



# Student Perceptions of Learning During the Implementation Curriculum of the Independent Learning Independent Campus

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**Abstract.** The Curriculum of Independent Learning Independent Campus (MBKM) aims to produce students who have competencies according to the interests and talents of these students and the needs of the world of work. The MBKM curriculum provides greater opportunities for students to study outside the campus thereby enhancing their experience. The MBKM curriculum provides excellent opportunities for students to develop their competencies, but there are problems with its application in study programs because the change from the old curriculum to MBKM has very significant and sudden changes in a short time. The purpose of the study was to evaluate the implementation of the MBKM curriculum, especially in the implementation of learning in the Undergraduate Program of Building Construction Education based on student assessments. This evaluation research was carried out at the State University of Surabaya in the even and odd semesters of the 2020–2021 school year. Questionnaires are used as data collection techniques and quantitative descriptive techniques as data analysis techniques. The results of this study are as follows: (1). The implementation of learning from planning, and implementation, to an evaluation of learning during the implementation of the MBKM curriculum is included in the good category, (2) Based on students' perceptions of lecturers during the implementation of the MBKM curriculum, it is included in the good category, (3) The lowest score is in the aspect of learning implementation, so there is a need for repair. The MBKM curriculum in the application of learning in study programs can run well, but still needs improvement in aspects that still get low scores. Further evaluation needs to be done, especially in off-campus programs such as industrial internships, Community Service Programs, and introduction to the school field.

**Keywords:** Learning · Planning · Implementation · Evaluation · Independent Learning Independent Campus

## 1 Introduction

The Curriculum of Independent Learning Independent Campus (MBKM), is the latest curriculum applicable at universities in Indonesia based on the decision of the ministry of

education, culture, research, and technology. The MBKM curriculum provides students with opportunities to take courses outside the on-campus and off-campus study programs. Producing competent graduates who are needed in the world of work is the goal of the MBKM curriculum.

Regulation of the Minister Number 3 of 2020 explains that explained that in the MBKM curriculum apart from taking lectures in the study program, students can also take courses outside the study program. Students can take courses of interest or strengthen skills according to their study program.

The MBKM curriculum provides three semesters of learning opportunities outside the study program to improve graduate competencies. Students can develop their potential according to their passion and talent. But the program taken must still relate to and strengthen the previous program with the consideration and approval of the supervisor.

The MBKM curriculum provides independence in learning and requires study programs to innovate in improving competence by providing courses that are appropriate to the world of work. Independent Learning provides opportunities and opportunities for students to take part in off-campus study programs and get recognized semester credits, such as industrial internship programs, Community Service Programs (KKN), and entrepreneurship [1].

The MBKM policy from the ministry has several programs, namely opportunities for new study programs to be formed, student learning opportunities outside campus, state universities with legal entities (PTN-BH), and a higher education accreditation system. This policy makes a pretty big change. This MBKM in its implementation will raise doubts among various parties because not all universities are ready to implement this policy. The problems faced in implementing MBKM policies are starting from collaboration between study programs and industry, changing the PTN-BH paradigm to compete in the international arena, to the internship mechanism in industry and KKN [2].

Apprenticeship and entrepreneurship programs in MBKM affect the development of graduate competencies. This learning also affects students' commitment to entrepreneurship. Entrepreneurship programs must pay attention to the supporting and inhibiting factors as well as the usefulness of the program in the future [3].

Industrial and entrepreneurial internship programs in the MBKM curriculum can prepare graduates to work in the industry. Internship programs must work closely with companies or industries. The cooperation program with industry must be contained in a mutually beneficial cooperation agreement between the two parties. This collaboration can provide feedback on the implementation of activities and support the sustainability of the program [4].

The MBKM policy serves to improve the quality of human resources. This policy provides ample opportunities to study off campus. The MBKM policy provides opportunities for students to increase their knowledge and experience [5].

The implementation of MBKM in the Civil Engineering Study Program reached 49.53%, still not getting a high number. Constraints experienced are recognition constraints, funds, and the Covid-19 pandemic which makes learning take place online. There was an obstacle in the implementation of MBKM thus reducing student interest in

other forms of MBKM learning activities [6]. Student perceptions of MBKM learning are positive. However, it needs to be maximized, especially in online learning [7].

