



Implications of MBKM (Merdeka Belajar Kampus Merdeka) on Teacher and Non-teacher Program

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Abstract. This article aims to describe the implementation of MBKM, including supporting factors, inhibiting factors, and identification of solutions for implementing MBKM for implementing teacher and non-teacher education. Based on the analysis and discussion, it can be concluded that 1) In FIP Unesa, the MBKM program has been implemented in both the teacher education study program and the non-teacher education study program. 2) Obstacles in the implementation of MBKM include the large number of students making it difficult to manage, the number of lecturers is inadequate to assist students, the tendency/desire of study programs/lecturers to maintain scientific essence courses is still quite high, support for academic services is not yet steady, 3) several factors Supporters include, so far there have been activities carried out at FIP which turned out to be part of MBKM activities including internships/work practices, teaching in schools, Community Service Programs/projects in villages, entrepreneurship, and humanitarian projects. 4) several strategies to find a solution are to form a particular institution that handles MBKM, review the curriculum for teacher and non-teacher education on an ongoing basis, prepare staff, prepare to fund, and prepare ICT/digital facilities.

Keywords: implementation MBKM · teacher program · non-teacher · FIP Unesa

1 Introduction

MBKM (Independent Learning and Independent Campus) is a new program launched by the Minister of Education, Culture, Research and Technology, Nadim Makarem. Nadim Makarem coined the term “learning independence” when commemorating National Teacher’s Day in 2019, an essential point in the Minister of Education and Culture’s speech: efforts to fight for learning independence in Indonesia.

The Minister of Education, Culture, Research and Technology stated that freedom of learning is the freedom of teachers to think and innovate. The independence of thinking present in the narrator encourages students to think freely. Based on independent learning, the Ministry of Education and Culture elaborates and actualizes it through policies [1].

As of October 2021, the Ministry of Education and Culture has issued 11 episodes of the self-study policy. The independent learning programs in the first episode are the Minimum Competency Assessment (MCA) and Character Survey (CS) policies as a substitute for the National Examination with the Abolition of the National Standardized School Examination (USBN), Simplification of the Learning Implementation Plan (RPP), new student admission regulations with a zoning system. Episode 2 is a policy related to opening new study programs, the accreditation system of universities, incorporated colleges, and the right to study three semesters outside the study program. Episode 3 is about the policy of distributing BOS funds directly to schools. Successive episodes 4, 5 and 6 are Mobilization of Organizations, Drivers of Teacher Education and Transformation of government funds for Higher Education. While episodes 7, 8, 9, 10 and 11 include the Driving School Program, SMK Center of Excellence, KIP Merdeka Lecture, LPDP Scholarship Expansion Program, and independent vocational high school.

Among the 11 episodes above related to higher education is the ease of opening new study programs, changes in the university accreditation system, the ease of changing PTN to a legal entity PTN, and the right to study outside the course for the third semester. The basis of the Minister of Education and Culture can be a reference for all universities to improve the quality of education and its graduates [2].

Susatyo's prediction [3] regarding the problems related to the application of MBKM in higher education is 1) doubt that the goal of education will not be achieved, especially for humans with good character and character, MBKM will only give birth to humans. Worker. 2) The basics of MBKM are still partially integrated with scientific goals and principles, 3) Operational guidelines and procedures are unclear and need interpretation, and 4) Changes in the mindset of high school leaders, lecturers, and students take time. 5) The difficulty of the tajwid program in compiling the MBKM syllabus, 6) Cooperation with leading universities or those with QS 100 is not easy, 7) Cooperation with industry and companies is not easy. The number is limited, 8) Sufficient funding is needed, 9) The academic Management System does not support MBKM, and 10) it is necessary to provide human resources [3]. After MBKM has been running since 2019, several things need to be studied, including inhibiting factors, supporting factors for MBKM implementation and solutions so that MBKM implementation can run well.

