

## Development and Implementation of Distance Education (PJJ) with *Credit Earning* System at The Universitas Andalas Agribusiness Study Program

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### ABSTRACT

One of the Merdeka Learning programs at Merdeka Campus is the implementation of Credit Earning activities. The *credit earning* system can be applied with face-to-face learning and distance learning. The Agribusiness Study Program is conducting *credit earning* activities with Distance Learning with 4 private universities in West Sumatra. This is also supported by the Covid-19 condition which causes lectures to be conducted online. Activity Distance Learning is carried out in 3 courses in the Agribusiness Study Program, namely Organizational Behavior, Agribusiness Communication, and Gender and Agricultural Development. The purpose of implementing PJJ is to provide opportunities for other tertiary students to gain experience studying in the Agribusiness Study Program, Faculty of Agriculture, Andalas University, to encourage the team of course supervisors at the Agribusiness Study Program to develop and administer unique and quality PJJ courses. The learning method used is a combination of virtual synchronous and asynchronous virtual. For the virtual synchronous method, zoom meeting and whatsapp group platforms are used, while for the virtual asynchronous method, it is done using the ilearn platform. The generally applied learning methods are *student center learning* such as: *small group discussion*, *case based learning*, *class discussion* in general, PJJ activities went well. The results of the evaluation that have been carried out show that partner students can easily attend lectures held at the Agribusiness Study Program. There is a slight difference in learning methods between the Agribusiness Study Program and the university of origin, but the activeness of students in following the learning materials and assignments is still low. This PJJ lecture program needs to be continued with several improvements, including: 1). Improved coordination between home universities, study programs, and course lecturers. 2). It is necessary for each course to socialize the rules of lectures and RPS to PJJ students, 3). PJJ lectures are better done not only with private universities around West Sumatra but also with other equal state universities.

**Keywords:** *Distance Learning, Credit Earning, Agribusiness Study Program*

## 1. INTRODUCTION

Permendikbud No. 3 of 2020 has set the Merdeka Learning - Merdeka Campus (MBKM). Article 15 paragraph 2 stipulates the form of learning outside the Study Program where the learning process consists of: (1) learning in another study program at the same university; (2) learning in the same study program at different universities; (3) learning in other study programs at different universities; and (4) learning at non-university institutions. With the MBKM, universities need to facilitate students who want to take part in the MBKM program, one of which is lectures at other universities with a *credit earning* system.

Andalas University as one of the State Universities in Indonesia needs to accelerate the implementation of the MBKM program with *credit earning* system. Related to this, the Agribusiness Study Program at Andalas University with the title of Accreditation A feels the need to implement a *credit earning* system that can open up opportunities for students from other universities to study at the Andalas University Agribusiness Study Program.

The *credit earning* system can be implemented with face-to-face learning and Distance Learning (PJJ). However, with the current COVID-19 condition, PJJ is the best alternative that can be applied. This is also supported by the legal umbrella issued by the government for the opening and implementation of PJJ in the form of study programs, courses, and open materials as regulated in Permendikbud No. 109 of 2013 concerning the Implementation of Distance Education in Higher Education and Permendikbud No. 7 of 2020 concerning the Establishment, Amendment, Dissolution of State Universities and the Establishment, Amendment, Revocation of Private Higher Education Permits - Chapter VII Implementation of Distance Education.

The Agribusiness Study Program can apply PJJ by utilizing online Information and Communication Technology (ICT) in learning. The availability of ICT has been utilized by Unand Agribusiness Study Program in the learning process such as i-learn, google classroom, zoom meeting, google forms, MS teams, video and Whatsapp. This shows the ability of the Agribusiness Study Program to implement PJJ. Therefore, the Agribusiness Study Program is a study program that can implement PJJ by involving several partner universities in West Sumatra Province.

The purpose of implementing PJJ is to provide opportunities for other tertiary students to gain

learning experience at the Agribusiness Study Program, Faculty of Agriculture, Andalas University, to encourage the team of course supervisors at the Agribusiness Study Program to develop and organize unique and quality PJJ courses so that they can increase the attractiveness of students to study. studying in the Agribusiness Study Program, supporting learning across study programs with a collaborative and collective approach and utilizing science, technology, and understanding more complex systems. This program is expected to provide benefits in the form of a learning experience in the Agribusiness Study Program, Faculty of Agriculture, Andalas University for private university students in West Sumatra, providing opportunities to develop collaborative and participatory learning programs in order to improve the quality of PJJ learning by recognizing *credit earning* by other universities and increasing networking and collaboration with partner universities.