The MBKM program is expected to be able to equalize the quality of education. However, in remote areas, it is necessary to improve infrastructure. The MBKM program involves universities in community programs, so that good relationships and valuable experiences will be established. The MBKM program is already running, but the supporting infrastructure must be prepared [8].

The implementation of the MBKM curriculum in universities has encountered several obstacles, including the guidebook for implementing the MBKM curriculum which is still newly compiled, the thinking of each resource is not the same, obstacles in curriculum preparation, cooperation with other universities and industry or companies is not strong, courses outside the study program that still need adjustments, industrial or company internships for which there are no guidelines, the high amount of funds needed, and an unprepared administrative system [1].

All universities in Indonesia apply the MBKM curriculum, including Universitas Negeri Surabaya (Unesa). Unesa applies the 5-1-2 pattern. This pattern means that students study in the study program for 5 semesters, 1-semester study outside the study program, and study outside the campus for 2 semesters. Off-campus learning activities include programs through industrial internships, student exchanges, KKN, and research internships.

One of the study programs at Unesa is the Undergraduate Program of Building Construction Education (S1-PTB). The MBKM curriculum has come into effect in this study program since 2020 and there has been a change in the curriculum from the old curriculum to the MBKM curriculum. The problems faced are the perception of lecturers who are not the same, courses outside the Study Program taken by students must be converted, there is a condensation of courses so that it reduces credits in Study Programs, and the implementation of off-campus activities such as industrial internships is still being prepared. With the limited time for preparation of learning in the MBKM curriculum, it is necessary to evaluate to be able to identify weaknesses and improve learning in the next semester.

Evaluation is the result of a comparison between the objectives and the results obtained. Evaluation is a systematic assessment of a program. The evaluation is carried out in addition to the results, also at the planning stage of its implementation. In the field of education in tertiary institutions, this evaluation is carried out to assess learning. The evaluation results can be used to plan future programs to be better. The results of the evaluation must be reported immediately to get an immediate follow-up. Evaluation produces data on the achievement of the goals or objectives of the program [9].

Evaluation is of two types. The first is a formal evaluation, which is an evaluation that has standards ranging from techniques to reporting. Meanwhile, the second is informal, there is no standard. Only through daily activities by making activity notes. Evaluation is also carried out when the program is running and at the end of the program [9].

The type of evaluation technique that is often used is the CIPP model. CIPP consists of an evaluation of context, input, process, and product. This evaluation model can be relied on in educational programs. CIPP has been implemented since 1965 until now [10].

**Table 1.** Criteria

Score Range	Criteria
$X > Mi + 1,5 SDi$	Very good
$Mi + 0,5 SDi < X \leq Mi + 1,5 SDi$	Well
$Mi - 0,5 SDi < X \leq Mi + 0,5 SDi$	Enough
$Mi - 1,5 SDi < X \leq Mi - 0,5 SDi$	Less
$X \leq Mi - 1,5 SDi$	Very less

The CIPP evaluation model aims to assess the evaluation strategy and components to determine the functioning of the program, the problems encountered, and their solutions. The evaluation stages are starting from data collection, data organization, data analysis, reporting, and administration [10].

The advantage of the CIPP model is that it can generate data that is important in evaluation in a simple way. The weakness of the CIPP model is that there are significant problems that cannot be solved. Evaluators need to take into account the time and resources available.

Based on the description above, it is necessary to evaluate the implementation of the MBKM curriculum, especially in the implementation of learning in the Undergraduate Program of Building Construction Education. This study has the following objectives: (1) To evaluate the implementation of the MBKM Curriculum in the Undergraduate Program of Building Construction Education, especially in planning, implementing, and evaluating learning, and (2) To evaluate the learning carried out by lecturers.

## 2 Method

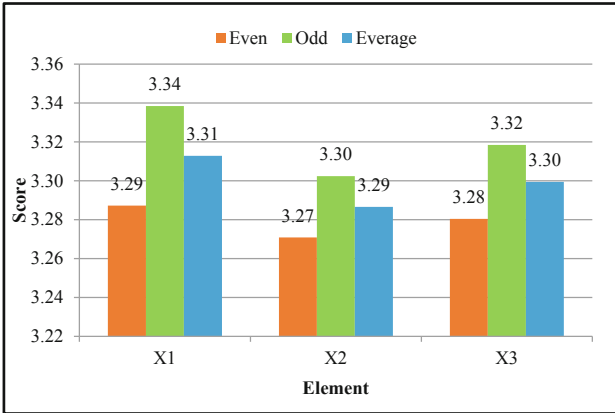
This study evaluates the implementation of the MBKM Curriculum in the Undergraduate Program of Building Construction Education, especially in the learning process. The questionnaire is used as a data collection tool. Data analysis used quantitative descriptive techniques.

