



Independent Learning-Independent Campus in Higher Education: A Case Study of Student Perceptions

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Abstract. Several studies on student perceptions of the Independent Learning-Independent Campus program have been conducted. Not all phenomena, however, are explained. As a result, similar research is still worthwhile. To analyze the questionnaire data, we used a qualitative descriptive method. This study explains why students are aware of the Independent Learning-Independent Campus program, but only a small percentage of them participate in it. This study also describes the most popular programs and student expectations.

Keywords: Independent Learning-Independent Campus · Perception · Higher Education

1 Introduction

The Indonesian government's Independent Learning-Independent Campus program aims to improve the quality of student learning. This program is expected to increase human resource competitiveness in the era of the Fourth Industrial Revolution, with the hope that students have a creative spirit, are able to work together, and are willing to work so that students can benefit themselves and the surrounding community [1]. Furthermore, students are expected to have digital literacy skills [2]. It was also stated that the Independent Learning-Independent Campus program aims to improve graduate competencies (soft and hard skills) so that they are ready and relevant to the needs of the times, as well as to assist students in developing their potential based on their passion and talent [3].

Universities can actualize a learning culture that is inventive, unrestrictive, and responsive to students' needs if they implement the Independent Learning-Independent Campus concept, which allows for more independent and flexible learning. So that universities are obligated to create and implement innovative learning so that students can attain optimal and always relevant learning outcomes in terms of attitudes, knowledge, and skills. With this curriculum, students are given the freedom to choose courses outside the study program and two semesters of study outside the university [3].

Numerous studies [1, 4–9] have been conducted regarding the Independent Learning-Independent Campus. On the basis of a survey of the relevant literature, this paper defines the notion of Independent Learning-Independent Campus. In addition, there were studies that analyzed students' opinions of the Independent Learning-Independent Campus initiative. On the basis of a survey of the relevant literature, this paper defines the notion of Independent Learning-Independent Campus. In addition, there is research on student impressions of the Independent Learning-Independent Campus program [10–16]. However, this research does not explain the overall student perception of the Independent Learning-Independent Campus program, therefore comparable research might be investigated further. Consequently, it is anticipated that this study will supplement past research on student opinions of the Independent Learning-Independent Campus program.

2 Literature Review

The current rate of technological advancement is so rapid that it is referred to as the fourth industrial revolution. The evolution of this technology has garnered popular interest. They are concerned that technological developments may replace occupations traditionally performed by humans with technological sophistication [17].

Nevertheless, technological advancement is inevitable. Therefore, measures to expand the competency of human resources must be strengthened. With response to this difficulty, the government achieved a big breakthrough by introducing the Independent Learning-Independent Campus program in the expectation that it will improve the quality of education in Indonesia.

Students are given the freedom to develop their abilities and learning experiences outside of lectures for three semesters under the Independent Learning Campus model [3]. This is done in order to generate the best university graduates as agents of change for the advancement of civilisation.

Autonomous Learning-Independence Campus activities include student exchanges, internships, instructional support in education units, research, humanitarian projects, entrepreneurial activities, independent projects, village development, and a thematic program for community service [3]. Through these activities, students are trained to put into practice the theory they have learned in the classroom, to become accustomed to dealing with and solving problems, and to gain learning experiences outside of college so that they can discover their passion and be prepared for the era of the industrial revolution 4.0 [1].

3 The Study

A. *Participants*

This research involved 305 undergraduate students from state universities in Lampung, Indonesia. The majority (76%) were female, whereas only 24% were male. Their age ranges from 17 to 23 years, with an average of 19 years. We inform them of the goal of the study and ensure their privacy and confidentiality. By completing the online survey, they consented to the use of their responses for research purposes.

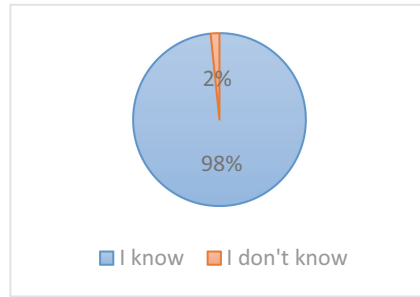


Fig. 1. Students know about the Independent Learning-Independence Campus

B. *Instrument*

Using the free cloud-based survey and questionnaire tool Google Forms, data was gathered using an online questionnaire containing both open and closed questions (5 and 1, respectively). Twenty students tested the questionnaire prior to its distribution to respondents. It was only after ensuring that everything was understandable, concise, and of a fair length [18] and evaluating its applicability and layout [19] that the questionnaire was able to meet the research goals.

C. *Data analysis*

The data acquired through closed-ended online questionnaires were quantitatively evaluated using descriptive statistical techniques. This study's analysis explored the attitudes of students regarding the Independent Learning-Independent Campus. In addition, the data collected from open-ended questions were analyzed using content analysis, which is a subjective interpretation of participant responses to questions conducted through coding, classification, and identification of themes or patterns in order to provide a comprehensive descriptive interpretation of social phenomena (Tesch 1991 as cited in [20]).

