The Readiness of Human Resources and the Challenges in Implementing the MBKM Program

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Abstract. This study aims to determine the readiness and the challenges of human resources in implementing the MBKM program, using a qualitative descriptive method as a guide in this research process. This study involved several lecturers, teachers participants being observed, filling out questionnaires, and interviewing for data collection needs. It was done in the Education Institution in Kotamobagu, one of the regencies in the North of Sulawesi. The data findings indicate that several lecturers and teachers are ready to implement the MBKM program for several reasons. One of them is an independent system or freedom for students and lecturers or teachers to study and pursue experience in different disciplines and even other universities or schools, likewise with lecturers who can share knowledge in various departments. The problems and challenges found only occur at the beginning of learning, but it provides significant benefits at the end of education.

Keywords: MBKM · readiness · challenge · descriptive qualitative

1 Introduction

The covid-19 pandemic has impacted the teaching and learning process at schools or Universities. The students with good internet access were accustomed to learning virtually, while the teachers should teach students who have difficulties getting internet access various strategies. This case makes the teachers try to find good strategies to encourage students' motivation to learn. They should make the students still enjoy the lessons although they experience different treatment from the teachers. Unfortunately, this condition made the gap in the students' level wider. The students in the remote area were far left behind.

Relating to this situation, the Ministry of Higher Education and Technology has recommended that the MBKM be implied in schools or Universities. Some people said this was very complicated and needed hard work. On the other hand, it might make the teacher creative in deciding the teaching strategies. Through MBKM, teachers can teach freely, based on their own creativity, in conveying their lessons. It allows the students to choose the way they learn. The writer is interested in researching the Readiness and

the challenge of human resources in implementing the MBKM. The problem statement of this research is: how is the Readiness and Challenges of the teachers/lecturers in applying the MBKM in their schools or Universities?

In terminology, readiness has a similar meaning to willingness. In this study, readiness is like willingness, support, awareness, and enthusiasm to learn and implement the MBKM program to advance education in Indonesia. The readiness of teachers and lecturers to implement the MBKM program in the learning process is not enough, only with a lot of information about the new curriculum. Teachers and lecturers must also be directly involved in a curriculum development team [1].

So that teachers and lecturers can determine what media should be provided in the teaching and learning process. Considering that the current era is an era where industrial development is already 4.0, the learning media must be technology-based so that students can learn about the issues of globalization. It was believed that students' success in the learning process could be seen by how the teacher provides material through e-learning [2].

As the results of research from Humaira et al. in early 2022 regarding the evaluation of students' readiness to use e-learning in the MBKM program. It showed that several aspects that are evaluated; context (environment), input (knowledge), process (preparation in learning), and product aspect (students' knowledge of e-learning) are included in the High category.

Even though the results from all elements are "high," there are still some obstacles, such as the instability of the internet network and teacher concerns about students' understanding of the use of e-learning media. It shows that the MBKM program has a positive impact when applied in schools' teaching and learning processes. However, different things are shown in the results of research from Afandi et al. [3] in the same year; that is, most of the teachers and students do not yet have the ability to the concept of Merdeka Belajar.

Although some teachers and students said they were not familiar with the concept of Merdeka Belajar, there were already fifteen programs related to the main program of MBKM that have been implemented in their school. For instance, assisting the implementation of limited NCDs, creating learning media for high-end students, adapting ICT (AKM Simulation Grade 5), etc., all programs were implemented well. Both of the studies above were conducted in Indonesian schools.

Additionally, the readiness of lecturers and students at universities in Indonesia has been described by Bahar et al. in 2021, which shows that 59% of lecturers and 46% of students already know most of the policy contents of MBKM. Also, several previous programs they have implemented in the study program are compatible with the MBKM program.

It is proved by lecture responses as 79% and student responses as much as 78% agree with the statement. Therefore, the MBKM program is ready to be implemented at elementary, high, and even university levels. The eight main programs from MBKM have significantly impacted the quality and capacity of students to prepare themselves to welcome the industrial revolution 5.0, which is human-centered and technology-based.

As also revealed from the results of research [4] that basically the implementation of the MBKM curriculum happens to be carried out during online learning where in

addition to the impact of the Kulum on users, it is very large, but coupled with having to be applied in online learning it is very influential on subjects or eyes. Courses that must be followed by students or students.