This research was carried out in the Undergraduate Program of Building Construction Education, Department of Civil Engineering, Faculty of Engineering, Unesa in the odd semester of the 2021–2022 academic year. The subjects in this study were 74 students and 25 lecturers. The sampling technique in this study used purposive sampling.

Data were collected using a questionnaire compiled with a Likert scale. The questionnaire was validated by an expert, and just used in data collection. The data that has been obtained is then tabulated and analyzed. Evaluation by comparing scores with criteria based on the normal curve according to Table 1.

Description:

Mi = Mean ideal; SDi = Ideal standard deviation; X = Total Score Average.



**Fig. 1.** The score of the results of the assessment of learning planning aspects in even and odd semesters

### 3 Result and Discussion

#### 3.1 Lesson Planning

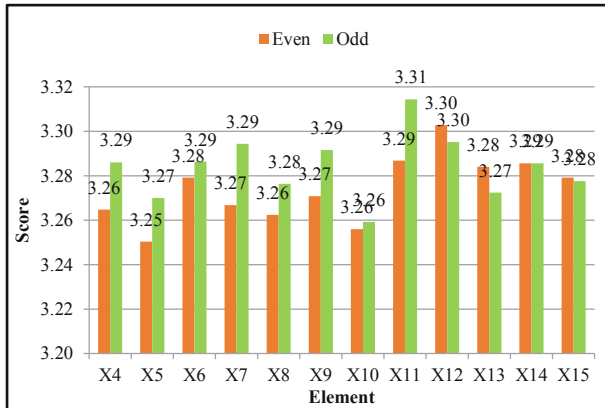
Learning planning is a preparation made before learning. This planning stage consists of preparing Semester Lecture Plans (RPS), materials and media that will be used in learning, steps in lectures, and meetings for one semester. The results of the evaluation of learning planning in even and odd semesters are described in Fig. 1.

Based on Fig. 1, it is found that of the three components assessed, the one with the highest average score is X1, which is the material according to the MBKM curriculum. The second highest score is on X3, which is the number of meetings that are prepared accordingly, namely 15 meetings. The lowest score is on the Online learning scenario plan. The results of the evaluation of this learning planning aspect get an average score of 3.30 and are in a good category.

The results of the comparison between lesson plans in even semesters with odd semesters showed that odd semesters got a higher score on all items. The increase in score indicates an improvement from the even semester to the odd semester for the 2021/2022 academic year.

#### 3.2 Learning Implementation

Assessment of aspects of the implementation of this learning is an assessment of the learning process. The questionnaire consists of twelve statements that explore information about the implementation of lectures, schedules, lecture materials, mastery of materials, methods, and media used, structural and independent assignments, student motivation, providing opportunities for students to be actively involved in lectures, language use, criticism, and suggestions, attitude, and lecture journal filled on time. The results of the evaluation of the implementation of learning in the even and odd semesters are described in Fig. 2.



**Fig. 2.** The score of the results of the assessment of aspects of the implementation of learning in the even and odd semesters

Based on Fig. 2, an evaluation of the implementation of learning in even and odd semesters is obtained. The implementation of learning in the even semesters that get the highest score is in X12, namely the use of good and correct language during lectures. While the lowest score is on X5, namely the implementation of learning according to the schedule. The implementation of learning in odd semesters that get the highest score is X11, namely giving active students opportunities such as asking and discussing during lectures. While the lowest score is on X10, namely student motivation in lectures. The average score for this aspect is 3.28 in the good category. The tendency to see scores in odd semesters is also higher than in even semesters as in the aspect of learning planning.

It is necessary to pay attention to the item with the lowest score, namely the implementation of learning according to the schedule and student motivation. These results indicate that in the implementation of learning in certain subjects there is a discrepancy with the schedule, so it is necessary to monitor and pay attention to scheduling so that lectures can be carried out according to a predetermined schedule. In terms of learning motivation, which is still low, it is an indication that online learning is still less attractive to students, and tends to want face-to-face learning in class.

