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Merdeka Belajar Kampus Merdeka: Policy Direction and Implementation for Progress of Study Program

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ABSTRACT

The Merdeka Learning Campus Merdeka Program is a program that is expected to help prepare students to be better prepared to compete with the industrial world and technological advances. This program has many challenges and obstacles, both in terms of implementation and in terms of the readiness of each study program or university that will run it. This research was carried out to find out how far the implementation of Merdeka Learning Campus Merdeka was carried out by the Elementary School Teacher Education Study Program at the Faculty of Teacher Training and Education, Juanda University, Bogor. This study uses a type of qualitative research with a program evaluation methodology. The research subjects were 392 PGSD Study Program students. Based on the data obtained, it can be concluded that most of the independent campus learning programs rolled out by the government have existed in programs implemented previously at the PGSD FKIP Djuanda University Study Program. During this time the program has a different naming. Related to student concerns about the obstacles that might be faced when participating in the Merdeka Learning Campus Merdeka program is regarding the funds that will be used in implementing activities. However, on the whole the students were very enthusiastic in participating in all the existing Merdeka Learning Campus programs.

MBKM Curriculum, Implementation, Elementary School Education,

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INTRODUCTION

Implementation of Freedom to Learn Campus Merdeka is a new chapter in the history of the development of the higher education curriculum in Indonesia. Merdeka Belajar-Kampus Merdeka is a decision from the ministry of education and culture which has the aim of motivating students to get involved and have various knowledge which will later be used as provisions to enter the

world of work. The goal of an independent campus leads to student readiness in the world of work, where students are expected to be able to work together, be creative and can also benefit themselves, the community and others (Siregar et al., 2020). Independent Campus Learning Policy based on Permendikbud Number 3 of 2020 concerning SN DIKTI. Freedom of learning provides opportunities for students to gain knowledge independently and responsibly according to their interest criteria. MBKM provides an opportunity for students to choose courses that they will take outside the Sopiansyah study program (2021). Independent learning at an independent campus can increase the presence of new types of jobs which indirectly increase employment (Rusadi, Widiyanto, & Lubis, 2019)

In Article 18 it is stated that fulfilling the time and study load for undergraduate or applied undergraduate program students can be carried out: 1) with them participating in the whole study in their own study program or 2) carrying out learning activities partly in their own study program and the rest in study programs outside their own study program or outside college. Students are the spearhead of MBKM implementation at the study program level. The main interest in the implementation of MBKM is to improve the quality of students. Even though students must be subjects and not just objects (Widyawati, 2021).

The legal basis for the Merdeka Learning Campus Merdeka program is also contained in Permendikbud No. 4 of 2020 concerning changes in the status of higher education institutions to universities with legal entities, Permendikbud No. 5 of 2020 regarding accreditation of study programs and accreditation of higher education institutions, Permendikbud No. 6 of 2020 concerning the acceptance of new students, as well as Permendikbud number 7 of 2020 concerning Establishment, Change, Dissolution of State Universities, and Establishment, Change, Revocation of Private Higher Education Permits (Dirjendikti, 2020).

Independent learning on an independent campus is seen as a burden for some lecturers who are not very enthusiastic about change, but a challenge for those who have a high will to progress. In the objective aspect, independent learning is expected to be able to develop students' hard skills and soft skills, as well as to be able to prepare students to be better prepared and in accordance with the needs of the times, prepare graduates as future leaders in the nation who are superior and have an optimally superior personality. Susilowati (2021; HT Adri, et al., 2021).

Merdeka Learning is an idea launched by the minister of Education and Culture to produce superior Human Resources (HR) by prioritizing character

education (Widiyono, 2020). Freedom to learn on an independent campus is not immediately accepted by all parties. The existence of this program also experienced ups and downs as well as acceptance and rejection from various parties. This is also experienced by lecturers in the elementary school teacher education study program at Juanda University, Bogor. This is because not all lecturers initially understand the urgency of the importance of this program. However, universities and study programs continue to hold outreach so that the understanding of lecturers and the entire academic community is evenly distributed about this MBKM program, in the end all can accept and are also enthusiastic about running this program. Freedom to Learn Campus Freedom is a new concept that allows students to gain the freedom to study at other universities (Leuwol et al., 2020; Muhsin, 2021; Wijayanto, 2021; RSP Fauziah, 2023).