2 Research Methods

This qualitative descriptive research illustrates the focus of the research, namely inhibiting factors, supporting factors, and identification of solutions for implementing MBKM for Teacher and Non-Teacher Education at the Faculty of Education, Unesa. The data collection instruments are questionnaires, interviews, and analytical techniques using Focused Group Discussion (FGD). Through FGD, exploration of a particular issue/phenomenon through focused discussion. This FGD was attended by 28 faculty leaders, heads and secretaries of departments, and heads of laboratories at the Faculty of Education unesa. Data analysis steps go through the stages of data reduction, data display and conclusion. Data reduction is a data analysis activity in the form of sharpening, classifying, sorting, eliminating unneeded data, and organizing data so that data can be inferred. Data reduction includes activities to simplify data, code/code, arrange themes

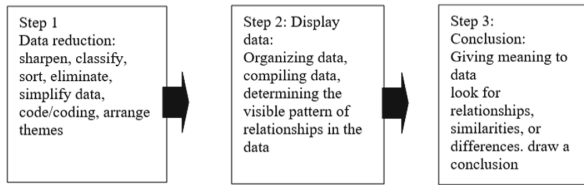


Fig. 1. Data Analysis process

and create clusters. The data obtained will be organized and neatly arranged and will see the relationship pattern through the presentation of data. Conclusion drawing and verification aim to find the meaning of the data collected by looking for relationships, similarities, or differences to answer existing problems.

The overall process of data analysis and coding carried out to make it easier to reduce data can be seen in Fig. 1.

3 Results and Discussion

In the Faculty of Education Unesa, there are two programs: teacher and non-teacher. The teacher program consists of primary school teacher education department, early childhood education teacher education department, guidance and counseling department, special education department, and four non-teacher programs: Psychology, department of informal education, curriculum and educational technology department and education management department. The eight study programs have been trying to implement the MBKM program since the even semester of 2019/2020.

The following describes the implementation of MBKM in the Faculty of Education Unesa, which includes implementation, inhibiting factors, supporting factors and solutions to overcome these obstacles.

3.1 Results of the FGD on the Implementation of the MBKM Program for Teachers and Non-teachers at FIP Unesa

FGD activities that discuss implementing the 4 MBKM programs in teacher and non-teacher programs can be identified as follows in the easing policy. In the Higher Education Accreditation System Policy, 6 teacher training programs and 2 non-teacher training programs have followed the latest accreditation process. In the policy of facilitating the opening of Universitas Negeri Surabaya (PTBH), FIP also supports Unesa's proposal as a PTBH; currently, the Minister of Education and Culture, Nadiem Anwar Makarim has written to the Minister of Law and Human Rights about the government regulation draft of Universitas Negeri Surabaya of Legal Entity. While the policy provides the right to study 3 semesters outside the study program, 4 teacher and 4 non-teacher study programs have been implemented.

3.2 FGD Results of Factors Hindering the Implementation of the MBKM Program

Some obstacles in the implementation of the MBKM program are 1) Requires quite a lot of details and requirements, 2) requires setting a lecturer's home base data, 3) requires readiness from various aspects for the establishment of PTBH, 4) in the policy of 3 semesters of study outside the study program, the obstacles faced are a large number of students so that it is difficult to manage, the number of lecturers is not adequate to assist students, the tendency/desire of study programs/lecturers to maintain scientific essence courses is still quite high, the support of academic services has not been stable.

3.3 FGD Results Supporting the Implementation of the MBKM Program

After identifying the supporting factors for the implementation of MBKM, and the existence of a reliable proposal drafting team, the quality of data in PDDIKTI is good. Activities at FIP turned out to be part of MBKM activities, including internships/work practices, teaching in schools, Community Service Program in villages, entrepreneurship and humanitarian projects.

3.4 FGD Results Solutions to Overcome Obstacles to the Implementation of the MBKM Program

Based on the FGD, solutions were formulated to overcome the MBKM problem, namely 1) preparing various requirements needed, 2) Following the procedures set from the beginning, 3) Preparing various supporting data, 4) in the policy of granting rights to 3 semesters of study outside the study program, the proposed solution was to form a particular institution that handles MBKM, reviewing the curriculum of teacher and non-teacher education on an ongoing basis, preparing staff, preparing funds, preparing ICT/digital facilities. The results of the FGD are presented in the form of Table 1.

