Strategy for Enhancing Capacity of Students Organization in Correlation with the Increasing of Students Achievement Supporting MBKM in Universitas Negeri Semarang (UNNES)

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Abstract. Universitas Negeri Semarang (UNNES), especially in the field of student affairs, has the obligation to provide guidance and assistance to Student Organizations (SO) in a systematic, effective, and sustainable manner. In recent years during the pandemic era, the process of fostering and implementing activities in SO had several problems. In line with the program to increase the capacity of SO and MBKM from the ministry of education, culture, research, and technology, UNNES designed a strategy for developing student organizations and fostering student organizations in a more structured manner. This article aims to map the problem of developing student organizations at UNNES and to design a more structured student development strategy. The problem of student organizations in general has been successfully mapped, namely the low interest of students to join as SO members. In addition, a structured coaching system has been designed leading to the development of the capacity of student organizations. One form of this policy is the form of MBKM learning activities, a capacity enhancing program for SO which recognizes that the activities carried out by SO are equivalent to 20 credits.

Keywords: student organization · MBKM · enhancing strategy

1 Introduction

Education developed in the world of education is essentially education that liberates humans. Paulo Freire and Ki Hadjar Dewantara are figures who voice and fight for the spirit in the world of education. However, often the educational practices carried out are not in line with the nature of proper education. The world of education must receive more attention so that it can develop in accordance with technological developments, the development of students and their needs. However, some educational institutions in Indonesia, still use classical concepts or methods that are no longer in line with disruption era [1].

The challenge faced by universities in curriculum development in the Industrial 4.0 era is to produce graduates who have new literacy skills, namely data literacy, technological literacy, and human literacy leading to the cultivation of noble character. Seeing the

facts that happened, educational thinkers tried to initiate ideas about education for human dignity. Merdeka Belajar Kampus Merdeka (MBKM), is a policy of the Minister of Education and Culture, which aims to encourage students to master various sciences that are useful for entering the world of work. The Minister of Education, Culture, Research, and Technology Regulation which is the basis for the implementation of MBKM is Regulation No. 3 of 2020 concerning National Standards for Higher Education, No. 4 of 2020 concerning Changes in State Universities to Legal Entity Universities, and No. 5 of 2020 concerning Accreditation of Study Programs and Universities. Independent learning aims to make learning even more meaningful. In general, this program is not to replace the existing program, but aims to develop the nation and empower the people of Indonesia. The independence of learning initiated by the Minister of Education, Culture, Research, and Technology offers a simpler learning process. Learning in the Merdeka Campus provides challenges and opportunities for the development of 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 [2].

Universities have the responsibility to equip students with a set of skills (hard skills) to be able to work in accordance with the needs of the world of work professionals. In addition, higher education institutions also have the responsibility to embed character values (soft skills) as a provision for students to have sensitivity in carrying out social interactions in their living environment, both in society and the industrial world [3].

The process of forming professional attitudes is not only obtained in lecture halls but also through organizations, both at the institutional level and at the department or study program level. Every student needs to join an organization to develop themselves as a provision before entering the world of work (industry). Students as civitas academica are positioned as adults who have awareness in developing their potential in higher education to become intellectuals, scientists, practitioners, or professionals. Talent development of student interests through co-curricular and extra-curricular activities as part of the educational process can be carried out through student organizations [4].

The university's internal student organization functions as a means for students to accommodate and channel student aspirations, through student program activities. Student self-development as academics, future scientists and intellectuals, through training in organizational, management, and leadership skills. Guidance and development of national cadres who have the potential to continue the continuity of national development, maintain and develop science and technology based on religious, academic, ethical norms, and national insight [5].

According to Ardiana, et al., [6] research related to the management of student organizations is generally developed with an emphasis on students and student organizations. This research has a difference with the studies mentioned above, namely this research focuses more on institutions. The system developed in this study is expected to help institutions to supervise and develop student organizations. Hermanto and Supangat [7] underlined the importance of technology and integrated information systems to improve organizational performance in higher education.

