

Student Responses to the Implementation of MBKM (Study on FEB Students who follow International Course Asia University)

by Guruh Marhaenis Handoko Putro

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2
**Student Responses to the Implementation of MBKM
(Study on FEB Students who follow International
Course Asia University)**

Suryani Yuli Astuti^{1*}, Rizky Wahyudha Rosiawa², Suyitno³

^{1,2,3} Faculty of Economics and Business, Universitas Muhammadiyah Lamongan, Lamongan

*Corresponding author:

Email: 9suryani1976.ya@gmail.com

Abstract.

The Ministry of Education and Culture enacted a new policy with the name Merdeka Learning Campus Merdeka (MBKM). The Independent Learning Program - Merdeka Campus is expected to be able to answer the challenges of higher education to produce graduates who are in accordance with the times, advances in science and technology, the demands of the business world and the industrial world, as well as the dynamics of society". In response to this, the University of Muhammadiyah Lamongan held a student exchange program aimed at implementing the Independent Learning Campus (MBKM) policy. The student exchange program carried out by the University of Muhammadiyah Lamongan is the International Course at Asia University. On the other hand, The International Course activities require an evaluation to determine the level of effectiveness of the program and the benefits that students get as participants from these activities. The purpose of this study is to find out student responses to the MBKM program through: International Course Asia University implemented by Muhammadiyah University of Lamongan. "This type of research is a qualitative research with descriptive analysis using data collection techniques through observation, FGD, interviews, and documentation". Based on the results of data analysis using descriptive qualitative techniques, it is known that students have a positive perception of the MBKM program that is implemented in which students are facilitated by the university in participating in the program, it is indicated that the implementation of the student exchange program is facilitated by bureaucracy, very varied learning media, and facilitated from the University of Muhammadiyah Lamongan through the student exchange International Course at Asia University.

Keywords: student responses, discourse, merdeka campus

I. INTRODUCTION

On January 24, 2020. Ministry Education and Culture enacted a new policy with the name Merdeka Learning Campus Merdeka (MBKM). The establishment of the Independent Learning Campus (MBKM) policy concept was inspired by KH Dewantara's philosophy which emphasized independence and independence. According to the Minister of Education and Culture, Merdeka Learning Campus Merdeka (MBKM) is considered relevant and appropriate to be implemented by public and private universities in the current democratic era. Because in the learning process in Merdeka Learning Campus Merdeka (MBKM) is one of the embodiments of student-centered learning which is very essential. 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 Campus Merdeka (MBKM) program which is well designed and implemented, students' hard and soft skills will be formed strongly. The Independent Learning Program – Merdeka Campus is expected to be able to answer the challenges of higher education to produce graduates who are in accordance with the times, advances in science and technology, the demands of the business world and the industrial world, as well as the dynamics of society”.

In response to this, the University of Muhammadiyah Lamongan held a student exchange program aimed at implementing the Independent Learning Campus (MBKM) policy. The student exchange program carried out by the University of Muhammadiyah Lamongan is the International Course at Asia University. The International Course is a student exchange activity carried out by the University of Muhammadiyah Lamongan with Asia University with the aim that students who take part in these activities can gain new knowledge and experiences. Although it is held online for 3 months, it is hoped that students who take part in these activities can get new things, ranging from new friends, new knowledge, and also experience studying and learning using foreign languages. On the other hand, the International Course activities require an evaluation to determine the level of effectiveness of the program and the benefits that students get as participants from these activities. From this description, the researcher decided to conduct a study with the title "Student Responses to the Implementation of MBKM (Studies on FEB Students who Participate in International Courses at Asia University) The key to the successful implementation of the MBKM policy in a university is the courage to change the mindset from a rigid content-based curriculum approach to an adaptive and flexible learning outcomes-based curriculum to prepare students to become independent adults.

Study programs are challenged in developing an adaptive curriculum and able to adapt to the increasingly rapid developments of the times without leaving the goal of producing graduates in accordance with predetermined learning outcomes. In addition, the implementation of the MBKM policy requires collaboration and cooperation with partners or other parties related to their scientific fields and participating in supporting the desired learning outcomes (Wulandari, 2021). The form of learning activities in accordance with Permendikbud No. 3 of 2020 Article 15 paragraph 1 can be carried out inside the Study Program and outside the Study Program, one of which is through student exchanges with full credit transfer. Many have done with partner universities abroad, but the credit transfer system carried out between universities within the country itself is still very few in number aimed at the objectives of student exchange include: Studying across campuses (domestic and abroad), Building friendships

between students from various regions and transferring knowledge to cover educational disparities between domestic universities, as well as conditions of higher education in the country and abroad. This student exchange program also creates a new paradigm that every scientific field has the opportunity to collaborate in developing science in people's lives (Faiz & Purwati, 2021).

