Meanwhile, short-term internships (less than 6 months) are not sufficient to provide students with work experiences and competencies. Companies that accept internships also state that short-term internships are not useful, and may interfere with the work activities at the Industry.

The aims of the internship programs include:

Internship program 1-2 semesters, gives the students sufficient experience, and direct learning in the workplace (experiential learning). During the internship program, students will obtain hard skills (complex problem-solving skills, analytical skills, etc.), as well as soft skills (professional/work ethics, communication, cooperation, etc). At the same time, the industry will obtain talent which, if suitable, can be immediately recruited, thus reducing the cost of recruitment and initial/induction training. Students who are familiar with the workplace will be more confident in starting their careers and entering the workforce. Through this activity, industrial problems will reach universities and renew the teaching and learning materials for lecturers and made the research topics in universities more relevant toward the current industrial challenges (Kemdikbud, 2020).

**c) Teaching Assistance In An Education Unit**

The quality of primary and secondary education in Indonesia is still very low (PISA 2018 ranks Indonesia 7th from the bottom). The number of education units in Indonesia is very large and there are various problems in both formal, non-formal and informal education units. Learning activities in the form of teaching assistance are carried out by students in educational units such as elementary, middle, and high schools. The targeted schools can be located in urban or remote areas. (Kemendikbud, 2020).

The objectives of the teaching assistance program in educational units include:

1. Providing opportunities for students who have an interest in education to participate in teaching and deepening their knowledge by becoming teachers in educational units.
2. Helping to increase equity in the quality of education, as well as the relevance of primary and secondary education to higher education and current development.

**d) Research**

For students who aim to become researchers, Independent Learning can be realized in the form of research activities at research institutes/study centres. By focusing on research, students will develop critical thinking skill that is necessary for various scientific fields at the higher education realm. With the ability to think critically, students will deepen, understand, and be able to do research methods thoroughly. For students who have the interest and desire to work in the research field, the opportunity to do an internship in a research center laboratory is a dream come true. In addition, laboratories/research institutes often lack of research assistants especially for short-term research projects (1 semester – 1 year). (Kemendikbud, 2020).

The objectives of the research program include:

1. It is hoped that student's research quality can be improved. In addition, student's experience in a large research project would topically strengthen the research talent pool.

2. Students obtain research competencies through direct mentoring from senior researchers at research institutes/study centers.
3. Improve the ecosystem and research quality in laboratories and research institutes in Indonesia by providing resources and regenerating researchers from an early age.

**e) Humanitarian Projects**

Indonesia has experienced many natural disasters, such as earthquakes, volcanic eruptions, tsunamis, hydrological disasters, etc. Universities have so far helped a lot in dealing with disasters through humanitarian programs. So far, student involvement is voluntary and short term. In addition, many international institutions (UNESCO, UNICEF, WHO, etc.) have conducted in-depth studies and developed pilot projects in Indonesia and other developing countries. Students with their young spirit, scientific competencies, and interests are able to become "foot soldiers" in humanitarian and other development projects both in Indonesia and abroad.

Humanitarian project program objectives include:

1. To prepare excellent students who uphold humanity values in carrying out their duties based on religion, morals, and ethics.
2. To train students to have social awareness to explore and dive into existing problems and contribute in providing solutions based on their respective interests and expertise.

**f) Entrepreneurial Activities**

Based on the Global Entrepreneurship Index (GEI) in 2018, Indonesia only scored 21% of entrepreneurs from various fields of work, or ranked 94th out of 137 countries surveyed. Meanwhile, according to research from the IDN Research Institute in 2019, 69.1% of millennials in Indonesia have an interest in entrepreneurship. Unfortunately, the entrepreneurial potential for the millennial generation has not been managed properly. The Independent Campus policy encourages the development of student entrepreneurial interests with suitable learning programs. (Kemendikbud, 2020)

The objectives of the entrepreneurial activity program include:

- 1) Provide guidance for students who have an interest in entrepreneurship to develop their business early.
- 2) Administering unemployment problems that resulted in intellectual unemployment from scholars.

