

Analysis Of The Results Of The Implementation Of The Curriculum Development Acceleration And Learning Assistance Program In Higher Education To Support Independent Independent Campus In Indonesia

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ABSTRACT

This study aims to describe the results of the implementation of the Higher Education Curriculum and Learning Acceleration Assistance Program Supporting Independent Independent Campus implemented by the Directorate of Learning and Student Affairs, Directorate General of Higher Education, Research, and Technology, Ministry of Education, Culture, Research, and Technology. This study uses a qualitative methodology with a descriptive approach using data collection techniques through surveys and documentation studies of program results that have been reported by program recipients to the Directorate of Learning and Student Affairs as the program implementer. The results of the study show that this assistance program greatly assists study programs in reorienting their curriculum to implement the Independent Learning-Independent Campus (MBKM) program independently through various collaborations carried out by related partners. Thanks to this assistance program, all study programs receiving assistance have curriculum documents that support the implementation of the MBKM program. The form of learning activities most often designed and implemented by recipients of assistance is internships/work practices, followed by student exchange activities and teaching in schools. This assistance program needs to be continuously developed every year to be able to accelerate the implementation of the MBKM program in higher education through curriculum development and independent implementation of the MBKM program.

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1. Introduction

The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) has carried out many transformations in the world of higher education in recent years. (Panguruk et.al., 2022). One of them in early 2020, the Ministry of Education, Culture, Research and Technology launched the second episode of Merdeka Belajar with the theme of Kampus Merdeka (Beng et al., 2022). There are four main points of policy related to the Independent Campus, namely the first regarding the opening of new study programs, the second regarding the university accreditation system, the third regarding State Universities with Legal Entities, and the last and most phenomenal is related to the right to study for three semesters outside the study program. (Arifin & Muslim, 2020).

Specifically related to the fourth policy, namely the right to study for three semesters outside the study program, which is currently known as the Independent Learning-Independent Campus (MBKM) policy. (Habibi, 2024). This policy was originally set out in (Regulation of the Minister of

Education and Culture Number 3 of 2020) regarding National Higher Education Standards or often referred to as SN-Dikti, then updated through (Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 53 of 2023, 2023) on Quality Assurance in Higher Education.

The Minister of Education, Culture, Research and Technology Regulation explains the granting of rights for students to participate in learning activities for a maximum of three semesters of study outside their study program and university. (Panjaitan et al., 2022). The policy seeks to form students' hard and soft skills competitively which are implemented in Higher Education units, including student exchanges, internships/work practices, teaching in schools, research, humanitarian projects, entrepreneurial activities, and national defense. (Annas Aswar, 2022).

In addition, students are also given the freedom to participate in learning activities outside their study program at the same university with a certain credit weight. (Loisa et al., 2022). All of these activities can be carried out by students under the guidance of lecturers and a cooperation agreement is required if attempted with parties outside the research program. (Phang et al., 2024). The learning experience is a negotiated relationship and reciprocal learning process between faculty and students, which encourages engagement and empowerment in a college-community partnership program. (Bourke et al., 2020).

The implementation of the MBKM policy in higher education begins with the process of reorienting the study program curriculum that can support the implementation of the MBKM program. (Trianjung et al., 2024). The higher education curriculum is a set of plans and arrangements regarding the objectives, content, and teaching materials as well as the methods used as guidelines for organizing learning activities to achieve the objectives of higher education. (Wati Desi Sri Setyo et al., 2023). Developed by each Higher Education Institution with reference to the National Standards of Higher Education for each Study Program which includes the development of intellectual intelligence, noble morals and skills. (Ministry of Law and Human Rights, 2012).

The higher education curriculum plays an important role in shaping the character, perception, and readiness of students for the 21st century through the integration of work-integrated learning modules. (Molomo, 2023) which refers to the National Standards of Higher Education. The development of study program curricula in higher education in the future is expected to be more innovative, adaptive, flexible and collaborative, considering the very rapid changes in job market needs and future professional developments. (Junaidi, 2020).