The MBKM program is crucial to be implemented immediately because this curriculum aims to prepare university graduates who are ready to enter the world of work [5]. It is like the fresh air in the world of education because of the freedom to innovate in improving human resources capabilities while not forgetting the existing culture.

2   Methodology

This research uses the descriptive qualitative method. Data were collected from 125 participants consisting of teachers and lecturers in Kotamobagu by interviewing several representatives of the existing participants. After the data collection stage, the researcher analyzed the data using the Creswell (2008) analysis technique. There are six stages in the data analysis process: organizing and preparing the data, reading all the data, coding process, describing in detail, the narrative approach, and interpreting data.

3   Findings and Discussion

This is the description of the data findings which were got from the interview to the teachers and lecturers. Firstly, the readiness of the lecturers and Teachers in implementing the MBKM. It was found that they were ready to implement the MBKM in their schools or Universities.

It was approved by their knowledge about the concept of the MBKM itself. Most of the teachers and lecturers (70%) stated that they applied the MBKM because they realized that the program is suitable for all students in the various level of development, characteristics and their learning need. It makes the learning process meaningful and enjoyable (Principle 1). In implementing the program they build the students capacity to be the long –life learners (Principle 2). The process of learning supports the students' competence and characters (principle 3).

The learning program is constructed relvantly with the context of studets' environment and culture. It involves the studets' parents and society as their partners (principle 4). The learning program is oriented to their future life. The other participants (30%) of the lecturers or teachers stated that they have heard about the MBKM, they knew that it was the good program, but they still hesitate to apply it in their teaching-learning process, because they do not know how to do that.

Secondly, the Challenges for the lecturers and teachers. Based on the readiness of the lecturers and teachers in implementing the MBKM, it can be stated that the following activities might become the challenges. Analyzing the conditions, background of the students, the developmental phases, and the students' achievement. Giving stimulant, opportunity, collaboration, meaningful learningand feedback are neede. Applying inquiry and project based learning, case study and differential learning.

The contextual learning, the involvement of the parents in teaching-larning process Involving the society either as the primary or secondary sources in the learning process. Furthermore, several challenges stated by teachers and lecturers are the lack of/instability

of internet in some students living area, and also several students who have not ability in operating media technology such as smartphone or computer because they do not have one even both of it.

This research has implied the descriptive qualitative. The teachers and lecturers have become the participants of this research. They have been invited in the seminar and workshop held by the Paidea Institute. This Institute has successfully invited 125 for join g this seminar and workshop. The Education and Culture Department has approved the activities and recommended the teachers in the regency to attend the activities.

The Institute also invited the writer to be one of the speakers who has discussed about the implementation of MBKM. This opportunity has been utilized by the writer to collect the data. The researcher has asked them several questions about their knowledge, preparation and challenges in implementing the MBKM in their schools or Universities. The questions have been constructed in the form of a structured interview.

Besides, the writer also asked them to do some activities relating to their strategy in teaching their subjects in class. The writer observed them while they were doing the activities such as how to ask questions to the students, how to make the students interested in asking and answering the questions. By applying Cresswell's techniques of analyzing the data, the writer analyzed the data qualitatively.

The first step of Cresswell's phase is organize and prepare the data. The researcher makes a list and note based on the result of interview. Then, researcher reads all the interview result and starts analyzing the participants answer which straight to the point of the questions. After that, Cresswell, (2008, p. 251) states that "coding is the process of segmenting and labeling text to form descriptions and broad themes in the data". It means that the researcher selects, labels, and sorts the participants answer to be structured as a description. Next, the data will be explained in detail by using narrative approach.

Finally, the last phase is interpreting, which shows that all participants agree and support the program of MBKM applied in the schools and universities because of its beneficial. For example, the program of student's exchange. Most of them stated that eight main program of MBKM could enhance the quality and capability of their students because students can get a lot of information of the lesson and learn wherever they want it to.

Additionally, the entrepreneurship activity also become one of the MBKM program that can prepare their final students to ready to work after graduation. In fact, several program of MBKM have been applied in schools and universities such as internship or work practice. All schools and universities conducted this program before the MBKM program appeared.

Besides, the program of learning media modification from conventional to the technological based, considering that nowadays students live in the era of revolution 4.0 where the students have to master in learning all subject through media technology.To sum up, MBKM is crucial program that must be implemented in schools and universities in Indonesia.

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