



Analysis of Barriers to Implementation of the Independent Curriculum Study the Merdeka Campus in the Department Economic Education Manado State University

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Abstract

Universities are required to be able to adjust to existing education with the current state of the Indonesian industry. Merdeka Learning Merdeka Campus (MBKM) is a policy of the Minister of Education and Culture which encourages students to master various knowledge as subjects before entering the world of business and industry. The purpose of this study was to analyze the obstacles faced by economics education majors in implementing the independent campus learning curriculum (MBKM). This type of research is quantitative. The data collection technique in this study was carried out by identifying discourse from MBKM documents, scientific articles in national and international journals, Ministerial Regulations and Legislation, as well as other online literature. The stages of the research included data collection, data analysis, and obtained the results and conclusions of the obstacles faced in the implementation of MBKM in the Department of Economic Education. Reputable.

Keywords: Barriers; Independent Learning; Independent Campus; industrial revolution 4.0

Introduction

The industrial era 4.0 is a challenge for education because it has to create new generations who can face the various challenges that existed in that era. Higher education is one of the places to study which will directly deal with the situation in the industry in Indonesia. In addition, due to the rapid development of technology from day to day, it also affects the world of education. The preparation and provisions given to the new generation are also important so that later a new generation will be created with superior human resources so they can survive in the cruel industrial era (Rahman et al., 2021).

To face the industrial era 4.0, universities must adapt the existing education system at universities to the current state of Indonesian industry. Higher education is expected to be able to prepare students to be able to adapt themselves. Nadiem Makarim as the Indonesian education minister, initiated a new education policy in higher education, namely the independent learning policy. On December 13 2019, Nadiem Makarim said in his speech that "free learning education" was a policy made in response to the needs of the education system in the era of the industrial revolution 4.0.

The application of the MBKM itself is also based on demands for the development of science and technology as well as competencies and skills at this time in the era of the industrial revolution 4.0 and ahead of 5.0, so the importance of changes in lecture activities. The Ministry of Education and Culture has encouraged tertiary institutions to be oriented towards achieving Main Performance Indicators (IKU) in implementing MBKM (Susilowati, 2022). The Merdeka Learning Campus Merdeka Program (MBKM) is a program that accommodates a tertiary institution to prepare students to become graduates who are capable in science and technology, have character and can meet the challenges of the world of work (Vhalery et al., 2023) (Oksari et al., 2022). The main goal of this program is to create a culture of educational institutions that are autonomous and not bureaucratic, as well as create an innovative learning system based on the interests and demands of the modern world (Baharuddin, 2021).

Independent learning curriculum every student is given the opportunity to learn interdisciplinary within and outside the study program and even the university. Furthermore, students are required to study a maximum of 40 credits to study and practice outside the campus, plus another 20 credits outside the study program as regulated in the MBKM tertiary curriculum guide. The goal is that students are not only superior in terms of academics but also skilled in terms of the skills needed by the market (Hasim, 2020). In addition, the implementation of the MBKM curriculum is expected to be able to answer the challenges of technological developments with an OBE (Outcome Based Education) based learning system so that graduates focus on learning outcomes that are aligned with scientific disciplines (Hr & Wakia, 2021).

Literature Review

Various studies have been conducted regarding the implementation of the MBKM program in tertiary institutions. First, research conducted by Nuroho, et al (2021) with the title

Analysis of Barriers to Implementation of the Independent Curriculum Study the Merdeka Campus in the Department Economic Education Manado State University