Some of the problems faced by lecturers in implementing independent learning on an independent campus are mainly due to Covid19 (Savitri, 2020). There is also concern that the independent campus learning program will ignore or override the main objective of providing education, there are still many tertiary institutions that are not yet ready to implement the independent campus learning policy, to change mindsets it takes quite a long time with explanations. as well as continuous outreach (Susetyo, 2020). Even though every maximum learning will produce a good outcome for the implementation of education (WRR Hayu et al., 2019; 2023; HT Adri, 2021).

RESEARCH METHOD

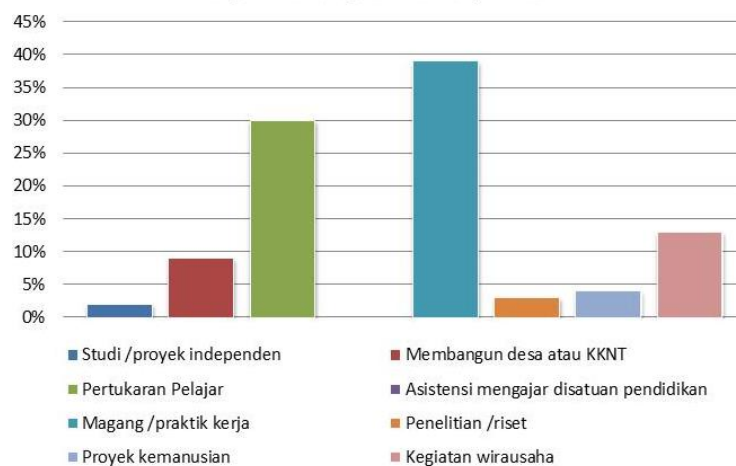
This research is an evaluation research using a qualitative approach model. Qualitative research is collecting, analyzing and interpreting visual and narrative data to explore a phenomenon. The evaluation method is very appropriate for evaluating the effectiveness of the implementation of a program, including evaluation of the Independent Campus Learning Program which is implemented in the Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Juanda University, Bogor. This research activity was carried out in the elementary school teacher education study program, FKIP, Djuanda University, Bogor with 392 students as respondents. Qualitative research is defined as “Qualitative research is the collection, analysis and interpretation of comprehensive narrative and visual data to gain insights into a particular phenomeon of interest”, explained that qualitative research is collect, analyze and interpret visual and narrative data to explore a phenomenon.

The aspect that was evaluated in this study was the implementation of the Merdeka Learning Campus Merdeka program which consisted of

1. Total students who have participated in MBKM activities
2. Curriculum documents and guidelines for MBKM implementation
3. Programs that correspond to MBKM
4. Readiness of students in implementing the MBKM program
5. Interest in the MBKM program
6. Sources of information about the program
7. Forms of MBKM activities
8. Suggestions about media information
9. Readiness in dealing with MBKM
10. Barriers and challenges.

RESULTS AND DISCUSSION

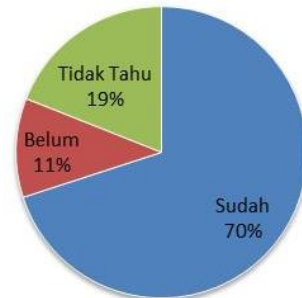
The implementation of independent learning is carried out by the Primary School Teacher Education (PGSD) study program, FKIP, Djuanda University, Bogor under the guidance and supervision of the University. During the course of the MBKM program, many PGSD Study Program students have participated in this activity. Therefore it is considered quite important to know about the effectiveness and how the implementation of independent campus learning activities is seen from the perspective of students who are also implementing independent campus learning activities. The following is data regarding the number of students who take part in learning activities outside the study program:



Picture 1.
Graph of the Number of Students Participating in Activities

Based on graph 1. it can be seen that internships or work practices are the activities most attended or interested in by students.

The following is data regarding the level of student knowledge of the MBKM documents and guidelines:

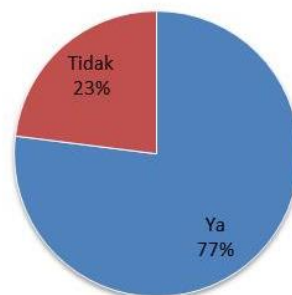


Picture 2.