The process of implementing the student exchange program in MB-KM can be carried out through three different techniques, namely:

- (1) student exchange between students of different study programs at the same university,
- (2) student exchange of students in the same study program with the same university. different, and
- (3) student exchange between different study programs at different universities (Ramadhani et al., 2021).

In 2020, through the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 754/P/2020 concerning Key Performance Indicators (IKU) of State Universities and Higher Education Service Institutions within the Ministry of Education and Culture in 2020, it is stated that one of the KPIs that must be achieved is to provide opportunities for students to work outside the campus. One of the activities of this program is student exchange, which is a program to attend lectures at domestic and foreign universities based on cooperation agreements between universities or the government (Kemendikbud RI, 2021) Nisrina Nurul (2021) in her research on student perceptions of the Independent Learning Program-Independent Campus by using this type of quantitative research case study method with a focus on the implementation of learning activities outside the campus, namely the exchange of data the author got from the results of observations and interviews conducted with 23 students who had implementing a student exchange program at the University of Education Indonesia. Data analysis uses data triangulation from observations, interviews, and field notes during the process of implementing student exchange activities.

The results of interviews and observations of the student exchange program for one semester have mixed responses regarding the MB-KM student exchange program. However, it is generally known that students have positive perceptions and are motivated to participate in the success of the MB-KM policy student exchange program. data representation of the results of 23 student interviews regarding student knowledge of the MB- KM policy student exchange program. A total of 47.8% of students stated that they knew and understood the student exchange activities, and another 43.5% stated that they knew and understood the program very well. This shows that most students already know and have an initial understanding of the implementation of the "Student Exchange" off- campus learning activity program. Students support and are motivated to participate directly in the implementation of this student exchange program. Students have the assumption that by contracting courses

offered by study programs and other universities, they can strengthen students' academic competence. In addition, students responded positively because they were allowed to choose and take courses offered by the study program in accordance with their interests in the student exchange program.

So that students can explore their own abilities more deeply to be prepared to face global competition. Yashinta Meyliana Fatima (2021) in the title of her research on Student Self-Efficacy Participants in Student Exchange Activities Through Distance Lectures stated that the demands of the Ministry of Education and Culture of the Republic of Indonesia, Nadiem Makarim initiated a program called Merdeka Learn-Kampus Merdeka as a flexible and autonomous learning program in higher education that can create a creative and innovative learning culture that is in accordance with the interests and talents of students (Tohir, 2020a). These demands encourage the demand for skills in the 21st century, encouraging distance learning is learning that is carried out outside the classroom, without face to face directly by utilizing an internet connection (Kusuma & Hamidah, 2020) research with 20 UNS students and UNY and this study used a quantitative approach with a survey method. The method was chosen because this study aims to see the level of self-efficacy of UNS and UNY students who take part in the credit transfer program during the distance learning period. To achieve this goal, the data collection technique used is a questionnaire. Questionnaires are made on the platform and then distributed to respondents via Whatsapp. Questionnaires contain personal data and questionnaires.

The questionnaire used was adapted from the self-efficacy questionnaire for online learning or SeQoL (Shen et al., 2013). In this study it was found that self-efficacy factors for completing online learning, interacting socially with classmates, and interacting with classmates for academic purposes were included in the criteria. To achieve this goal, the data collection technique used is a questionnaire. Questionnaires are made on the platform and then distributed to respondents via Whatsapp. Questionnaires contain personal data and questionnaires. The questionnaire used was adapted from the self-efficacy questionnaire for online learning or SeQoL (Shen et al., 2013). In this study it was found that self-efficacy factors for completing online learning, interacting socially with classmates, and interacting with classmates for academic purposes were included in the criteria. To achieve this goal, the data collection technique used is a questionnaire. Questionnaires are made on the platform and then distributed to respondents via Whatsapp. Questionnaires contain personal data and questionnaires. The questionnaire used was adapted from the self-efficacy questionnaire for online learning or SeQoL (Shen et al., 2013).