Semarang State University (UNNES) is a conservation university with the spirit of "House of Science for Excellence Civilization Development". UNNES has human resources that have extraordinary potential with 37563 undergraduate students and 1120 lecturers. These resources are spread over 69 study programs which are organized into 8 faculties with various disciplines, namely: Faculty of Education, Faculty of Languages and Arts, Faculty of Social Sciences, Faculty of Mathematics and Natural Sciences, Faculty of Engineering, Faculty of Sports Science, Faculty of Economics, and Faculty of Law. In the field of student affairs, UNNES has 69 UNNES has carried out various kinds of strategic policies that are used to support strengthening the capacity of SO which lead to increasing student achievement to support MBKM policies. The pattern of coaching policies consists of interests and talents development, creativity and scientific, entrepreneurship, managerial, community service, as well as spiritual and nationalism.

There are so many different organizations at UNNES, but there are still some problems that need to be resolved that are starting to surface. This article aims to map out the current condition of SO at UNNES and strategies to develop the capacity of SO at UNNES.

Student organizations (SO) are a forum for students to develop their interests, talents, skills and social skills. SO provides great benefits for students. Pertiwi et al. [8] stated that the benefits that can be felt by students by being involved in student organizations include training in leadership, learning to manage time, expanding networks, honing social skills, problem solving and conflict management. The higher the student activity in the organization, the higher the student's learning achievement. This turns off the stigma that says organizational activity will only interfere with learning time and make learning achievement decline [9].

Students required to be able to implement the knowledge or skills they have to be able to build their own character and also to advance this country. In fact, there are still many students who still do not participate in student organizations, even though if we take part in activities in SO, we will certainly have experience [10]. Implementation in student organization activities is very useful when they enter the community. There are several reasons why they join organizations or organizations, namely a place to accommodate students' talents and interests, to form an independent, extensive, understanding personality [11].

Student organizations are places that contain students to express their aspirations and also accommodate the interests and talents of a student. The value of character education can be built through the participation of students in various institutions, one of which is the Student Organization. The development of character values can be obtained when we participate in student organizations and also have experience interacting with other individuals [12]. Acevedo et al. [13] also found that SO have a function to help students, especially marginalized groups, to adapt and achieve success in student campus life.

2   Methods

This research uses a qualitative approach. Subjects or informants or resource persons that researchers took were members of the 10 students organization. The data collection technique used observation and interview techniques. Observation is knowing and interpreting an event based on existing understanding to obtain information in the form of

data so that research runs smoothly. While the interview is a data collection process in the form of direct or face-to-face interaction with informants and asking and answering questions for research needs. Data analysis techniques are ways of processing data so that the data becomes easier to understand and useful for other individuals.

3   Results and Discussion

3.1   Recent Condition of Students Organization in UNNES

The achievements of UNNES students and organizations were able to bring UNNES into National Student Affair Ranking with the predicate EXCELLENT in 2021. In terms of students achievements, students and student organizations combined and resulted in 717 achievement documents achieved by 414 students contributing positively to UNNES performance achievements.

However, various types of activities and problems of UNNES organizations have been mapped out in developing their capacity. These problems include:

a) Lack of coordination of SO functionaries in carrying out their main duties and functions.
b) The participation of non-functionaries students in activities organized by SO is still lacking.
c) Students' interest in joining SO tends to decrease.
d) Branding the name of the organization and its activities do not reach the wider community
e) There is no integrated system that can monitor the capacity development of SO and individual SO functionaries
f) There is no comprehensive monitoring instrument related to the capacity development of civil society organizations

3.2   UNNES Policy for Student Organization Activity

Policies and programs that facilitate the development of student achievement as well as the development of student organizations (SO) have been carried out continuously and well.

3.2.1   Legality and Guidance

UNNES supports all SO-based activities by providing a legal umbrella for the implementation of SO activities through the Rector's Decree No. B/150/UN37/HK/2022 concerning Appointment of Coordinators, Advisors, Management of Student Organizations. SME and SME Forum in 2022.

3.2.2   Funding and Delegation

Each SO that is a member of the student body of UNNES or faculties will receive operational funds every year. In addition, if there is an event based on the evaluation of the student body in line with efforts to improve student performance or the reputation of the institution, it will be facilitated using the funds of the student organization delegation.