### 3.3 Learning Evaluation

Learning evaluation is an assessment of the technique and process of evaluating student learning outcomes. The questionnaire consists of seven statements to obtain information about the implementation of the midterm and final exams on the academic calendar, evaluation of online learning outcomes, objectivity, transparency, follow-up exams, timeliness, and suitability of the material with the questions. The results of the assessment of the learning evaluation in the even and odd semesters are described in Fig. 3.

Based on Fig. 3, the results of the assessment of the evaluation of learning in the even and odd semesters are obtained. In the even semester, the learning evaluation aspect that gets the highest score is in X16, namely the implementation of the exam according to the schedule, and X22, namely the exam questions referring to the material. While

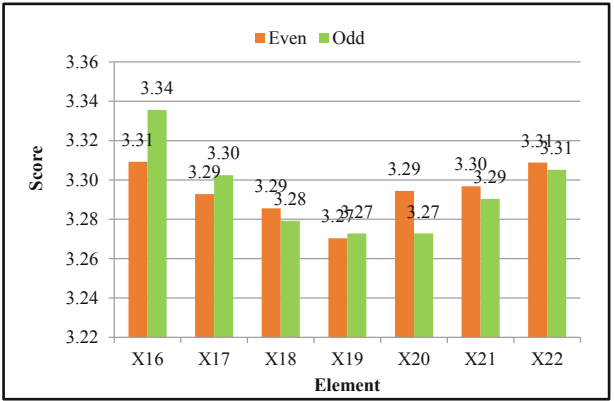


Fig. 3. Learning evaluation scores in even and odd semesters

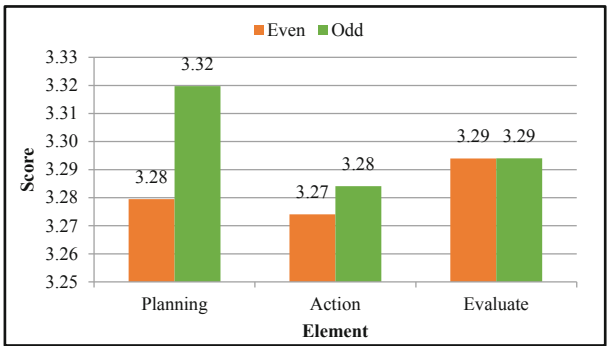


Fig. 4. Comparison of learning scores in even and odd semesters

the lowest score is on X19, namely transparency in determining the value. In the odd semester, the learning evaluation aspect that gets the highest score is X16, namely the implementation of the exam according to the schedule. While the lowest score is X19, namely the transparency of the assessment, and X20, which is a follow-up test. The average score for this aspect is 3.29 in the good category.

In this evaluation aspect, the item with the lowest score needs policies and improvements, especially in the transparency of the assessment and the existence of a follow-up examination. So far, the value is announced without showing all the components of the assessment, so it needs to be more transparent. Supplementary exams also need to make regulations and flow of follow-up exams that must be socialized to lecturers and students.

The comparison of each aspect of learning assessment in the even semester and the odd semester is described in Fig. 4.

Based on Fig. 4, it is found that in odd semesters, the average learning score is higher than in even semesters, and only the learning evaluation aspect has the same score. In the odd semester, the aspect with the highest score is on learning planning, while in the

even semester the highest score is on the learning evaluation aspect. The same is in the aspect of the implementation of learning that gets the lowest average score.

### 3.4 Evaluation of Lecturers

Evaluation of lecturers is carried out by students to assess lecturers in carrying out learning in even and odd semesters. Lecturer assessments in even semesters can be seen in Fig. 5, and odd semesters in Fig. 6.

Based on Fig. 5 and the calculation results, the average value of the assessment of the lecturers is 3.28 with a good category. The lowest score is 2.96 with the sufficient category, and the highest score is 3.58 with the good category.

Based on Fig. 6 and the calculation results, the average value of the assessment of the lecturers is 3.29 with a good category. The lowest score is 2.4 with sufficient category, and the highest score is 3.63 with good category. Figure 7 shows a comparison of the lecturers' assessment results.

