



# Implementation of The Independent Learning Activities of The Independent Campus (MBKM) Teaching Campus Program at Universitas Muhammadiyah Surakarta

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**Abstract.** The independent curriculum for learning an independent campus is an implementation of a new strategy from the Ministry of Education which is intended for universities that give students the right to study outside the study program for 3 semesters. This study aims to determine the benefits, success rate and obstacles and solutions for students while participating in the MBKM Teaching Campus program. This research is a qualitative research with a descriptive approach to the case study method, data collection techniques through observation, interviews, and documentation. With the teaching campus program from the government, it really provides 1) benefits to students such as the best experience for students, where students can improve their soft skills, can be active in activities outside the campus, and can get relationships for students in the future. 2) obstacles and solutions during the program itself are quite a lot, starting from the distance students travel to the placement site which is quite far and inadequate, there are many reports that must be made by students. For the solution, the Ministry of Education and Culture changed the regulations in the next batch, so that students could choose the placement site during their duty and reduce the reports made by students. In 2021, Muhammadiyah University of Surakarta became the best university implementing MBKM activities in Central Java. So that the Teaching Campus MBKM program activities are very important to improve student achievement.

**Keywords:** Teaching campus, Freedom Curriculum, MBKM.

## 1. Introduction

Education is the most important thing for Indonesia, with that, education in Indonesia is very creative, one of which is the government or Ministry of Education and Culture which has created the MBKM program for students throughout Indonesia, so that students are able to improve learning outcomes while being students through off-campus programs. (Gutama 2023). MBKM itself is a government program that aims to provide experience to students so that they can learn outside the campus and study program, so that after students complete their studies they get provisions intended for the world of work (Syafrialdi, Nasution, and Syafhendry 2022). Education is the process of creating a person with character, knowledge, and experience, all of which will be needed to live in society. (Asmawan et al. 2019). The focus on education will also be more directed at creating quality human resources in various disciplines, such as the education program released by the government, namely the MBKM program which is attended by students from various universities in Indonesia. In Law number 12 of 2012, the education system in Indonesia itself is trying to advance the learning system in order to realize a more active learning atmosphere and can improve the thinking ability of students in various fields. (Yoesdiarti et al. 2022).. So that the Ministry of Education and Culture issued the MBKM program so that education in Indonesia can improve its learning system and after graduation gain experience.

The implementation of the MBKM policy encourages the learning process of higher education to be more independent and flexible, the study program must be able to provide contextual field experiences that improve the overall competence of students, ready to work, or create new jobs after they graduate. (Mahliatussikah and Kuswardono 2023). Study programs are required to produce graduates who are in line with the times, advances in science and technology, the demands of business and industry, and the dynamics of society. MBKM activities can also foster character values in students. According to (Narimo MM, MA, and Abidin 2022) Character education is very important for the education system in Indonesia, to integrate character values in students must do quality and resources. With the MBKM Campus Teaching activities, students can practice teaching by providing character values to students, because teachers must increase integrity in teaching and must have additional knowledge in character education.

The benefits of MBKM itself for students have an important role in the future as a student academic guide regarding learning outside the study program for future educational evaluation materials, and students as the main actors of MBKM activities. (Rachmawati 2022). Other benefits for students themselves get pocket money during the assignment, improve students' soft skills and hard skills, increase relationships outside the study program and train leadership for students who take part in the Teaching Campus program, because each program has different benefits. In an education there is success, success in the scope of lectures can be seen by the presence or absence of student independence in learning. (Isnawati 2021). Student independence can be influenced by several factors ranging from student creativity, and motivation in learning, because through learning it can change one's personality to find out how far the changes that occur in students.

The level of success is what a program expects for those who run it. The success rate itself is a person's effort to achieve goals to improve one's long-term thinking ability. Merdeka Belajar Kampus Merdeka (MBKM) is certainly very beneficial for students so that students can improve their competencies according to their needs. (Sukreni et al. 2022). The expected success is also to improve the competence of graduates, both soft skills and hard skills, to be better prepared and relevant to the needs of the times, prepare graduates as future leaders of the nation who are superior and have personality, and are expected to facilitate students to develop their potential according to their passions and talents. The independent curriculum implementation program is designed to support the launch of the independent curriculum through socialization activities and technical guidance for stakeholders. implementation is understanding what actually happens after a program is declared effective or formulated. (Suastika et al. 2022).