3.2.3   Recognition

UNNES has issued Rector Regulation No. 37 of 2019 concerning the Awarding of Academic Awards for Outstanding Students. The form of academic awards is regulated proportionally and verified by a special team in accordance with their achievements, including converting achievements into thesis, KKN, or certain subjects.

In addition, the issuance of Rector's Regulation No. 6 of 2021 concerning Guidelines for the Implementation of the MBKM Program further strengthens the seriousness of UNNES to support MBKM policies. The regulation regulates the form of activities, types of activities, course recognition, and partnership networks.

3.2.4   Appreciation

The form of appreciation other than recognition was also given by UNNES in the form of financial awards. This is stated in the Rector's Regulation No. 43 of 2018 concerning Awarding for Supervisors, Supervisors, and Students in Achievement Activities in the Fields of Science, Arts, and Sports.

3.3   UNNES Strategy to Enhance Students Organization Capacity

The student body of UNNES has designed a policy for SO Development and Student Affairs to address the problems experienced by SO.

3.3.1   Roadmap for Student Affairs at the State University of Semarang

Based on the UNNES student activity roadmap, the UNNES student development pattern is divided into 6 main pillars of coaching patterns. The coaching pattern includes interests - talents, scientific and creativity, entrepreneurship, student managerial, community service, and spiritual - nationalism.

3.3.1.1 Interests – Talents

Interest and talent development activities are aimed at developing and honing student achievements in the fields of sports, arts and culture, and other fields of interest to students. Currently, there are 65 Students Activity Units (UKM) that accommodate student interests and talents. UNNES has made an easy SOP for the establishment of UKM so that the development of interest-talent-based student organizations can be more measurable and significant.

3.3.1.2 Development of Scientific and Creativity

UNNES conducts scientific and creativity development activities aimed at building a scientific culture and fostering critical, creative, innovative and productive thinking skills, both in the context of coaching and through competitive activities.

The pattern of coaching is carried out in a structured and sustainable manner for each activity that has the potential to become a form of MBKM learning activities. The coaching pattern includes: (1) the existence of a continuous coaching system for prestigious competitions such as PIMNAS, MAPRES, and KMHE; (2) Facilitation of funding for students to submit intellectual property works; (3) There is funding and

efforts to motivate students to publish scientific papers and presentations at both national and international levels; (4) The formation of a scientific work advisory team and a student achievement improvement team consisting of competent lecturers in related fields.

To support the implementation of MBKM, some scientific activities that are included in the form of MBKM learning activities will be converted into credits such as PKM-PIMNAS up to 10 credits.

3.3.1.3 Managerial Coaching

In its efforts to support the improvement of the quality of student organizations, UNNES policies include: (1) UNNES organizes PEMIRA (Election for Students Organization) online as a means of succession of SO management. PEMIRA is held democratically (from, by, and for students); (2) Obtaining a legal umbrella related to the legitimacy of the organization and being appointed by the UNNES leadership, both the Rector and the Dean; (3) Obtain funding allocation from UNNES in accordance with applicable laws and regulations; (4) Obtain guidance from competent lecturers in related fields.

The program to strengthen the capacity of students organizations launched by the Ministry of Education, Culture, Research and Technology was welcomed by UNNES by making it a momentum to improve the quality and capacity of students organizations. UNNES conducted massive internal socialization and succeeded in capturing 43 proposals which were selected into 10 quality proposals. 5 proposals with 75 student members succeeded in obtaining funding grants to carry out work programs in partner villages.

The results of the implementation were deemed capable of: (1) Improving the branding of SO to the community because they were able to solve problems in the village directly; (2) increasing the bargaining position of SO to students who because of this program are massively socialized through various news platforms; (3) Recognition of up to 20 credits realized to implementing activities from SO helps improve individual student achievements and indirectly increases other students to join SO.

3.3.1.4 Entrepreneurship Development and Welfare

Various policies carried out by UNNES in an effort to improve the welfare and entrepreneurial spirit of students include: (1) Always committed to the number of students receiving financial assistance from UNNES exceeds 20% of the total students; (2) Forming a team of entrepreneurship lecturers tasked with developing the entrepreneurial spirit of UNNES students as well as being a mentor for students who are just starting a business; (3) Establishing the UNNES Scholarship Community with the aim of increasing the number of scholarship recipients at UNNES.