In the guidebook for compiling higher education curricula to support independent campuses towards a golden Indonesia, it is stated that in accordance with Article 44 of Permendikbudristek No. 53 of 2023, the study program curriculum at least includes: a. graduate learning outcomes; b. Curriculum Study Period; c. learning methods; d. learning modalities; e. competency requirements and/or qualifications of prospective students; f. assessment of learning outcomes; g. learning materials that must be taken; and h. procedures for accepting students at various stages of the curriculum. (Shelemo, 2023).

Based on these provisions, the curriculum document that will be the reference for the implementation of the study program is compiled at least consisting of parts that include: Study program identity; Curriculum evaluation and tracer study; Basis for curriculum design and development; Formulation of vision, mission, objectives, strategies formulated by the study program and University Value; Formulation of Graduate Competency Standards (SKL) stated in Graduate Learning Outcomes (CPL); determination of study materials; formation of courses and determination of SKS weight; matrix, curriculum map, and study period; learning modalities in planning the learning process; implementation plan for the right to study for a maximum of 3 semesters outside the study program; management and mechanism for implementing the curriculum; and procedures for accepting students at various stages of the curriculum. (Junaidi, 2020).

The success of implementation in Higher Education shows success in encouraging the implementation of an innovative, adaptive and collaborative curriculum. (Wicaksono, 2024) to prepare students to become adults who are able to be independent and competitive in today's global world. (Danilyarova, 2021). An innovative and adaptive curriculum should focus on life skills for the 21st century. (Polydorou et al., 2021) including problem solving, communication, and self-management, to effectively meet the demands of a rapidly evolving society. (Chakra & Lavanya,

2024). While the collaborative curriculum is a collaboration between staff and students.(Sebolao, 2023)to diversify social policy reading lists, promote inclusivity through critical race theory, and increase curriculum diversity.(Adewumi & Mitton, 2022).

Based on this, study programs need to reorient the curriculum to be innovative, adaptive, and collaborative in order to be able to implement the MBKM policy optimally. The curriculum is a model designed in accordance with the vision and mission of education.(Ramadani et al., 2021), involving the processes of validation, implementation, and evaluation, with a focus on educational goals, strategies, and feedback for improvement.(Diana Riski Sapitri Siregar & Bahrissalim, 2022).

The development of higher education curriculum in Indonesia is regulated by aligning the framework with Education 5.0, integrating technology, humanity, local wisdom, flexibility, personalization, and collaboration of interests to improve the curriculum.(Hutahaeon et al., 2024). Higher education is described as benefiting from artificial intelligence by enhancing academic integrity, encouraging digital literacy, and promoting ethical standards in educational environments.(Tan & Maravilla, 2024). Meanwhile, curriculum development directs the current curriculum to the expected educational goals because of the various positive influences that come from outside or from within with the hope that students will be able to face their future.(Junaedi et al., 2021).

MBKM aims to improve the competency of graduates, both soft skills and hard skills, so that they are more prepared and relevant to the needs of the times, preparing graduates as future leaders of the nation who are superior and have personality.(Misnawati & Zuraini, 2023). Experiential learning programs with flexible paths are expected to facilitate students to develop their potential according to their interests and talents.(Junaidi, 2020). Based on this, the purpose of this study is to analyze the implementation of: 1) Reorientation of the study program curriculum in supporting the implementation of MBKM; and 2) Implementation of various forms of MBKM learning activities independently by the study program.

2. Method

This research method is carried out through descriptive research involving systematic observation and description.(Dr. Swarooprani. K, 2022), with a questionnaire survey method that efficiently collects standardized data from large populations.(Murphy, 2023)and equipped with a documentation study(Theunissen et al., 2022). The selection of this approach and method is based on consideration of the research objectives, namely to describe the results of the implementation of the Higher Education Curriculum and Learning Development Acceleration Assistance Program Supporting Independent Campuses implemented by the Directorate of Learning and Student Affairs, Directorate General of Higher Education, Research, and Technology, Ministry of Education, Culture, Research, and Technology.