"Implementation of the Policy for Freedom of Learning at the Merdeka Campus FISIP UPN Veterans East Java". This study uses a qualitative method. Research results: the MBKM policy is ineffective and has not been implemented properly because: 1) It is difficult to convert courses 2) It is not easy to get cooperation partners 3) The process of cooperation between universities is complicated 4) There are many programs and activities that must be implemented. 5) System is not ready. 6) there is no match between lecture time and activities outside the study program. 7) the establishment of quotas. 7) HR problems. 8) Lack of support from students. 10) Network problem. Recommendations: 1) Focus on priorities to improve students' ability to compete in the world of work. 2) Prepare structure and infrastructure to properly support programs and activities. 3) Prepare qualified human resources. 4) Balancing between theory and practice through street vendors. 5) Requiring government officials, business actors, entrepreneurs, experts to teach as guest lecturers. 6) Lecturer exchange program, 7) Internship and regular KKN are improved. 8) Encouraging students to create jobs (Puspitasari & Nugroho, 2021). Second, research conducted by Widiyono, et al (2021) with the title "Implementation of Independent Learning through the Independent Perintis Campus in Elementary Schools. This research is a literature review research. The results of the study show that the Pioneer Teaching Campus (KMP) is a part of the Free Learning-Independent Campus (MBKM) program which has been organized by the Ministry of Education and Culture (Kemendikbud). The KMP program itself has the goal of providing solutions for elementary schools affected by the Covid-19 Pandemic by empowering students who live around the elementary school area. The implementation of the Pioneer Teaching Campus (KMP) held at SDN 01 Sowan Lor has proven to have a positive impact on students such as increasing interest in learning, increasing integrated literacy and numeracy skills. In addition, the benefits for students include being able to provide direct teaching experience so that they can develop their interpersonal and leadership skills (Aan et al., 2021).

In 2021 the State University Department of Economics Education will start implementing the MBKM Program with a curriculum, guidelines and SOPs for the program already prepared. The MBKM Curriculum Adaptation is the development of a study program curriculum and activity program based on independent campus learning which is followed up through collaboration with partners and implementing activity programs (Mariati, 2021) (Oksari et al., 2022). Programs that have been implemented include credit contracts outside the study program and outside the university, research and student exchanges. Even though the MBKM program has been implemented, there are still obstacles and obstacles regarding the implementation of the MBKM curriculum. This survey is expected to be used as material for evaluating the MBKM program that has been running so that in the future the economics education department can find solutions in implementing the MBKM program well.

Research Method

The method used in this research is qualitative. Qualitative research is research that seeks to analyze a phenomenon in depth to find a fact in the form of words or sentences, not in the form of

numbers (Pongoh & Palangda, 2023). Data collection techniques for collecting qualitative data through library research (Fauzia et al., 2023) (Listriyanti Palangda, Joulanda AM Rawis, Henny N. Tambingon, 2023). Literature study research obtained from several sources, namely documents, books, articles, and scrutiny of online literature. The data collected is then analyzed and described according to the theme studied. The study in this article is focused on discussing the Obstacles to the Implementation of Independent Learning-Independent Campus (MBKM) in the Department of Economics Education, Manado State University. Secondary sources are obtained from laws and regulations, national and international journal articles, documents on the results of the implementation of the MBKM Civil Engineering Study Program, and other internet sources. The main source in this study is the Pocket Guide to Merdeka Learning-Independence Campus published by the Directorate General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia (Cakrawala & Halim, 2021). The data collection technique in this study was carried out by identifying discourse from MBKM documents, scientific articles in national and international journals, Ministerial Regulations and Legislation, as well as other online literature. The stages of the research included data collection, data analysis, and obtained results and conclusions about the obstacles faced in the implementation of MBKM in the Department of Economic Education.

Results and Discussion

Some of the obstacles faced by the UNIMA Economic Education Department came from several parties, including organizers such as Universities and Study Programs. the implementing parties are students and supervisors. Some of the obstacles include:

1. Fund Constraints. Economic limitations of students because the majority of students come from low-income families, so even though there is an opportunity to take part in the MBKM program they cannot participate optimally, for example student exchanges and conducting independent MBKM.
2. Recognition Constraints. The MBKM policy regarding students being able to take credits outside of college for 2 semesters (40 credits) is more difficult to implement than students who take 1 semester (20 credits) in different study programs at the same university. For students who take one semester of student exchange, the recognition of credits and courses is equivalent to credits and courses taken in other study programs both within PT and fellow study programs outside PT (Susetyo, 2020).
3. The majority of students don't contribute in participating in workshops or discussions related to the preparation of curriculum implementation in the Department. This certainly needs more information to involve students in curriculum preparation. It is necessary to disseminate information that students are most interested in, including through the mass media and also through the Ministry of Education and Culture's website and social media as well as within the internal department. There is also an increase in socialization related to the MBKM program (Laga, Nona, Langga, and Jamu, 2022) (Simatupang and Yuhertiana, 2021).