The obstacles and solutions during the MBKM program are so many that they can hardly be mentioned one by one, because each program has its own obstacles and solutions. The obstacles in terms of the students themselves are the lack of a stable internet network, the learning that is carried out is not interactive, there is no integration of inputting grades for students who take part in the MBKM program, students miss material because they cannot attend lectures that are not converted, because each university has a different conversion system, for the solution, students talk to the study program regarding difficulties in lecturing while participating in the MBKM program. (Ningrum et al. 2021). The obstacles from the government itself are less mature in preparation where this MBKM activity has only been carried out for about the last 2 years so that it still requires more in-depth reform and research, the solution is that the government itself conducts socialization with universities regarding obstacles during the program, and the government tries as much as possible to change mistakes in the next program. (Bhakti, Yoga Budi, Anan Sutisna 2022). From the university, there are obstacles in recognizing the number of credits, learning that is not innovative, lack of socialization of the MBKM program, the solution is that the university has a college coordinator to help students during the MBKM program, and each program has its own coordinator. The purpose of the MBKM activity is to provide soft skills to students, improve the competence of graduates, be better prepared to face the demands of the future after graduation. There are 8 MBKM programs at UMS, namely;

**Table 1** of MBKM program at UMS

| Activity name                         | Number of students |
|---------------------------------------|--------------------|
| School and Campus Teaching Internship | 567                |
| Internship / Industrial Practice      | 137                |
| Village projects                      | 350                |
| Student Exchange                      | 137                |
| Research                              | 36                 |
| Entrepreneurship                      | 16                 |
| Independent Study                     | 226                |
| Humanitarian Project                  | 14                 |
| Total                                 | 1.483              |

Of the 8 programs, researchers took this research on the Teaching Campus program, because of all MBKM programs, students are more interested in participating in the Teaching Campus program. According to (Fuadi, Tuti Marjan 2021) the concept of MBKM has 2 concepts, first Merdeka belajar has the meaning of independence in thinking, this view means that if students want to be independent, they must think ahead about the changes that will occur, the second MBKM is a further concept of independent learning where students are given the opportunity to carry out free activities outside the campus. The concept of Merdeka Belajar learning is not only in the classroom by discussing theories in learning, but students can go directly to the field to observe or practice it directly. According to (Sintiawati et al. 2022) Independent Learning uses learning by doing as its implementation. Learning by doing itself in Merdeka Belajar learning means learning while having an impact, this learning is currently a very optimal learning for students. The implementation of this MBKM program must provide benefits for students, lecturers, and those involved in it. (Rochmiyati et al. 2022) University policy decisions become the race for research programs under its auspices, including in terms of supporting cross-study learning or off-campus learning and funding allocations will ensure that the quality of students when they graduate will not be reduced in the MBKM program, but on the contrary will increase the insight and knowledge of the students themselves, and students also include training to become prospective teachers by attending teaching campuses. Training itself is an educational process through systematic means and procedures to achieve abilities in a systematic goal. (Slameto, Sulasmono, and Wardani 2022).

The majority of students participate in the Teaching Campus MBKM program, so this is of interest to researchers to examine students who participate in the Teaching Campus program. And the following is the data of Teaching Campus students:

**Table 2.** Students of Teaching Campus program

| Study program                                | Number of Students | Number of Students Ang. 3 | Number of Students Ang. 4 |
|--|--------------------|---------------------------|---------------------------|
| Indonesian Language and Literature Education | 71                 | 28                        | 43                        |
| Pharmacy                                     | 10                 | 10                        | 0                         |
| Mathematics Education                        | 64                 | 64                        | 0                         |
| English Education                            | 56                 | 23                        | 33                        |
| Geography Education                          | 7                  | 6                         | 1                         |
| Accounting                                   | 22                 | 21                        | 1                         |
| Biology Education                            | 34                 | 34                        | 0                         |
| Management                                   | 6                  | 6                         | 0                         |
| Public Health                                | 2                  | 2                         | 0                         |
| Nursing Science                              | 1                  | 1                         | 0                         |
| Sports Education                             | 16                 | 9                         | 7                         |
| Psychology                                   | 3                  | 3                         | 0                         |
| Islamic Religious Education                  | 56                 | 42                        | 14                        |
| Chemical Engineering                         | 1                  | 1                         | 0                         |
| Development Economics                        | 2                  | 2                         | 0                         |
| Pancasila and Citizenship Education          | 16                 | 12                        | 4                         |
| Elementary School Teacher Education          | 70                 | 53                        | 17                        |
| Informatics Education                        | 48                 | 17                        | 31                        |
| Accounting Education                         | 51                 | 32                        | 19                        |
| Geography                                    | 3                  | 3                         | 0                         |
| Early Childhood Education Teacher Education  | 14                 | 13                        | 1                         |
| Shari'ah Economic Law                        | 14                 | 12                        | 2                         |
|  | 567                | 366                       | 201                       |

The data above is data on students who participated in the Campus Teaching Program Batch 3 and Batch 4. And from the Ministry of Education and Culture itself, each batch has different procedures, both in terms of reports and placements.