Graphic about the MBKM document

¹ Based on the picture above, it can be concluded that most students are aware of the MBKM implementation procedure guide.

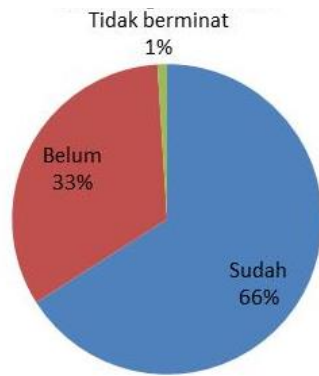
The following is data regarding programs that are compatible with MBKM:



Picture 3.

Graph of previous programs according to MBKM

Based on these data, there are quite a number of activities that are in line with the MBKM program.



Picture 4.

Graph of Personal Preparedness Data

Based on these data it can be concluded that most students are ready to take part in the MBKM program.

The following is data regarding student interest in MBKM activities:

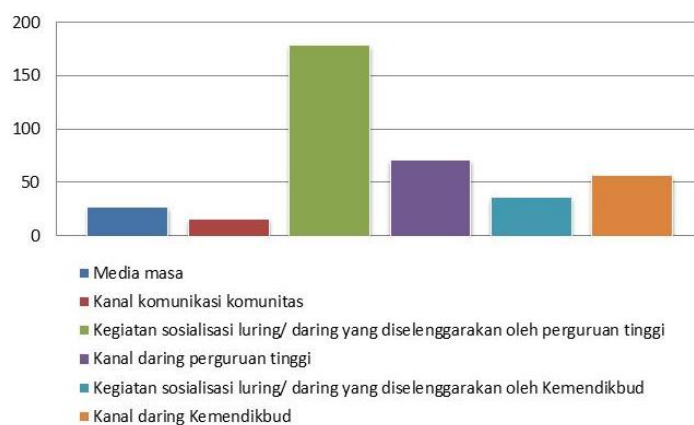


Picture 5.

Graph of Interest in the MBKM Program

The data obtained shows that the percentage of students' interest in taking MBKM is very high.

The following are sources of information obtained by students about MBKM:

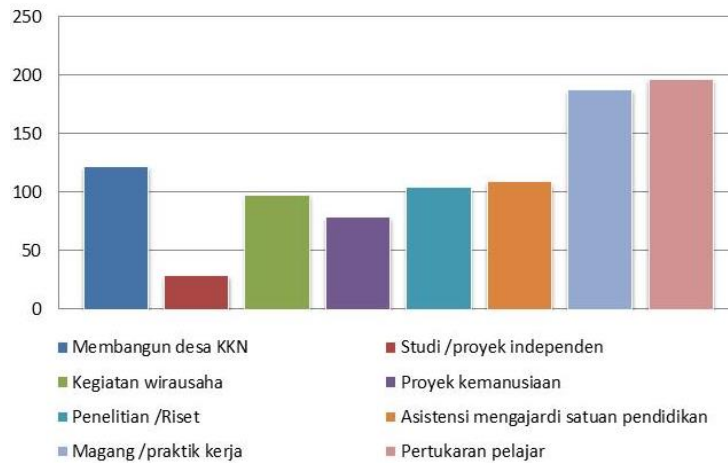


Picture 6.

Information Sources About MBKM

Based on the graph above, it can be seen that socialization carried out by tertiary institutions is the most effective source of information in conveying a program, including the MBKM program.

Below is data regarding programs similar to the MBKM that students have participated in:

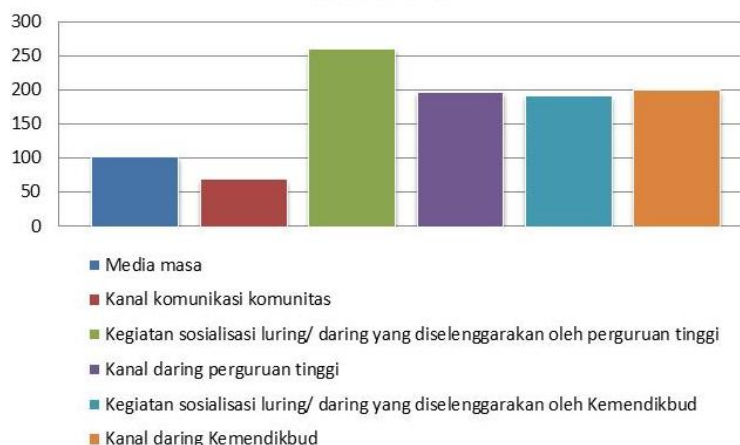


Picture 7.