According to the Ministry of Education and Culture, the MBKM policy is implemented to realize independent and flexible learning in higher education to create an innovative, unhindered and effective learning culture according to student needs [1]. The policy also aims to strengthen linkages and relevance to the business and industrial world and prepare students for the world of work from the beginning. Furthermore, the Ministry of Education and Culture stated that through the MBKM policy, universities are required to design and implement innovative learning processes so that students can achieve optimal learning outcomes [1]. Students have the freedom to take off-campus study credits for three semesters, which can be taken outside of a degree program at a university (PT) and outside of a university. It turns out that the implementation of MBKM in teacher and non-teacher programs has encountered various obstacles, including the large number of students making it difficult to manage, the number of lecturers who are inadequate to assist students, the tendency/desire to learn programs/lecturers to maintain the scientific essence of the course is still quite strong, the support of academic services has not been stable. The obstacles encountered are in line with the predictions expressed by Susetyo [3], who stated that the obstacles faced during the implementation of MBKM were difficulty changing the mindset of lecturers, difficulties in compiling

Table 1. FGD results in obstacles, supports and solutions

MBKM Policy	Implementation	Obstacles	Support	Solution
Opening of new study programs	Proposed and approved for the opening of doctoral education	Requires detailed requirements and quite a lot	Reliable proposal drafting team and provision of needed data	Prepare the various necessary needs
College accreditation system	8 study programs have followed the latest accreditation system	Lecturer home base data settings	The data in PD dikti has been filled in correctly	Follow the established procedure from the beginning
Incorporated colleges	Support Unesa to become PTBH in 2022	Requires readiness from various aspects	The reliable proposal drafting team	Prepare a variety of supporting data
students are entitled to study for three semesters outside the study program	It has been implemented in 8 Study Programs at FIP	the number of students is significant so that it is difficult to manage, the number of lecturers who are inadequate to assist students, the tendency/desire of study programs/lecturers to maintain courses whose scientific essence is still relatively high, academic service support has not been stable	there have been activities carried out at FIP which turned out to be part of MBKM activities, including internships/work practices, teaching in schools, Community Service Programs /projects in villages, entrepreneurship and humanitarian projects	establishing a particular institution that handles MBKM, reviewing the curriculum of teacher and non-teacher education on an ongoing basis, preparing staff, preparing funds, preparing ICT/digital facilities

the MBKM curriculum, the academic administration system did not support MBKM, and the need to prepare human resources. Furthermore, Siregar stated that the obstacle he encountered was the difficulty of implementing it simultaneously in all universities, and it took time and readiness to implement the MBKM policy [4].

As a solution to overcome the MBKM problem, according Baharuddin conducted, a study of the MBKM concept, then adapt and compile the MBKM curriculum model and design academic cooperation both with internal campuses and outside the university as related partners [5]. Obstacles encountered: Convert student grades obtained

either through certified internships, field practice (PKL), Thematic Community Service Program.

4 Conclusions

Based on the formulation of the problem and discussion, it can be concluded as follows; 1) At FIP Unesa, the MBKM program has been implemented in both teacher and non-teacher education study programs. 2) Obstacles in implementing MBKM include a large number of students that it is difficult to manage, insufficient lecturers to assist students, and the tendency/desire of study programs/lecturers to maintain courses whose scientific essence is still relatively high. The support for academic services has not been stable. 3) several supporting factors include, so far, there have been activities carried out at FIP which turned out to be part of MBKM activities, including internships/work practices, teaching in schools, Community Service Program/projects in villages, entrepreneurship and humanitarian projects. 4) several strategies to find solutions are to form a particular institution that handles MBKM, review the curriculum of teacher and non-teacher education on an ongoing basis, prepare staff, prepare funds, and prepare ICT/digital facilities. For the MBKM Implementation to run well and smoothly, all parties involved need to understand in-depth the MBKM guidelines, identify various problems that may arise and find solutions so that MBKM can run smoothly.

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