Kemdikbudristek Ministry of Education, Culture, Research and Technology with entrepreneurship program policies such as student entrepreneurial development programs, independent entrepreneurial programs, student digital entrepreneurial innovations get special attention from UNNES by recognizing student activities through the MBKM policy of up to 20 credits.

3.3.1.5 Community Service Development

This activity is aimed at increasing social awareness, empathy, love for others, and strengthening human and national solidarity through the application of science, technology, arts and culture and various other productive activities. There are forms of community service activities that are carried out by students independently or based on grant funding from the ministry or other agencies.

UNNES supports all community service activities through various policies, namely the obligation to include students for funding grants for community service activities and the formation of a team of lecturers who guide and motivate students to carry out activities.

3.3.1.6 Spiritual Development and Nationalism

In the MBKM era where Nationalism became one of the main forms of learning activities, UNNES was committed to making new breakthroughs such as: (1) The existence of a structured and systematic nationalism education model that could be recognized by credit cards so as to support MBKM policies; (2) The existence of a nationalism education model that is not only military-based but can also be wrapped with cultural, artistic, and spiritual values.

3.3.2   UNNES Conducts Pilot SO Internal Quality Audit

This activity has 2 main objectives, namely:

a) Knowing the performance and contribution of student organizations to UNNES

b) Knowing the aspirations of SO which aims to improve services that can be provided to students

UNNES performs a cluster system to map the performance of SO. The cluster consists of 4 levels with predicates very good, good, sufficient, and less. SO with less predicate will be given an evaluation. The evaluation can be in the form of a warning and a warning letter. If this condition continues, it will be possible to disband student organizations.

3.3.3   UNNES Pioneers the Performance Evaluation Information System for SO

Based on the various potentials and problems found, it is necessary to develop a model of SO governance based on Good Students Governance, one of which is through the development of an SO information system. The information system will be developed as a form of implementation in realizing transformational leadership based on Good Student Governance. The information system will later include integrated reporting of SO work programs, achievements of SO members, cadre recruitment processes, and financial reporting of activities.

In transformational leadership, a leader must be able to change something into a different form, in the context of this governance to change what was previously manual to digital. This is not only transferring data that was previously on paper into system-based data, but also as a form of implementation of Good Student Governance. Through this system, various principles in good student governance will be easier to realize, namely transparency, participation, accountability, public supervision, effectiveness, efficiency and professionalism.

3.3.4   UNNES Assigns Competent Advisors for Strategic SO Sector

UNNES formed various teams with specific main tasks with specific directions in strengthening student achievement. The lecturer team for improving student achievement (Rector's Decree No. B/102/UN 37/HK/2022), the student scientific advisory team (Rector's Decree No. B/37/UN 37/HK/2022), and the student entrepreneurship team of lecturers (Rector's Decree No. B/40/UN 37/HK/2022). In addition, to assist in the process of activities, facilitation, conversion, and other administration in community service-based programs, a Team of Lecturers for Improving Student Service in 2022 was formed through the Rector's Decree Number B/45/UN37/HK/2022.

The formation of the coaching team took into account several things, namely: track record of lecturers' achievements, track record of lecturer development, and recommendations from SO.

4   Conclusions

UNNES has carried out various kinds of strategic policies that are used to support strengthening the capacity of SO which lead to increasing student achievement to support MBKM policies. The pattern of coaching policies consists of interests and talents, creativity and scientific, entrepreneurship, managerial, community service, as well as spiritual and nationalism.

This structured and sustainable strategic policy is able to improve the branding of UNNES organizations among the community and has comprehensively touched all student needs. The existence of a recognition policy of up to 20 credits was responded positively by students so that they were able to increase the capacity of SO, stimulate students to join SO, and motivate students to achieve.

Authors' Contributions.   Bayu Triwibowo: head of researchers. Abdurrahman, Nanik Wijayati, Diyamond Prasandha: member of researchers.

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