The subjects of this study were recipientsThe Higher Education Curriculum and Learning Development Acceleration Assistance Program Supports Independent Campus, which has 121 study programs spread across 28 provinces in Indonesia. The Google Forms (G-forms) application is provided by the program recipient group via WhatsApp(Zayed, 2021). The data collection analysis process begins at the beginning of the study and the data collection phase.(Salmia, 2023). This is based on the results of questionnaires and documentation studies on program results submitted by fund recipients to the Directorate of Education and Training as part of program implementation.

Data collection was conducted between November 25, 2023 to December 1, 2023, with the number of recipients of assistance as many as 121 study programs from 92 universities that have academic programs from various provinces in Indonesia. The scope of respondents who are the subjects of the study can be seen in Figure 1 below:

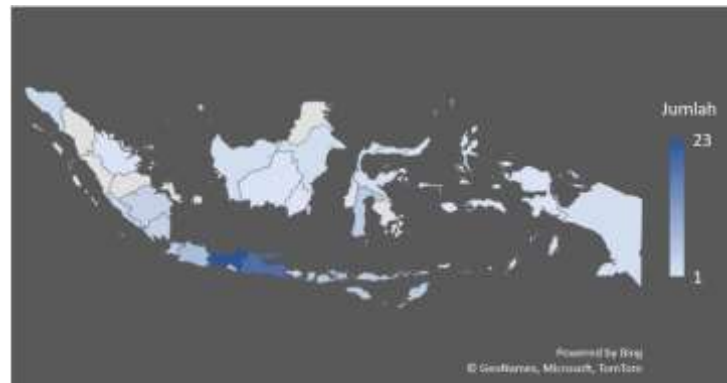


Fig. 1. National Coverage of Research Respondents

3. Results and Discussion

In accordance with the Regulation of the Minister of Education, Culture, Research, and Technology Number 28 of 2021 concerning the Organization and Work of the Ministry of Education, Culture, Research, and Technology, the Directorate of Learning and Student Affairs has the task of formulating and implementing policies in the field of learning and student affairs in academic and professional higher education originating from academic education. (Minister of Education and Culture Regulation, 2022). Thus, the Higher Education Curriculum and Learning Development Acceleration Assistance Program Supporting Independent Campus which is the topic of this research is part of the efforts made by the Directorate of Learning and Student Affairs in accelerating the implementation of the MBKM policy which is closely related to student learning.

In this section, the description and analysis related to the respondents' answers obtained from the questions contained in the questionnaire to the aid recipients regarding the achievement of the outputs carried out during the implementation of the aid program will be carried out. The results of the questionnaire obtained by respondents were 121 answers representing each recipient of the aid program consisting of 121 study programs and spread across 28 provinces in Indonesia. The information generated from this questionnaire is presented as follows.

From the data obtained, the Higher Education Curriculum Development Acceleration Program (AKPT) facilitates study programs to develop curricula in an innovative, adaptive, and collaborative manner to support the strengthening of the Independent MBKM ecosystem and the flagship MBKM of the Ministry of Education, Culture, Research, and Technology. Study programs meet innovation and adaptation achievements by adjusting the curriculum that is the basis for the implementation of the MBKM BKP, both flagship MBKM and Independent MBKM (supported by data on the average number of RPS/Study Program and data on SKS recognition documents). All study programs (121) recipients of this assistance program have reoriented their curriculum to support the implementation of the MBKM program, of which 87% have been approved and the remaining 13% until the end of the assistance program implementation period are still waiting for approval from the leaders of their respective universities. The curriculum reorientation referred to in this program is how the study program curriculum documents are compiled completely and consists of sections as stated in the higher education curriculum preparation guidebook published by the Ministry of Education, Culture, and Technology in 2024 and accommodates the implementation of independent MBKM activities in it. Figure 2 shows the availability of study program curriculum documents and their status.