Relevant Programs Existing Prior to MBKM

In the graph above it can be concluded that all activities carried out in the MBKM activities were attended by students before this program existed. Even though the name of each program is not the same as the name in the MBKM program, all of them correspond or are very much in line with the MBKM activities.

The following is data about media that can make it easier for students to understand MBKM policies, namely:

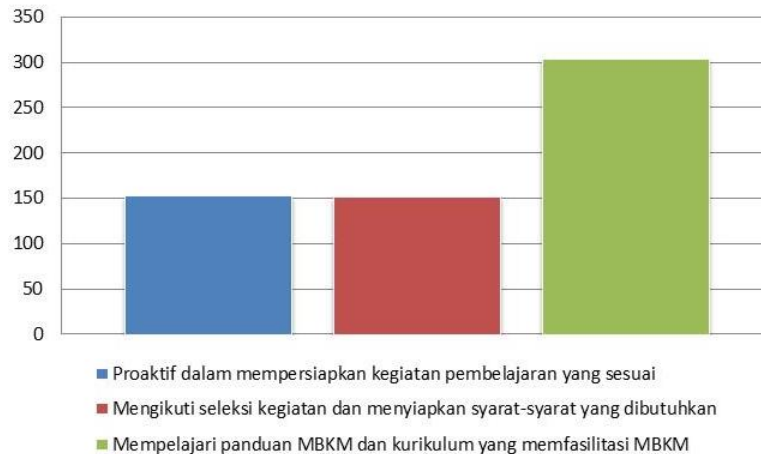


Picture 8.

MBKM Socialization Media

In the opinion of students, the most appropriate media to provide students with an understanding of MBKM is socialization organized by the university.

The following is student readiness to face participation in the MBKM program:

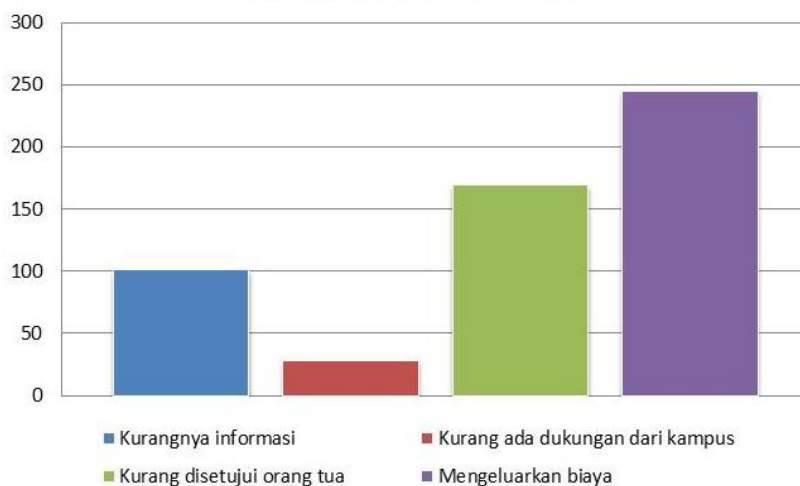


Picture 9.

Preparation for participation in the MBKM program

Most students think that it is very important to study the MBKM curriculum and implementation guidelines before joining the MBKM program.

Below are student opinions regarding the possible obstacles they will face when participating in the MBKM program:



Picture 10.

Opinion of Students Regarding Obstacles in Implementing MBKM

Based on the data collected from students, it appears that students have high concerns about funds which will be an obstacle in the implementation or MBKM activities that they will participate in.

6 CONCLUSION

Based on the data obtained, it can be concluded that most of the independent learning campus independent programs rolled out by the government have existed in programs implemented previously at the PGSD FKIP Djuanda University Study Program. It's just that so far the program has a different naming. Related to student concerns about the obstacles that might be faced when participating in the Merdeka Learning Campus Merdeka program is related to the funds that will be used in implementing activities. However, overall students were very enthusiastic in participating in all existing MBKM programs.

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