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On another occasion, Azumatul Fajriyah in her research entitled Evaluation of the Success of the Inbound Outbound Student Exchange Program The three main aspects studied by researchers in evaluating the success of the inbound outbound student exchange program include the program, implementing organization, and target group. aspects of the program is still said to be less successful. Based on the description of the objectives, many things have been indicated to be achieved. However, there are still some obstacles that can hinder implementation, especially related to planning, program indicators, and other aspects process and output or learning outcomes. The second aspect is that the overall implementing organization aspect is still not successful. This is because in the process before implementation, during implementation, and after implementation it is still not mature enough, resulting in the emergence of obstacles that occur. The third aspect, related to the aspect of the target group, can be said to be quite successful because the output or results obtained by students are positive. However, prior to the implementation and the process of implementing the program, it was still not successful because of the obstacles experienced by students. The constraints that occur in the three components above relate to the process before implementation, during implementation, and before implementation. In short, some of the obstacles include the less-than-optimal coordination of the two parties.

II. METHODS

This type of research is a qualitative research with descriptive analysis. This study tries to explore, find out, and evaluate one of the MBKM programs, namely: International Courses Asia University. By using interview and FGD techniques with the participants International Course Asia University, then this research will get responsive results from the informants of this research. In addition, this research will be analyzed using deductive normative and combined with inductive empirical to produce conclusions from one of the results of the MBKM implementation at the

Faculty of Economics and Business, University of Muhammadiyah Lamongan. Therefore, this study uses an interdisciplinary qualitative approach with a phenomenological approach strategy (Zaki et al., 2020). Determination of informants was completed in a temporal manner as the initial guideline for this research. The informants used in this study were students of the Faculty of Business and Economics, University of Muhammadiyah Lamongan who participated in the study International Courses Asia University.

FEB UMLA students who follow International Course Asia University as many as 37 people, all of these students were invited to FGD to have opinions about the program International Course Asia University. Then in order for the research to produce in-depth conclusions, interviews were conducted with 20 informants, with this research an in-depth analysis can be carried out. Data collection techniques used in this study were observation, FGD, interviews, and documentation. Participant observation consists of what the researcher observes directly. FGD technique by gathering all FEB UMLA students participating from International Course Asia University, to present the results obtained in the program. Then, the interview technique consists of comprehensive informants in responding to the program International Courses Asia University. Documentation techniques are applied by researchers by collecting data from documents, archives, and photos of activities International Courses Asia University.

III. RESULT AND DISCUSSION

Before entering the stage of benefits obtained by students from MBKM activities through the student exchange international course program at Asia University held by the University of Muhammadiyah Lamongan with Asia University, the following is a discussion of the results of research that has been carried out by researchers:

1. *Basic knowledge of the discourse of an independent campus*

As for the response of students from the Faculty of Economics and Business, University of Muhammadiyah Lamongan to the discourse of an independent campus, which has been designated as a resource person and finally, various responses or reactions are expressed by the resource persons themselves. The response experienced by the student is certainly different for each individual, this is because the stimulus for each individual can be different at the same time the stimulus is an important factor that shapes the response of each individual. Student responses arise when interviewed by researchers, so the researchers know how the responses given by the twenty students who became respondents. All respondents are aware of the discourse on an independent campus that has been conveyed by the Minister of Education and Culture some time ago

2. *Approved the independent campus*

Can be said whole respondent agree the categorized into cognitive responses or so-called knowledge areas, where this response shows the results of perception and perception someone's knowledge of objects or related to someone's knowledge of information about a thing, based on their knowledge, the twenty respondents who knew about the independent campus discourse certainly strongly agreed with the independent campus policy that was conveyed by the Minister of Education and Culture some time ago.

3. *MBKM Policy*

Based on the points above, all students stated that they agreed with the independent campus policy, especially with the student exchange program. The reason is because according to them, if the policy can add experience, relationships and can hone *soft skills* and *hard skills* them to face the times and global competition in the future.

4. *What made you interested in joining the MBKM policy program?*

There were several variations of the answers given by the respondents in responding to their interest in participating in the MBKM activities. First, respondent 1 answered that the interest in the activity was due to interesting information about MBKM ranging from friends to lecturers who teach courses. Respondents (2, 3, 6, 8, 11, 12, 14, and 20) thought that they were interested because by participating in these activities, they could gain insight and new experiences. Continuing with this statement, respondents (5, 9, 10, 18 and 19) stated that with these new insights and experiences they can form self-competence in dealing with the world of work. Respondent 4 stated that having an international course is something that he has always wanted to follow with the reason that he really wants to continue his studies abroad. The remaining respondents stated that the existence of this program could improve students' abilities in preparing for their future careers.