4 Findings

A. *Student Knowledge and Information Acquisition of Independent Learning-Independence Campus*

Students' knowledge of the Independent Learning-Independence Campus curriculum is depicted in Fig. 1. Clearly, the majority of students (98%) are aware of the Independent Learning-Independence Campus, while only 2% are unaware.

The acquisition of information regarding the Independent Learning-Independent Campus program is depicted in Fig. 2. Social media and socializing departments provide students with the most knowledge (111 and 91 students). As many as 29 students and 14 student acquaintances obtained information via the Kemendikbud website. Meanwhile, three pupils received no information from any source.

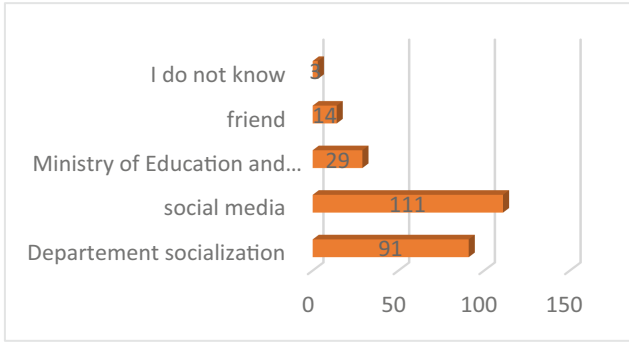


Fig. 2. Information Resources for the Independent Learning-Independence Campus

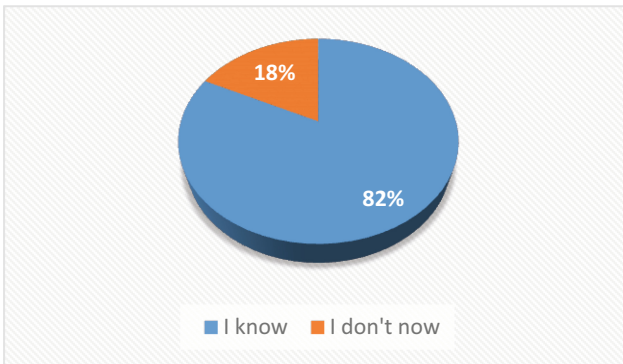


Fig. 3. Student Knowledge about Implementation of Independent Learning-Independence Campus in the Department

Information regarding which departments have the Independent Learning-Independent Campus program is displayed in Fig. 3. Eighty-two percent of students are aware that their department offers an Independent Learning Independent Campus program. While 18% stated they were unsure.

B. Student Understanding and Involvement in the Independent Learning-Independence Campus

Students’ awareness of Independent Learning-Independent Campus is depicted in Fig. 4. 163 and 134 pupils, respectively, reported feeling very and moderately familiar. Six students responded with responses ranging from extremely familiar to barely familiar to not at all familiar.

Student participation in the Independent Learning-Independent Campus program is illustrated in Fig. 5. Approximately 85% of students have never participated in an independent campus program for independent study, while 15% have

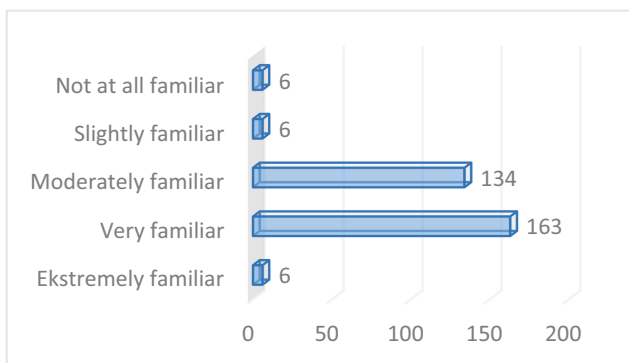


Fig. 4. Students' understanding of Independent Learning-Independent Campus

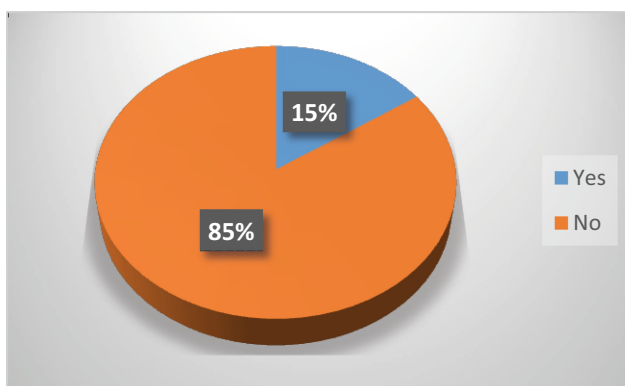


Fig. 5. Student Involvement in the Independent Learning-Independence Campus

C. *Students' Choices and Expectations of Participating in the Independent Learning-Independent Campus*

Students that aspire to enroll in the Independent Learning-Independence Campus program are depicted in Fig. 6. 113 students wish to participate in internship/practicum activities, while 99 want to join the education unit as lecturer assistants. Thematic vil-lage development programs/KKN, entrepreneurship, and humanism were respectively selected by 27, 23, and 19 students. In the meantime, only 12 students were chosen for research, while 4 were chosen for independent study/projects. In addition, four students do not choose to participate in the Independent Learning-Independent Campus initiative.