Fig. 2.Acceleration of Study Program Curriculum

Collaborative efforts are also carried out by the Study Program by expanding partnerships with both PT partners and non-PT/IDUKA partners who can facilitate the implementation of BKP MBKM (data on the number of collaborations/Partners). The strength of university policies is the basis for BKP MBKM and also guarantees sustainability in the implementation of MBKM (Hawwin Muzakki, 2023) (supported by data from accompanying lecturers, MBKM POB data, and MBKM quality assurance). Through this assistance program, a total of 561 cooperation documents were produced between study programs receiving assistance and partners related to the implementation of the MBKM program.

One important aspect in implementing the MBKM program is the existence of partnerships with other parties (Mukramin et al., 2023), through this assistance program, study programs are encouraged to carry out the acceleration of these partnerships so that MBKM activities can run better and more massively (Wulandari et al., 2022). In addition, with good partnerships, especially with the business world and the industrial world, it is hoped that there will be more links and matches between college graduates and available job opportunities (Annas Aswar, 2022).

Before students take part in the MBKM program, clear guidance is needed so that the activities they take part in are more focused and in accordance with the expected goals, especially in order to fulfill learning outcomes (Kuncoro et al., 2022). For that reason, one of the expected outputs in this assistance program is the existence of a guide for implementing MBKM activities that are carried out independently by study programs.

The two minimum aspects expected to be included in the guide are related to the number of credits that are equivalent to the MBKM activities participated in by students and the form of credit recognition carried out by the study program (Hernawan et al., 2022). Based on the reports received from the recipients of the aid program related to both of these things can be seen in Figure 3 below.



Fig. 3.Number of credits for study programs receiving assistance programs

Based on the image above, it can be seen that through this assistance program, the recognition of MBKM program credits in the study program curriculum has increased and the majority are in accordance with the minimum target in the second university's Main Performance Indicator (IKU) related to the implementation of learning outside the study program or MBK activities. In the Decree of the Minister of Education, Culture, Research, and Technology Number 210/M/2023 concerning the Main Performance Indicators of Higher Education and Higher Education Service Institutions at

the Ministry of Education, Culture, Research, and Technology, specifically IKU number 2, the minimum limit for calculating IKU 2 for MBKM activities is 10 credits (Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2023). In addition, the form of recognition of credits in MBKM activities carried out by study programs is a structured form (Raweyai et al., 2023), followed by hybrid form, and finally free form (Suharyadi et al., 2023). However, the structured form is the most recommended option by the Ministry in terms of recognizing MBKM program credits.

The next objective of this study is to analyze the implementation of various forms of MBKM learning activities independently by study programs implemented in pThe curriculum development and higher education learning acceleration assistance program supports independent independent campuses. Based on the reports received, the study programs receiving assistance have designed various forms of learning activities that students can start participating in in the odd semester of the 2023-2024 academic year. All study programs (121) receiving the assistance program designed at least 2 or more forms of MBKM learning activities. An overview of the forms of learning activities designed by the study programs receiving assistance can be seen in Figure 4 below.



Fig. 4.Form of MBKM Learning Activities (BKP) Designed by Study Program

Based on the image above, it can be seen that the form of learning activities most designed by study programs receiving assistance is internship/work practice activities, followed by student exchange activities, teaching in schools, village projects/thematic KKN, research, entrepreneurial activities, independent studies/projects, humanitarian projects, and finally national defense. Various forms of MBKM learning activities are designed by study programs in collaboration with partners related to their respective fields of knowledge in order to design MBKM programs that are in accordance with the curriculum and expected learning outcomes. (Lesi Hertati et al., 2023).