**g) Independent Study/Project**

Many students aim at creating excellent projects that are contested at the international level or projects for innovative ideas. Ideally, independent studies/projects are carried out to complement the curriculum which already taken by students. Universities or faculties may use independent studies to complete any topics that are not included in the class schedule, but are still available in the syllabus of the study program or faculty. Independent project can be carried out in the form of cross-disciplinary group work. (Kemendikbud, 2020).

**h) Build Villages/Thematic Community Service Program**

Thematic Student Community Service Program or Kuliah Kerja Nyata Tematik (KKNT) in Bahasa Indonesia, is a form of education to provide learning experiences for students to live within a community outside the campus, which directly identifies

both potentials and problems in the community, so that they are expected to develop village/regional potential and find solutions for the existing problems in the village. KKNT activities are expected to develop partnerships' soft skills, cross-disciplinary scientific teamwork (across competencies), and students' leadership in managing development programs in rural areas.

So far, the university has implemented the KKNT program, however the Semester Credit System (SKS) cannot be recognized yet as part of the Independent Campus program in which the credit recognition is equivalent to 6-12 months or 20-40 credits, with its implementation be based on several model. It is also expected that after the KKNT implementation, students are able to write down the things they have learnt in the form of a final project. (Kemendikbud, 2020)

### **Driving Lecturer**

The driving lecturer is an agent of change who will change the mindset of all educators or lecturers to prepare a flexible future campus, an adaptive campus, a campus that provides the widest possible space for students to discover their identity and potential and emerge as excellent human resources. The driving lecturer can be student's companion and "co-pilot". Co-pilot for students to explore their competencies, develop themselves, explore science and technology. In addition, driving lecturers and students are able to work together through the creative process in science and technology. The role of a co-pilot is certainly not easy. It is far more complex and requires sincerity and passion from the lecturers in accompanying students to explore their future world. Sincerity and passion are necessary in forming the excellent, creative, innovative students who possess competencies which related to current needs in professional world. (Widuri, 2011).

Driving lecturer always learning and eager to find out more about the answers to all their students' questions, rather than giving lectures in class. If the driving lecturer sees the capabilities of his students beyond his own knowledge, then he will be proud of it, instead of feeling threatened. Driving lecturers must own the habit of continuously seeking knowledge and looking for other parties who are able to support students' learning process in their classes. In addition, driving lecturers also need to own the habit of working on research projects and involving his students in order to give them hands-on experience.

### **Students in Independent Learning – Independent Campus (MBKM)**

Students play a role in realizing Independent Learning by experiencing campus policies, such as freedom of learning, although the process has to be conducted online and has its own pluses and minuses, then experience campus facilities, even participate in campus activities to the fullest. Students as the agents of change must be the driving force of national change for a better future, including in the field of education. Because in the next few years, those students will take on the role of leaders of the country.

Students in MBKM program are those who have the opportunity to learn for 1 (one) semester or equivalent to 20 (twenty) credits of studying outside the study program within the university, and a maximum of 2 (two) semesters or equivalent to 40 (forty) credits of studying in the same study program in other universities, different study programs at different universities; and/or learning outside of Higher Education institution.

Learning process in the Independent Campus provides challenges and opportunities for the development of creativity, capacity, personality and student needs, and build independency in the process of finding knowledge through realities such as competencies requirements, real problems, social interaction, collaboration, self-management, demand for good performance, targets and achievements.

## **METHODS**

This study uses quantitative methods collected through the distribution of questionnaires. The type of research used in this research is census research. Census research is a study that takes a group population as a whole and uses a structured questionnaire as the main data collection tool to obtain specific information (Usman & Akbar, 2008). Based on this information, this research is a type of census research with a questionnaire, where the respondents are all lecturers and students in the Faculty of Social Science and Political Science Widyatama University.

Data processing in this quantitative method uses descriptive analysis, where the results of the research are then processed and analyzed to draw conclusions, it means that the research conducted is a research that emphasizes analysis on numerical data (numbers). By using this research method, it will be known that there is a significant relationship between the variables studied, resulting in conclusions that will clarify the picture of the object that being studied. According to Sugiyono (2014:21) descriptive analysis method is a statistic used to analyze data by describing or explaining the data that has been collected as it is without intending to draw general conclusions or generalizations.