One of the reasons why researchers chose Universitas Muhammadiyah Surakarta as a research site is because UMS is one of the private campuses that contributes to the MBKM program, where as many as 1,483 students are enthusiastic about participating in the MBKM program, one of which is the Teaching Campus program and in 2021 UMS became the best university for implementing MBKM activities in Central Java, the second reason is that I also want to provide an overview of the success of students who take part in the MBKM Teaching Campus program, especially at UMS, so it is appropriate for UMS to be used as a sample or example in this study. So the researcher chose Universitas Muhammadiyah Surakarta as the research site to be studied.

## **2. Method**

The research method in this study uses qualitative research. Qualitative research itself is to reveal the truth about phenomena that really occur or are being discussed. (Habsy 2021). Qualitative research itself is research that uses descriptive procedures by collecting data through observation, interviews, and documentation. The purpose of the qualitative method is to interpret an in-depth condition on a problem being studied. For the research design of this research including qualitative descriptive design, this design is used because researchers conduct research in the form of case studies. This research was conducted for 1 month and 11 days, which began on February 24, 2023 until April 5, 2023.

The subjects and objects of this research are 9 informants where the following informants know the benefits, success rate, obstacles and solutions of MBKM Campus Teaching activities. The following are 9 informants: 7 students of Universitas Muhammadiyah Surakarta, 1 MBKM UMS Coordinator, 1 UMS Teaching Campus Coordinator. There are 2 kinds of data sources in this research, primary data and secondary data. For primary data, researchers obtained data from the source directly, namely the 3 informants mentioned above, for secondary data, researchers sought data through student data documentation obtained from photos, notes, and tables.

Data collection techniques in this study researchers used 3 ways, namely, observation, interviews and documentation. In the observation technique, researchers observed the impact of the benefits, obstacles and solutions to the MBKM Teaching Campus activities. The interview technique itself researchers conducted interviews with 7 UMS students, the UMS MBKM Coordinator, the UMS Teaching Campus Coordinator. The third is the documentation technique, where researchers took photos of the results of interviews with informants and took data on UMS students who participated in the MBKM Teaching Campus program.

## **3. Results**

This research was conducted at Muhammadiyah University of Surakarta, UMS is a higher education institution under the Muhammadiyah Association. Muhammadiyah University of Surakarta, which has the slogan "Scientific and Islamic Discourse", is one of the best private campuses in Solo. The results of the research conducted with 9 informants regarding the benefits, success rate, as well as obstacles and solutions to MBKM Campus Teaching activities. The research conducted by researchers regarding the implementation of teaching campus activities at UMS is quite clear, from the informant's side, it is enough to explain how the impact of this teaching campus MBKM activity is for students and universities. The results of the explanation described above can be seen as follows:

**The benefits of participating in the MBKM Teaching Campus Program**, after researchers conducted interviews, observations, documentation there were benefits obtained by students while participating in the MBKM Teaching Campus program, there were benefits in terms of academic and financial aspects. The benefits in terms of academics themselves are: a) students get the opportunity to seek experience outside the campus by teaching at school to help support schools with better learning that students do not get while on campus, b) students also gain teaching experience in schools according to placement, c) students can develop students' hard skills and soft skills in communication and cooperation, d) gain teaching experience in elementary and junior high schools that can be used in the future and can provide knowledge gained during their time as students. Campus teaching activities are very influential in the future, so you know better how to condition the class directly, e) make many friends from various universities so that you can share knowledge together, and more importantly get relationships with teachers, f) can develop soft skills that you already have, g) can communicate well and confidently, so you know better how to teach properly, train your courage in dealing with a problem at school. From a financial point of view, namely: a) students get a monthly allowance of Rp. 1,200,000 for 5 months, b) students get a tuition fee discount for 1 semester, c) students get a conversion of 20 credits.