Students' motivations for participation in the Independent Learning-Independent Campus program are extremely varied. According to what they say, "I hope it will be useful for your job search."

"Increase relationships and increase knowledge."

"Gaining experience, by trying the world of work."

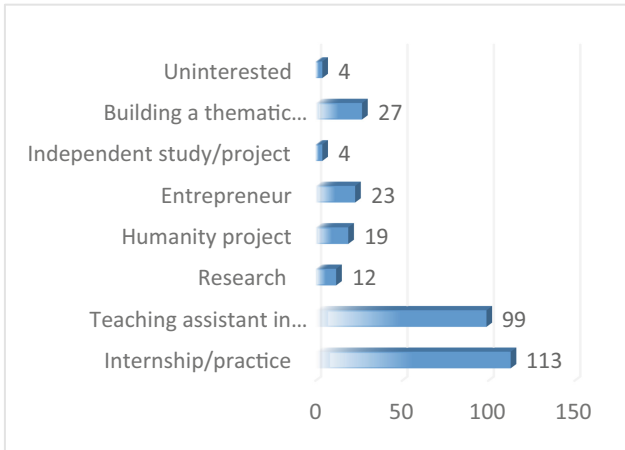


Fig. 6. Student Choices for Independent Learning-Independence Campus program

“I can have experience in teaching in an educational unit, so that when I graduate from college, I will not be surprised by new conditions and do not need excessive adaptation.”

“Adding insight and experience on how entrepreneurial activities and the management of a business are.”

“Add broad knowledge and train yourself to be an independent and responsible person, and get the opportunity to apply the knowledge gained during college, gain knowledge and learning experience and broaden your horizons in the field of education.”

“Gaining new insights and experiences.”

5 Discussion

The majority of college students are aware of the Independent Learning-Independence Campus program (98%), with only 2% unaware. In fact, 82% of respondents were aware that their university offered the program. As the primary performance program in a university, this program is widely publicized to students, particularly through social media, websites, and announcements inside the academic environment. However, students who have never participated in campus socialization do not know about the program [1]. Students acquire the majority of their information through social media. Because students are active Internet and social media users [1]. The main source of information is obtained by students through social media. Because students are active users of social media and the internet [21–23]. So that information may be instantly accessed via social media.

The students reported that they were quite familiar with the Independent Learning-Independence Campus curriculum. The majority of students are aware of the policy of the Independent Learning Campus [24]. Because they read and hear the term frequently. In addition, they are aware of the numerous programs offered by the institutions' Independent Learning-Independence Campus program. Nonetheless, only 15% of responders

have ever taken part in the program. Even while students are aware of the Independent Learning-Independent Campus initiative, participation is not necessarily desired. Some lecturers' negative outlook on the program, the absence of technical direction, and the program's inadequate resources are the obstacles preventing its implementation [25]. [24] explained that most of the students did not know the program's technical guidelines and that the lecturers needed time to study and understand the policies of the Independent Learning-Independence Campus program.

If students are asked to choose from eight Independent Learning-Independence Campus program, many students choose internship/practice programs in the industrial world. Internships are very important for students, especially to add experience and apply the knowledge gained on campus. Universities should have to link and match with the industrial world [26]. In addition, the second most common choice is teaching in educational units. This is reasonable because the respondents were taken from Faculty of Teacher Training and Education. Through this program they will gain important experience in teaching in schools.

The hope of students when participating in the Independent Learning-Independent Campus program is to gain real experience in the field. They also explained that through this program they could put the knowledge gained on campus into practice. Some respondents hope that this program can help them find a job after graduating from college.

6 Conclusion

Information on the Independent Learning-Independence Campus program has been provided to college students, mostly through social media, socialization, and the Ministry of Education and Culture website. The majority of students interested in the offered programs select industrial internships and teaching assistantships in educational institutions. However, only a small percentage of respondents who filled out the questionnaire had participated in the program. Universities are needed to provide socialization with the technical standards and scheduling of this program in order to increase student participation. Students expect that by enrolling in this program, they will obtain real-world experience that will benefit them in the future.

Nonetheless, this study has drawbacks. Although this survey explains the perspectives of university respondents towards the Independent Learning-Independence Campus initiative, it was done with a limited sample size. Therefore, we do not extrapolate our findings to Indonesia as a conclusion. Therefore, we believe that additional research with a bigger sample size is required.

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