## 2. IMPLEMENTATION METHOD

The methods of implementing the PJJ program in the Agribusiness Study Program are as follows:

### 2.1. Determination of Potential Partner Colleges

The study program determines potential partners who will work together in PJJ lectures. The target students who are planned to take PJJ lectures in the Odd semester 2021/2022 are from five private universities in West Sumatra, namely: a. Tamsis University, b. Eka Sakti University (Unes), c. Nahdlatul Ulama University (UNU), d. UMMY Solok, and e. Muhammadiyah University.

The planned target of students is 30-40 per class. Because the planned number of PT Mitra is 5 and the PJJ courses offered are 3 courses, it is targeted that at least each PT Mitra can send 18 students (6 per course) so that the target of 30 students per class can be met.

To achieve this target, the PJJ preparation committee will encourage the Head of Study Program from PT Mitra to conduct socialization and tutorials to students. The socialization, if necessary, can present the Head of Agribusiness Study Program or an appointed representative to represent the Head of Study Program. In addition, a cooperation agreement will be made beforehand to ensure that the courses offered at PJJ are recognized in the PT Mitra study program curriculum.

## 2.2 Courses Offered

The courses offered in this PJJ program are elective courses in semesters 3, 4 and 7, namely:

- a. Organizational Behavior (3 credits).  
This course can be taken by students who have passed the Management Fundamentals Course or another name that is equated with the course. This course can be taken by students sitting in semesters 3, 5 and 7
- b. Gender and Agricultural Development (2 Credit Points)  
This course discusses the sociological review of gender on development and social change, understands the concept of gender and feminist theories that underlie the concept of gender, analyzes the impact of gender in various fields of life and research related to gender and analyzes cases of gender research in agribusiness development. The prerequisite course is Agricultural Sociology, which can be taken by 5th and 7th semester students
- c. Agribusiness Communication (3 Credits)  
This course aims to improve knowledge and skills as well as individual abilities in communicating in the business world as well as providing a clear understanding of real-life business situations and utilizing a lively writing style and communicating across cultures. This course can be taken by 3rd, 5th and 7th semester students

All of the courses offered are already using the *i-learn platform* in the implementation of learning (as shown below) and RPS that has been prepared using *casebase* learning methods and *project base learning* (attached).

## 2.3. Distance Learning Implementation Time

The Agribusiness Study Program plans to open opportunities for students from universities outside Unand to register for distance learning (PJJ) in the odd semester of 2021/2022. Just like other courses, courses in the PJJ program will be held for 16 weeks (including UTS and UAS). Lectures themselves will start at the same time or follow the lecture schedule at Unand.

## 2.4. Registration Terms and Procedures

The following is the registration procedure for taking the PJJ class: (1) Registrants are students who are registered with active status from PT Mitra, (2) Participants can only choose 1 of the 3 PJJ courses offered, (3) Participants fill in the registration link by attaching a letter of approval/recommendation from the Academic Supervisor (PA), (4) Willing to follow and obey the norms and rules set by the lecturer in charge of the course, and (5) Registration will be closed if the registrant has filled the city of 40 people per class.

## 2.5. I-learn Page Design For PJJ. Courses

The number of students who register and take the PJJ Credit Earning program is 33 people, which are divided into classes. The learning process of *Credit Earning* PJJ Agri-business Study Program has been carried out starting on August 30, 2021, along with the start of lectures at Andalas University. Some PJJ student lectures are combined with regular classes and some are separated from regular classes. Organizational Behavior and Gender and Agribusiness Development the learning process is combined, while the agribusiness communication learning process is separated.

## 3. PJJ LECTURE IMPLEMENTATION

### 3.1. Participant

The number of students participating in the PJJ program is as follows:

**Table 1.** Number of students participating in the PJJ program

No	Course Name	Participant (Person)	Origin University
1	Organizational behavior	1	Student Park
2	Gender and Agribusiness Development	5	Student Park
3	Organizational Communication	26	6 people from Nahdatul Ulama University (UNU), 10 from Eka Sakti University (UNES), 7 from

Muhammadiyah University of West  
Sumatra (UMSB), and 3 from Taman  
Siswa University (UNITAS)

There is only 1 person in the Organizational  
Behavior course, which is from Taman Siswa  
University. because the Organizational Behavior

Course is not offered at partner universities so it is  
feared that there will be difficulties in recognizing this  
course.