Based on Fig. 7, it is found that in even semesters and odd semesters, the average score of lecturer assessments is almost the same, namely 3.28 and 3.29. The highest score increased from the even semester to the odd semester. While the lowest score decreased in the odd semester. Lecturers with the lowest scores need to make improvements in the learning process so that they can increase their scores. Training and coaching are needed if in the next semester the lecturer in question still gets a low score.

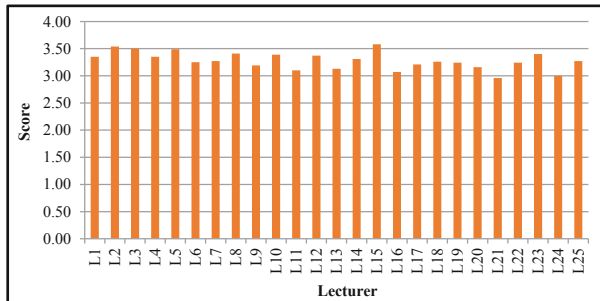


Fig. 5. Student assessment scores to lecturers for even semesters

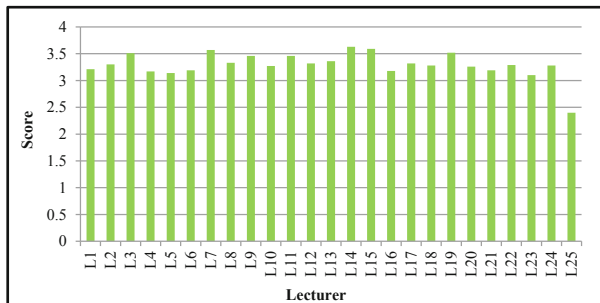


Fig. 6. Student assessment scores to lecturers for odd semesters



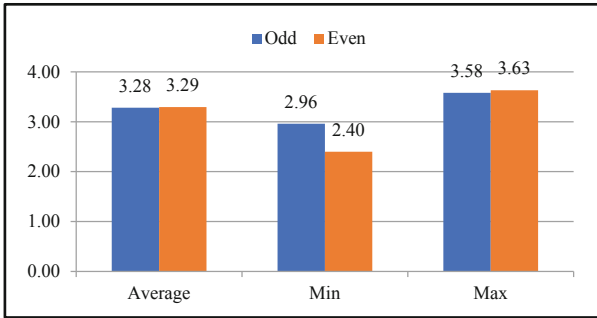


Fig. 7. Comparison of even and odd semester lecturer assessment scores

The implementation of learning during the implementation of the MBKM curriculum, in general, is in a good category. But some aspects need to be improved. The implementation of MBKM needs to be improved to make it more effective. The lack of socialization and supervision in the implementation of MBKM makes the program not run optimally [11].

The aspect of learning implementation is the aspect with the lowest score in the implementation of the MBKM curriculum. The MBKM curriculum is a new policy, so, naturally, it will experience obstacles, especially in its implementation. Misinterpretation of this policy still occurs. There are still educational institutions that have difficulty adjusting the curriculum and learning activities. The off-campus industrial internship program is also an obstacle because it requires a lot of budget [12].

The MBKM program will have a positive impact on the teaching and learning process. Although there are many obstacles, every program implementer must innovate and find a way out of the problems that occur so that the program can run well [13]. Students respond well to the MBKM curriculum [14]. However, its implementation must be well prepared by universities and lecturers. College readiness is very influential in the implementation of the MBKM curriculum [15].

#### 4 Conclusion

Based on the description above, it is concluded as follows. (1) The implementation of learning from planning, and implementation, to an evaluation of learning during the implementation of the MBKM curriculum is included in the good category, (2) Based on students' perceptions of lecturers during the implementation of the MBKM curriculum, it is included in the good category, (3) The lowest score is in the aspect of learning implementation, so there is a need for repair. The MBKM curriculum in the application of learning in study programs can run well, but still needs improvement in aspects that still get low scores. Further evaluation needs to be done, especially in off-campus programs such as industrial internships, Community Service Programs, and introduction to the school field.

Based on the conclusions above, it can be suggested as follows. (1) Learning during the implementation of the MBKM curriculum needs to be improved by providing socialization, training, and refresher for lecturers. (2) Learning evaluation must be transparent

and provide follow-up exams. (3) Further research is needed on the implementation of the MBKM curriculum in off-campus activities such as industrial internships, KKN, and introduction to the school field.

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