## **RESULTS AND DISCUSSION**

### **LECTURERS' RESPONSE TOWARD MBKM PROGRAM**

There are 15 lecturer respondents from 3 study programs under the Faculty of Social Science and Political Science as the result from this MBKM activity survey. The result shows the lecturers' knowledge at the Faculty of Social Science and Political Science regarding MBKM policies on campus. It can be seen from the survey result that the majority of 80% of lecturers at Widyatama University know most of the policy content as well as the lecturers at the Faculty of Social Science and Political Science, 20% of respondents only know a little about the contents of MBKM policies.

In terms of information, the lecturers at the Faculty of Social Science and Political Science get the most sources of information about MBKM from offline/online socialization activities organized by university. The rest comes from the Ministry of Education and Culture's online channels and socialization activities. The socialization activities carried out by university are seen to be more effective than the activities carried out by the Ministry of Education and Culture. Previously, there were no program that was in accordance with MBKM in the Study Programs under the Faculty of Social Science and Political Science. Furthermore, the Faculty of Social Science and Political Science mostly applies credits for courses that are recognized/equalized with the MBKM learning activity with 10-20 credits. In supporting the MBKM program at the faculty level, by having policy documents related to the curriculum that facilitates Independent Learning – Independent Campus. And there is also something new in the form of a draft.

As for the lecturers involvement in the preparation of MBKM implementation at the university or study programs, lecturers at the Faculty of Social Science and Political Science show their involvement through discussions/meetings/workshops that related to the preparation for MBKM implementation. One of the activities of lecturers in MBKM is by being a field supervisor for KKN or supervisor of student entrepreneurial activities or internship or student exchange supervisor. Most of the lecturers at the Faculty of Social Science and Political Science do not have the experience as field supervisors for KKN or supervisor of student entrepreneurial activities or internship or student exchange supervisor before the establishment of MBKM program.

As for other lecturer's roles, such as helping the Study Program to prepare CPL or calculating/equalizing credits, most of the lecturers at the Faculty of Social Science and Political Science have helped the study programs in compiling CPL or calculating/equalizing credits. Thus, the implementation of MBKM program can be carried out. And also in understanding MBKM program, lecturers need to study the Guidebook for Independent

Learning-Independent Campus. Most of the lecturers at the Faculty of Social Science and Political Science have studied the Guidebook for Independent Learning-Independent Campus, only 13% of correspondents who have not read the Guidebook.

Lecturers at the Faculty of Social Science and Political Science will play an active role in suggesting/encouraging students to take MBKM activities. This can be seen from as many as 93% of respondents answered "Yes". In carrying out the MBKM program, the faculty establishes a mechanism in providing recognition/equalization and credits in the Study Program curriculum with FISIP choosing the Mixed Form/Hybrid Form/Blended Form as the mechanism for providing recognition/equalization and credits in the Study Program curriculum. MBKM program has a very good impact on the student learning process. MBKM program provides an increase in hard-skills and soft-skills for students, From the survey results, the majority 60% of respondents answered that there was a fairly good increase, the other 20% answered that there was a good increase. It can be concluded that there is an increase in hard-skills and soft-skills for students.

The implementation of the MBKM program also has a role in increasing the capacity of lecturers, lecturers at the Faculty of Social Science and Political Science, it can be seen that there is an increase in the capacity of lecturers from the implementation of the MBKM program. The number of respondents who answered the increase is quite good was 47%, and the number of respondents who answered the increase is good was 27% of the respondents. This program provides benefits from the implementation of MBKM for the purpose of fulfilling Graduate Learning Outcomes. Lecturer at the Faculty of Social and Political Sciences will design MBKM activities with other related partners so that MBKM implementation has the optimal results.

#### **STUDENTS RESPONSES TOWARD MBKM PROGRAM**

MBKM program received a response from FISIP UTama students, where there are 148 FISIP student correspondents from the MBKM survey results. Students at the Faculty of Social and Political Sciences only know little information about the Independent Learning-Independent Campus (MBKM) policy, as seen in the greater number of respondents who answered that they knew little about MBKM. 43% of student respondents answered 3 semesters for the number of semesters that can be taken as the implementation of MBKM program, and 26% of student respondents answered 2 semesters which is in accordance with the provisions of the MBKM program.