### 3.2. Learning methods

**Table 2.** The learning methods applied to the courses

No	Course Name	Learning methods	Link I-Learn
1	Organizational behavior	<i>Student center learning</i> such as: <i>small group discussion, case based learning, class discussion</i>	<a href="https://faperta.ilearn.unand.ac.id/course/view.php?id=1968">https://faperta.ilearn.unand.ac.id/course/view.php?id=1968</a>
2	Gender and Agribusiness Development	<i>Case Based Learning, Student Center Learning, Group Discussion</i>	<a href="https://faperta.ilearn.unand.ac.id/course/view.php?id=2431">https://faperta.ilearn.unand.ac.id/course/view.php?id=2431</a>
3	Organizational Communication	<i>Student center learning</i> such as: <i>small group discussion, case based learning, class discussion</i>	<a href="https://faperta.ilearn.unand.ac.id/course/view.php?id=1412">https://faperta.ilearn.unand.ac.id/course/view.php?id=1412</a>

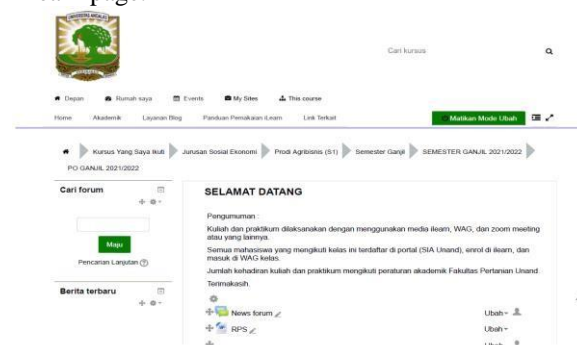
The lecture method implemented is the *student center learning* method such as: *small group discussion, case based learning, class discussion*. However, to strengthen students' understanding of the lecture material and for the purpose of concluding the lecture material, the lecture method is still provided with a duration of no more than 20 minutes. Based on the type, the learning method used is a combination of *synchronous* virtual and virtual *asynchronous*. For the virtual *synchronous* method, *zoom meeting* and *whatsapp group platforms* are used, while for the virtual *asynchronous* method, the *I-learn platform* is used.

The application of the *Case based learning (CBL)* learning method should be more widely applied than the small group discussion and class discussion methods. *Case based learning (CBL)* is a method of learning instructional learning-oriented problem solving approach. *Case Based Learning* is an effective and interesting learning approach. CBL can involve students to be active and creative in discussions about real-life events [1]). In CBL learning scenarios or case studies are used to develop students' reasoning knowledge and skills in solving existing problems.

For the implementation of the upcoming PJJ lectures, a learning strategy approach is needed that is more synergistic with students' academic abilities and soft skills. [2] stated that a learning strategy approach is needed to synergize academic abilities such as understanding theory and soft skills (problem solving, independence, teamwork, independence, responsibility, honesty, and the ability to communicate

ideas and convey ideas through a percentage of group projects). One of the learning strategies offered is project-based learning (project-based learning). The pressure of project-based learning provides opportunities for a student-based learning system that is carried out collaboratively and integrates real issues and teaching that is practical and effective in building knowledge and creativity Project-based learning can stimulate motivation, process, and improve student achievement by using problems related to certain subjects in real situations.

To support students' understanding of learning materials, the lecturers prepare lecture materials in the form of *power points*, apart from providing videos and related reading materials. Independent/structured assignments are also given every week and students are required to upload these assignments through the I-learn page.



**Figure 1.** I-learn Courses in the PJJ Program

### 3.3. Student grades

Assessment of the learning process is carried out in the form of: (1) Process assessment: Individual assignments, group assignments and activities, and (2) Evaluation assessment: UTS and UAS. Because this report was made before UTS, the scores that have been

The assessment carried out on students is still a formative assessment, while the summative assessment is still limited. [3] stated that Assessment and Evaluation is a very important part in the learning process. Evaluation can provide an overview of the level of student mastery of one material, provide an overview of the student's ability to achieve existing learning. Assessment and evaluation of PJJ lectures need to be developed in the form of making an online assessment rubric.