Analysis of Barriers to Implementation of the Independent Curriculum Study the Merdeka Campus in the Department Economic Education Manado State University

4. Not all departments at Manado State University or outside the university carry out the Independent Learning Campus Merdeka (MBKM) program.
5. Challenges to lecturers' abilities in empowering digital-based technology facilities. As the direction of the learning process in the technology-based independent curriculum, it is time to empower digital technology for every lecturer in learning services, especially in finding and using various learning resources. This implies that currently and in the future every lecturer is required to master digital technology as a basis for learning activities. Under these conditions, teachers should start to know and utilize learning platforms, e-mail, hybrid learning, e-learning, digital-based learning resources and media. With this effort, learning can be made broader in scope, interesting, interactive, and contextual and allows for more in-depth material development as needed. Through the empowerment of digital-based learning, students are also trained to make positive, adaptive and innovative use of technology towards technological developments.
6. Lack of outreach by the Department of Economic Education, in this case the socialization about MBKM is only done 2 times in 6 months. lack of socialization of credit adjustments with materials or courses between agencies. 3 This is a big challenge in implementing MBKM. Educational institutions, especially Islamic education institutions, in reality have not been able to implement this MBKM policy, because there has been no socialization and open discussion regarding how to recognize and convert the number of credit scores with the appropriate subject, how technical it is, what are the outcome indicators of the eight learning programs outside the classroom converted into courses and other questions are still a big obstacle that must be immediately found a solution. Prospects in the future, if this condition is not improved then the implementation of the MBKM policy will not be able to run effectively and comprehensively.
7. Students and lecturers do not yet understand the advantages of the MBKM program and the responses from the study program's internal parties, especially students, teaching staff, and education staff. Understanding, perceptions of readiness, and interest in MBKM sometimes still vary within one study program, as found in a survey by Suwartono et al. (2021). The responses that appeared varied, from very understanding to less understanding, very ready and interested to less ready and interested. The existence of parties who have not responded positively to MBKM can certainly have an impact on the smooth implementation of MBKM in a product
8. The schedule of lectures and the number of credits of courses in the economics education department are not in accordance with the schedule and the number of credits of courses outside the tertiary institution.
9. Not all partners involved in MBKM activities are registered on a platform that has been prepared by the Ministry of Education, Culture, Research and Technology.

10. Lack of stability of the internet network, learning that is carried out is not interactive, the input of values is not integrated for students participating in the MBKM program, poor communication with partners.
11. Resources owned by the study program. Study program resources that play an important role in the MBKM program include staff competency, collaborative networks with external parties to facilitate the MBKM program, learning facilities that can be accessed from outside the campus, and adequate funding. Limited resources are a challenge for study programs to be improved for the smooth running of the MBKM program.

Conclusion

The MBKM program is one of the policies that concerns the wider community because education is a basic right that is needed by humans. The main actors in the implementation of this policy are lecturers and students who are the parties who experience the most opportunities as well as difficulties when carrying out various programs carried out by each agency. In this era of information openness, the opportunity that lecturers and students really feel is access to information about the MBKM program. The current government is also empowering various digital platforms, such as websites and social media so that their policies can be widely known by the public, as well as this MBKM policy. However, open communication and discussion regarding the introduction, rules, and types of programs from the MBKM need to be made more routine/intense between lecturers and students alike, of course with content and language that can unite the two parties. In addition to socialization, student mentoring programs that are still hampered due to busyness or unpreparedness of partners need to be reviewed and developed so that students become enthusiastic and receive support in carrying out their activities. Lecturers and students also feel the impact on themselves by increasing their capacity in terms of soft skills and hard skills. However, this capacity addition is also accompanied by a commensurate credit adjustment with a clear mechanism. The problem is, each institution has a different credit calculation. Therefore, assessments with partners need to be carried out carefully so that the cooperative relationship and the MBKM activities can run well. Along with establishing partnerships, educational institutions need to establish an integrated value conversion system.

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Analysis of Barriers to Implementation of the Independent Curriculum Study the Merdeka Campus in the Department Economic Education Manado State University

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