5. *Is the student exchange program carried out by the University of Muhammadiyah Lamongan, namely the International Course at Asia University in accordance with MBKM policy?*

All respondents agreed that the International Course program implemented by the University of Muhammadiyah Lamongan was in accordance with MBKM policies, especially student exchange. According to them, these activities give students freedom to attend lectures at other campuses, because with this they get various new things to improve their competencies in facing global competition in the future.

6. *How is the concept of implementing the International Course program in Asia University?*

All respondents understand the concept of implementing the international course program at Asia University. According to them, the international course activity at the Asia University was carried out online (online) because it was still in the condition of the covid-19 pandemic. Lecture activities are carried out once a week using the

Teams and Touchclass application. Students register and choose the courses taken and wait at the acc party of asia university, then students join Ms. Teams for learning, students take study time according to the contract, and complete it, in order to get certificates and grades, in the program, students are given assignments and there are UTS and UAS. According to them, these activities are not different from the usual lectures held at their home campuses, but with these activities they get a variety of new things starting from their experiences, insights and relationships.

7. *The experience you gain after you join the program International Course at Asia University.*

Most of the respondents answered that they had learned various new things after attending the international course. Starting from the experience of taking international classes, various kinds of new knowledge according to the courses they take, as well as new experiences about international-scale businesses. They can also experience lectures using a foreign language (English), because it motivates them to further understand and be able to speak using the foreign language. Students can also interact with other students from various countries and languages. From these activities they can also improve their competence through various kinds of knowledge and experiences that have been conveyed by the presenters, namely experienced professors.

8. *The experience you gain after you join the program International Course at Asia University*

They also hope that if there is assistance from the campus so that they can understand more about the material that has been delivered. Furthermore, they also hope that the socialization carried out by the Muhammadiyah University of Lamongan will be even more impressive because there are still many students who do not understand the methods and rules that exist in the international course activity and think that the activity seems impromptu and lacks preparation. Some respondents also hope that in the future there will be a course or training on foreign languages, especially English so that when there are activities like this again, they are ready to follow it even without any translation into Indonesian.

9. *Is the experience you gain after you join the program International Course at Asia University.*

There are various types of statements given by the respondents. Respondents (1, 2, 3, 4, 6, 12, 13, 14, 15, and 16) stated that they wanted an internship program. According to them, by participating in these internships or work practices, they can feel firsthand about the world of work and can apply the knowledge they have gained while studying on campus with the real world of work. Respondents 2, 10, 11, 18 and 20 want the implementation of the entrepreneurship program, because according to them the MSME- based economic system is getting closer and continues to be strengthened by the authorities, with entrepreneurial activities, I hope that I will be able to create a good and competitive entrepreneurial spirit. Entrepreneurial activities can also create new jobs, absorb labor, and encourage self-reliance in the community.

Therefore, the number of entrepreneurs can be used as an indicator of the advantages and competitiveness of a country.

Respondents 7, 8, 17 stated that they prefer a student exchange program on the grounds that it can add insight, intellect and experience by studying at different campuses. Respondents 9 and 11 gave different statements, because according to them the activity that must be carried out was KKNT/ build the village. According to them, with this program, they can also devote themselves to the community, utilizing the knowledge they get so that it can be of direct benefit to the community. On the other hand, they also argue that the program can also support the 3rd tri dharma of higher education, namely community service. Finally, respondent 19 stated that the program to be implemented was research/research activities. According to him, research activities on various problems that develop in our society can provide a solution or innovation that can provide direct benefits for the surrounding community.

IV. CONCLUSION

Students have a positive perception about the program of activities. MB-KM policy student exchange. Students understand that the main purpose of the program is to strengthen students' academic competence through the courses offered by the study program. During the registration process and implementation of the program, students are free from complicated bureaucracy when joining the program, it seems sudden, there are dilemmas when taking credits, as well as student difficulties when adapting to a new environment and student time management. The academic services provided support the program implementation process properly. This can be shown by the availability of very varied learning media, good and well-organized academic services from lecturers and education staff, and the academic community who are able to protect them.

Suggestions for further researchers who want to carry out This research on MBKM is expected to be linked to media and information and to link all KPIs in the MBKM program. Suggestions to the University of Muhammadiyah Lamongan in the implementation of MBKM should really socialize to students and equip students with various skills which can support the smooth running of the MBKM program, especially in terms of student exchange with Foreign Universities. Suggestions to students at the Faculty of Economics and Business, University of Muhammadiyah Lamongan, must be smart and really take advantage of all the programs contained in MBKM.

V. ACKNOWLEDGMENT

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PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10