### 3.3. Availability of resources in the implementation of PJJ

To organize PJJ lectures properly, it must be supported by the availability of resources, both lecturers, learning media and access to various other learning resources. The availability of subject lecturers is sufficient, but coordination between study programs and course teams needs to be improved. The willingness and commitment of lecturers in teaching PJJ lectures needs to be improved. The condition of PJJ students who come from private universities around Andalas University requires a slightly different treatment from the Andalas University students themselves. So far, the course team has uniformed learning methods, media and teaching methods between regular study program students and students from private universities.

The learning media used are quite diverse, for the virtual synchronous method, zoom meeting and whatsapp group platforms are used, while for the virtual asynchronous method, the ilearn platform is used. To support students' understanding of learning materials, the lecturers prepare lecture materials in the form of *power points*, apart from providing videos and related reading materials.

### 3.4. Evaluation of PJJ Lecture activities and program sustainability

To evaluate PJJ's lecture activities, the study program distributes questionnaires to students and lecturers of the course team. There are several questions posed to students in the questionnaire related to the implementation of PJJ lectures, including: the learning process, learning methods, information systems used in lectures, clarity of information, competencies obtained after attending PJJ, benefits of

collected by PJJ students are the values during the mid-semester period, which is an average of 67.5 for the Organizational Behavior course and for the organizational communication course, the assessment data can be seen in the table below.

attending PJJ lectures, and sustainability of the PJJ program.

The number of students who filled out the questionnaire was still small, because there were still many students who had not read the link in the WA group. Students who take PJJ courses are semester 3 and semester 5 students. The results of the evaluation can be seen in the diagram below.

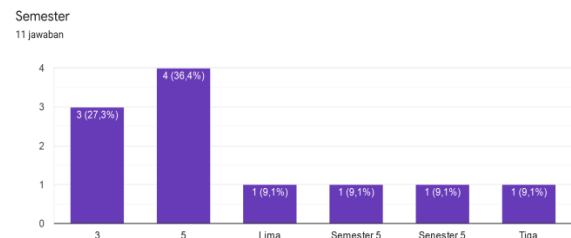


Figure 2. Students who take part in the PJJ . program

In general, the learning process of PJJ lectures is easy to follow, as stated by about 80 percent of students and 10 percent answered normal and the remaining 10 percent answered that it was difficult to follow.

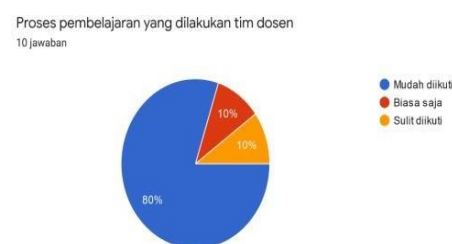
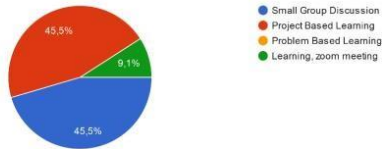


Figure 3. Evaluation of the learning process

Then related to the learning methods used by the team of lecturers in PJJ lectures are *Project Based Learning* and *Small Group Discussions*. Around 45.5 percent of students answered that the PJJ learning method was Project Based Learning and another 45.5 percent answered Small group discussion. This can be used as an evaluation for the next course teaching team, in order to develop more varied learning methods.

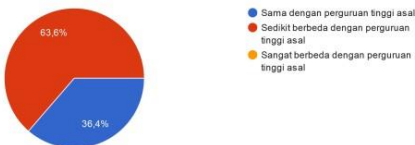
Metode Pembelajaran yang dilakukan tim dosen  
11 jawaban



**Figure 4.** Evaluation of learning methods carried out by lecturers according to students participating in PJJ

In general, students answered that the learning methods used by PJJ lectures were slightly different from their original universities.

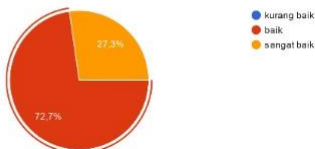
Metode Pembelajaran yang dilakukan di Prodi Agribisnis Unand  
11 jawaban



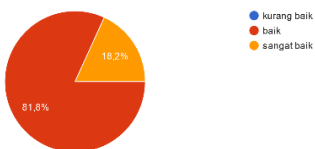
**Figure 5.** Comparison of learning methods carried out by lecturers in the Regular Program of Agribusiness Study Program

Furthermore, the information system and clarity of information in PJJ lectures were assessed by students as being in a good category.