The MBKM program designed and implemented by each study program and in collaboration with partners is often referred to as the independent independent campus. This is different from the MBKM program implemented by the Ministry of Education, Culture, Research and Technology, such as Certified Independent Internship and Study (MSIB), Teaching Campus, Independent Student Exchange, Indonesian International Student Mobility Awards (IISMA), and Independent Entrepreneurship, which are often referred to as the flagship MBKM program. The advantage of the independent independent campus program compared to the flagship MBKM program is the alignment of the program with the more appropriate learning outcomes of graduates. In addition, the potential for program sustainability is also better maintained because of the partnership that is specifically established between the study program and partners. Meanwhile, in the flagship MBKM program, the programs followed by students are often less aligned with the scientific knowledge of their study program and the learning outcomes that should be achieved by students. Thus, in recent years the Ministry of Education, Culture, Research and Technology has encouraged the independent independent campus program to be implemented by universities in an effort to maintain the sustainability of this MBKM program. (Kusumawardani et al., 2024).

One of the targeted outputs in this assistance program is the implementation of at least two forms of MBKM learning activities carried out independently by study programs. Based on the report received at the end of the activity, a total of 2,307 students participated in the MBKM program independently which was carried out by the study programs receiving the assistance. The curriculum

development and learning acceleration assistance program for higher education supports independent independent campuses implemented in the odd semester of the 2023-2024 academic year. The total number is spread across nine forms of MBKM learning activities designed by study programs as described previously, data on the distribution of students based on the form of MBKM learning activities followed can be seen in Figure 5 below.



Fig. 5. Number of Students Participating in Independent Independent Campus Based on the Form of Learning Activities

The figure above shows that the form of learning activities most often participated by students is internship/work practice, followed by project activities in villages/thematic KKN, teaching in schools, student exchanges, research, entrepreneurial activities, independent studies/projects, and humanitarian and national defense projects. The data is similar to the form of learning activities designed by the study program so that it shows the alignment between the designed program and the number of student participation in participating in MBKM activities.

4. Conclusion

The MBKM policy is part of the higher education transformation carried out by the Ministry of Education, Culture, Research and Technology with the aim of improving the competency of graduates, both soft skills and hard skills, so that they are more prepared and relevant to the needs of the times and able to compete in global competition. To accelerate the achievement of the objectives of this policy, several programs have been created that can encourage universities to implement the MBKM program through related units that have this role. One of the units in the Ministry of Education, Culture, Research and Technology that is most closely related to the MBKM program is the Directorate of Learning and Student Affairs, which since the beginning of the issuance of the MBKM policy has continued to organize programs that assist universities in implementing the MBKM program.

One of the most important aspects that must be possessed in order to implement the MBKM program is the existence of an innovative, adaptive, and collaborative study program curriculum. This is because the curriculum is the soul in the learning implementation process that can determine the achievement of educational goals. For this reason, the Directorate of Learning and Student Affairs organizes The higher education curriculum and learning development acceleration assistance program supports independent independent campuses to encourage study programs from various universities to implement the MBKM policy.

Of the various outputs targeted in the program, there are two aspects studied in this research, namely those related to with the reorientation of the study program curriculum in supporting the implementation of MBKM and the implementation of various forms of MBKM learning activities independently by the study program. Based on the achievements of the output of this assistance program, all study programs receiving assistance (121) have had a curriculum that has accommodated the implementation of the MBKM program in it. Thanks to this assistance program, the partnership of the study program with other parties has become stronger, especially in relation to

the implementation of the MBKM program, as evidenced by the production of a cooperation agreement document. Through this assistance program, the study program has also succeeded in designing various form of MBKM learning activities that are then followed by students. Internship/work practice programs are the programs most designed and implemented by aid recipients. This aid program needs to be continuously developed every year to be able to accelerate the implementation and maintain the sustainability of the MBKM program in universities through curriculum development and independent implementation of the MBKM program.

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