At SN-Dikti (Permendikbud No. 3 of 2020) FISIP students choose 20 credits as the number of credits for MBKM implementation. Student activities are supported by the basis of their study program which has previous program that is in accordance with the form of the Independent Learning-Independent Campus (MBKM) program.

One of the drawbacks of this program is that the students at the faculty of social and political science have no information about the availability of guidelines and operational procedures to take part in MBKM program. However, this does not reduce students' eagerness because the largest number of students at the faculty of social and political science are ready to join the MBKM program, there are only 47% of respondents who are not ready to join the MBKM program.

Students at the faculty of social and political science feel that learning activities outside the study program will have implications during the study period. 66% of respondents feel that by participating in the MBKM program their study period will not be delayed, instead MBKM program will broaden their perspective and provide additional competencies needed. However, there are also 36% of respondents who feel that MBKM program is possible to broaden their perspective. Students feel that there are many benefits if they participate in MBKM programs for competence/skills' development as a provision to work after graduation. And with the MBKM program, there is a good improvement in terms

of soft skills obtained by the students after participating in MBKM programs in developing competencies/skills as a provision to work after graduation.

Students at the faculty of social and political science feel that MBKM activities are quite important in preparation for the post-campus period. 41% of respondents answered quite important and 39% of respondents answered Important, the difference from these two indicators is not very significant. Thus, after knowing in detail about the MBKM program, 52% of respondent students at the faculty of social and political science are very interested in the program, and 47% of respondents found the program is fair to recommend this program to their colleagues.

Based on the views of FISIP students regarding the MBKM program, there are costs needed in order to participate in implementing this program. Other answers found a lack of information about the program. FISIP students consider that MBKM activities are in accordance with the needs of future graduates.

## **CONCLUSION**

Lecturers' survey result from the MBKM program shows that there were 7 lecturer respondents from 3 study programs under the Faculty of Social Science and Political Science who have the knowledge about the MBKM policy on campus and have read the MBKM guidebook. The sources of information obtained by FISIP lecturers are mostly offline/online socialization activities organized by universities. Previously, the study program at FISIP had a previous program that was in accordance with MBKM, this means that the study programs at the Faculty of Social Science and Political Science are ready and have an overview in the implementation of MBKM. As a form of facilitation, the faculty already owns policy documents related to the curriculum that facilitates Independent Learning-Independent Campuses. There is also lecturers' involvement in the form of discussions/meetings/workshops related to the preparation for the implementation of MBKM program, for example developing the Graduate Learning Outcomes or equalization of credits. In terms of experience, lecturers at the Faculty of Social Science and Political Science only have little experience because the three study programs at FISIP are still in the category of new study programs. However, FISIP lecturers are willing to be supervising lecturers in MBKM programs and will play an active role in suggesting/encouraging students to participate in MBKM programs because they find that the MBKM programs have an impact on student learning process and will provide an increase in hard-skills and soft-skills for students as well as the benefits of implementing MBKM for the purpose of fulfilling Graduate Learning Outcomes. In addition to the impact on students, the implementation of MBKM plays an important role in increasing the capacity of lecturers. Therefore, the lecturers recommend all of the students at the Faculty of Social and Political Sciences, Widyatama University to participate in MBKM programs.

There are 14 FISIP student respondents from the MBKM survey results, it can be concluded that FISIP students have little knowledge about the Independent Learning-Independent Campus (MBKM) policy, however they know about the 3 semesters required in the MBKM programs. Because the students received MBKM information through offline/online socialization activities organized by universities, and community communication channels (eg alumni community, lecturer community). The forms of learning activities outside the study program are internships/work practices, student exchanges and humanitarian projects. However, they are ready to join the MBKM programs. Because students consider that learning activities outside the study program will not prolong the study completion, instead MBKM programs provide additional competencies such as skills in solving complex real problems, analytical skills, professional ethics so that the MBKM program will have benefits for students in developing competence/skills as a provision to work after graduation because it is able to improve the soft-skills obtained after

students take part in MBKM programs. Therefore, it can be concluded that MBKM programs are important for the preparation of post-campus period. Because FISIP students find that MBKM programs at university are in accordance with the needs of future graduates. From this, FISIP students will recommend the MBKM programs to their colleagues.

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