Sistem informasi yang digunakan terkait dengan perkuliahan  
11 jawaban



Kejelasan informasi dalam perkuliahan PJJ yang dilakukan  
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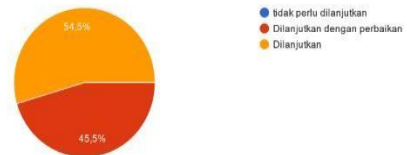


**Figure 6.** Evaluation of Information Systems

Then related to the additional knowledge/competence felt by students, around 90.9 percent of students stated that there was additional competence and knowledge from attending PJJ lectures. In addition, students stated that they had additional experiences and network interactions with students from different universities.

For the sustainability of the PJJ lecture program, 54.5% of participants stated that the program could be continued.

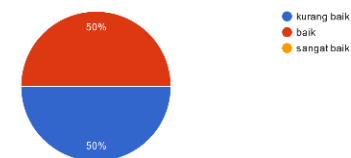
Keberlanjutan program PJJ bagi mahasiswa mitra  
11 jawaban



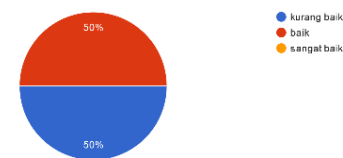
**Figure 7.** Evaluation of the Sustainability of the PJJ Program

In addition to students, evaluations are also carried out on course lecturers to assess participants in the PJJ program. The questions asked to the course lecturers were in the form of student activity, student mastery of the material provided, accuracy of students in collecting assignments, student responses to assignments and materials given, learning methods and learning media used as well as problems and improvements for the continuation of PJJ lectures. The results obtained are as follows: (1) For activity, students' mastery of lectures is still low, because 50 percent of lecturers answered less well.

Penguasaan mahasiswa terhadap materi yang diberikan  
2 jawaban



Keaktifan Mahasiswa mengikuti mata kuliah  
2 jawaban



**Figure 8.** Activity, students' mastery of lectures

(2) For student responses to assignments and lecture materials and the accuracy of students in submitting assignments is not good. This may be due to the fact that students are used to collecting relatively loose assignments at their home universities.



**Figure 9.** Student responses to assignments and lecture materials

Lecturers already have clear rubrics in student assessments. Obstacles and problems faced in implementing PJJ lectures include: (1) Teaching PJJ students cannot be separated from the problem of the class as a whole. The first problem is that classes cannot be planned properly because until the 3rd week there are still additional regular participants because the portal has not been/not closed and students are not disciplined in entering i-learning (needs a formal regulation from the institution). There are those who are already active in i-learning, but are not registered on the portal, on the contrary, they are registered on the portal but not registered. As a result, the number of class participants until week 3 is uncertain, and the flow of information becomes less effective. (2) Students who take PJJ cannot register for i-learning so they always miss information, cannot submit assignments to i-learning and cannot fill out the attendance list for a complete class. So far, this problem can be solved privately with the lecturer, but in the future, a formal institutional regulation is needed. (3) Clearer communication is needed between the institution and the teaching lecturers so that when PJJ students ask or complain about something, they can be responded to properly, for example about lecture schedules that may not be the same, existing rules for PJJ classes, and so on. (4) For PJJ class courses should be better prepared, it may be necessary to equalize perceptions between the institution and the lecturer team (including between lecturers in the team), and make certain rules so that classes can be better planned and implemented so that they can attract the interest of participants more and more varied in the following semesters. Lack of activity and discipline of PJJ students.

However, this PJJ lecture program needs to be continued with several improvements, including:

(1) Improved coordination between home universities, study programs, and course lecturers. (2) It is necessary for each course to socialize the rules of lectures and RPS to PJJ students, (3) PJJ lectures are better done not only with private universities around West Sumatra but also with other equal state universities.

For the sustainability of the PJJ lecture program with several partner universities, the Agribusiness study program is in the process of drafting a cooperation draft and several cooperation agreements already exist. The Agribusiness Study Program which is under the faculty of agriculture in making a cooperation agreement (PKS) must be under the faculty of agriculture. The agriculture faculty of Unand already has a PKS with Taman Siswa University, Eka Sakti University, and Muhammadiyah University which are listed in the MoA of the Unand faculty of agriculture with the faculty of agriculture in the Communication Forum for Indonesian Agricultural Colleges (FKP- TPI). Meanwhile, Nahdatul Ulama University is still in the drafting stage of the PKS.

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