**Obstacles and solutions during the MBKM Teaching Campus Program**, for the obstacles faced by students during the teaching campus program itself, there are quite a lot, namely: a) the distance students travel to the placement site is quite far and inadequate, b) there are many reports that must be made by students, c) disbursement of pocket money that does not match the date of determination, d) placements that do not match the college majors, e) delays in tuition fees for students, f) lack of understanding of the course conversion system given and difficulties in following lectures that are not converted, g) minimal manners in school students, h) teaching friends who are not responsible for their duties, i) bad relationships with some teachers in the placement school. Poor relationship with some teachers in the placement school. So that the solution is: a) if there are students who are less polite, they must reprimand them, b) those who are not responsible for their duties must report to the teaching campus, c) the Ministry of Education and Culture changed the regulations in the next batch, so that students could choose the placement site during their assignment and reduce the reports made by students, d) students also formed a cash fund to run work projects at school. The obstacles faced by the university itself must adjust the curriculum regarding the courses taken during the MBKM program, there are some students who resign from the teaching campus program organized by the government, so that the university also gets a warning from the Ministry of Education and Culture. The solution to this obstacle is that the university made a decision to tighten the regulations at the university for students who will participate in government programs. Of the 567 students who participated in the MBKM program, there were 10 students who withdrew in batch 4, namely:

**Table 3.** of students who resigned

| Study Program                            | Number of Students |
|--|--------------------|
| S1-Accounting Education                  | 1                  |
| S1 - Pancasila and Citizenship Education | 2                  |
| S1-Sports Education                      | 1                  |
| S1-English Education                     | 3                  |
| S1-Islamic Religious Education           | 1                  |
| S1-Education Informatics Engineering     | 2                  |

The data above is data on students who resigned from the 4th batch of the teaching campus program, students who resigned from the MBKM program were an obstacle experienced by the university.

#### 4. Discussion

**The benefits of participating in the MBKM Teaching Campus Program,** This is in accordance with research Anggraini and MY (2022) regarding the benefits that can be obtained from MBKM activities, namely being able to improve competence and add experience outside the study program and college so that it can develop other competencies to help in the world of work such as communication skills, being more diligent because there is motivation from other college friends, having many acquaintances and learning public speaking. This is also related to research conducted by Supriati et al. (2022) in their research explained that students are also given the freedom to take part in learning activities outside the study program at the same university by using certain credit values. This impressive set of benefits is not solely a function of the curriculum as observed. (George 2020). Permendikbud Number 3 of 2020, research conducted by (Hendar et al. 2022) related to the results of the interview in which the MBKM policy grants the right to study for three semesters outside the study program. Students are given the freedom to take credits outside the study program. The benefits of the Independent Study Independent Campus for students open new insights and experiences if they take the right program according to the study plan, and develop student networks. MBKM itself has an impact on skills, knowledge, attitudinal aspects, and increasing student competence. (Loisa, Paramita, and Sari 2022).

**Obstacles and solutions during the MBKM Teaching Campus Program,** The results of this study are in accordance with research conducted by Ningrum et al. (2021) regarding the obstacles felt by students when participating in the MBKM program, they experience difficulties in attending lectures that are not converted, difficulties faced by students in adapting to a new environment, and difficulties in managing time when attending lectures and MBKM because there are tasks that must be completed. Since this MBKM activity has been running for the last 3 years, there has been a lot of progress regarding the system by making newer updates. (Ardini, Dwijayanti, and Saputro 2021). Can make curriculum adjustments where universities can hold discussions with industry or service users. Currently, what is needed to respond to dynamic changes in the times is not competition but collaboration of many parties so that the Ministry of Education and Culture develops the Independent Learning Independent Campus program or what is often called Merdeka Belajar-Kampus Merdeka (MBKM). With the MBKM program, study programs at every university in Indonesia need to make curriculum adjustments related to determining the courses that can be taken. (Kamalia and Andriansyah 2021).

## **5. Conclusion**

Based on the results of data collection through interviews, observations and documentation conducted by researchers regarding the implementation of MBKM Campus Teaching activities for UMS students and what has been explained in the discussion results section, it can be concluded as follows:

The benefits of the MBKM Teaching Campus Program are very important and useful for students who are in accordance with their majors, with the teaching campus program students can develop themselves by participating in programs outside the campus, teaching campus is very beneficial for students. Students can practice soft skills and hard skills in teaching, can practice communication and can interact with the school so that students get relationships from teachers and friends from other universities. Financially, students get pocket money during teaching campus activities and get a discount on tuition fees.

Obstacles and solutions from MBKM Campus Teaching activities for students include the placement of teaching locations that are not in accordance with their majors, the distance students travel to the placement site is quite far and inadequate, there are many reports that must be done by students, disbursement of pocket money that does not match the date of determination, delays in SPP deductions for students, and lack of understanding of the course conversion system provided. So that the solution is that the Ministry of Education and Culture changes the regulations for students to be able to choose a placement site during duty and reduces the reports made by students, students make contributions to carry out work programs, students ask about SPP deductions to the university so that they are immediately processed.

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