



Learning Experience Participant Students MBKM PGPAUD FIP University Negeri Malang

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Abstract. Learning experience is very important and must be owned by students, not just IPK. It was so important that the Minister of Education and Culture launched an Independent Learning and Independent Campus. Learning experience or learning experience is very important and must be owned by students. This study aims to describe the MBKM learning experience, obstacles and efforts to overcome these obstacles in participating in MBKM for PGPAUD students participating in MBKM. The research approach used is qualitative with a case study design. The triangulation data analysis technique and the instrument used were in-depth interviews. The result of the research is that the MBKM participants are very rich and can be directly felt by the students empirically. Constraints experienced are internal and external. The conclusion is that the MBKM program has provided students with learning experiences.

Keywords: Learning Experience · MBKM

1 Introduction

Graduates of higher education have measurable qualifications according to their level and field of expertise. S1 graduates are graduates who were educated with the National Curriculum Framework that reflects the quality of Indonesian human resources at level 6 (MBKM Manuscript, 2021). The indicators for undergraduate qualification at level 6 are as follows. (a) Able to apply the field of expertise and utilize science and technology in solving the problems it faces. (b) Able to master general theory and specific knowledge in their field in depth in solving procedural problems. (c) Able to make the right decisions based on the analysis of information and data and able to choose alternative solutions independently and in groups. (d) Responsible for own work and organization.

To realize graduates who have the ability to achieve at level 6, students need to be given a very valuable, rich, and deep learning experience. It is no longer enough for students to only be given experience according to certain competencies because they will only create horse glasses for students. This means that after graduation, the student will be less able to solve life problems outside of his competence. The problems of life require a comprehensive solution with a multidisciplinary approach so that greetings between sciences are very necessary.

Higher order thinking skills (HOTS) in analyzing, synthesizing, and evaluating are needed because they will form students' critical, creative, collaborative and communicative thinking skills. Margono's research (2013) found that through discussion learning students can freely develop their thoughts so that active, critical, and creative thinking emerges. The student conveys the idea through scientific argumentation. Critical and creative thinking skills can also be achieved through learning experiences to deconstruct the thoughts of their friends so that new thoughts are created (Samawi et al., 2020). Based on the study of (Samawi, Wulandari, Aisyah, 2016) most of the UM PGPAUD graduates work in fields that are less relevant to their field of study, so learning experiences are very important in accessing the jobs they are interested in. The point is that the learning experiences experienced by students during college that create higher thinking skills will provide the provision to solve life problems in the future.

Since 2020 the government has established an independent curriculum to complement if it cannot be said to replace the competency-based 2013 curriculum. Competence is a person's ability based on certain skills. As a result, graduates are unable to do something outside their expertise. Many of the jobs available are beyond their competence, so graduates cannot access these jobs. Another consequence is that science and technology as well as society are developing very quickly so that the knowledge, attitudes and skills of graduates are far behind, and if the graduates do not update them, they will not be able to access these jobs. Therefore, it is deemed necessary to renew higher education institutions (PT) through independent campuses and independent learning (MBKM). This study aims to describe the learning experiences of PGPAUD students participating in the MBKM program at the State University of Malang.

2 Methods

This type of research is qualitative research with a case study design. According to the subject of this research, PGPAUD students who are MBKM participants. The location of this research is the PAUD department of the State University of Malang on Jalan Ki Ageng Gribig, Malang City. Data collection techniques used are interview, observation and documentation techniques. The data analysis technique used is the data analysis model of Miles, Hubermans, and Saldana (2014). The analysis technique can be started with data presentation, condensation, and conclusion. The validity of the data was carried out through technical triangulation and resource persons and member checks.

3 Results and Discussion

The learning experience of students when participating in MBKM is very rich. They stated that a lot of experience was gained when participating in student exchanges. A student from Class of 2019, Salma, said that "I have learned a lot of learning experiences from MBKM, sir. Last semester, I took part in student exchanges at UNP and Unimed. Through these lectures, I was able to meet outside lecturers and students who studied with various backgrounds, even though it was only through the network (online). This semester I am participating in the teaching assistance program (AM), sir. I do a lot of activities in the AM program at school, sir." In contrast to Salma, Maf'ula, a 2018 class

student and has participated in the intermediate semester graduation, also stated that “I have participated in many MBKM activities, sir. Semester 5 I joined the student exchange program at Unesa, sir. The following semester, namely semester 6, I participated in a teaching program at a pioneer school in a remote area in Jombang Pak district. The learning experience I gained in teaching at pioneer schools was very much, ranging from very minimal facilities and infrastructure, a small number of students to managing PAUD, I was challenged to develop into a proper kindergarten school, sorry sir. Then, I joined the campus teaching program, serving in Jayapura Papua. The condition of the vast territory of Papua but the schools are far apart and the lack of facilities and a touch of progress for both teachers and managerial staff make Kindergarten Education there very far from the quality, sir. Many of them are still not aware of the meaning of education. They are very heterogeneous in terms of ethnicity, local language, different customs and customs. I got a lot of learning experiences culturally pedagogically”.

Still a 2018 student, Stefany When asked how the learning experience was when joining the MBKM program. He explained, “I joined the MBKM program through teaching assistance activities (AM). I got a lot of learning experience from AM activities at school. I participated in AM activities at Bayangkari Kindergarten. My activities while at this school were being an assistant teacher, supervising extra-curricular activities, making media, organizing school libraries, and the most memorable activity was preparing children to take part in the national art competition organized by the campus. I prepared three teams, and thank God, one team got the first national champion, sir.

The MBKM activity program that PGPAUD students participate in provides a very rich learning experience. Students not only know learning resources from lecturers and teachers in schools, but from learning resources directly from the environment and schools. Students also understand that communication and learning techniques are used to students when teaching. Students become more independent because they are dealing directly with children. This is in accordance with the research results of Syaharudin, Mutiani, Handy, Abbas, Jumriani (2021) which states that the right strategy can provide students' learning experiences.

The learning experience gained by students is solving problems through project base learning (PJBL). Students work on projects collaboratively so that they have the independence in learning to solve problems in the field. The MBKM program has provided creative, innovative, problem solving, capacity, competence and personality formation learning experiences (Sonalitha, Steyowati, Haryanto 2021) that are tough. Through campus activities, teaching in remote areas in various provinces in Indonesia has provided a learning experience about the rich diversity of Indonesia's regions so that it fosters nationalism (Ammigan, Dennis, Jones, 2021) and love for the homeland. This is in accordance with research.

The physical experience of students directly participating in activities is present in the school community and the wider community. Physically, students carry out physical activities that take energy so that they are tiring. Physical resilience especially when they are in remote areas either through teaching activities or humanitarian projects. As a result, students are tough and resistant to natural physical stresses such as long distances, hot sun, rain, and steep terrain.

Students work on assignments often under heavy mental pressure. The density of activities and targets must be completed according to schedule, interaction with various related parties cannot be avoided, causing mental stress. Students' mental resilience in solving problems is solved with patience, calm, perseverance, and prudence. The mental pressure is felt by students who work individually in difficult fields. Students who work in teams are not so heavy with mental pressure because they are solved together.

4 Conclusion

The important role of teachers and the growing demand for teacher professionalism in the 21st century, the government has set various policies aimed at improving the quality of teachers, one of which is the Continuous Professional Development (PKB) activity. Profession Teachers are professional educators who have duties, functions, and important roles in the intellectual life of the nation. So the teaching profession needs to be improved and developed continuously and proportionally according to the functional position of the teacher, because the teacher's job requires special skills. One of PKB's activities is the writing of scientific papers in the form of scientific articles.

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