



Effectiveness of Implementing the Independent Campus Learning Curriculum (MBKM) in the Economic Education Study Program at Jabal Ghafur University

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ABSTRACT

The MBKM curriculum has been implemented in the Economic Education Study Program in two schemes which include Teaching Assistance and Campus Teaching. To find out to what extent the implementation of the MBKM curriculum is effective, research is needed on this matter. The aim of this research is to determine the understanding, strengths and weaknesses of the implementation of the MBKM curriculum according to the perceptions of lecturers, students, staff and MBKM program partners, economic education study programs, implementation and evaluation of the MBKM curriculum. Data collection in this research used a questionnaire instrument in the form of a Google form, while the data analysis used was descriptive qualitative data analysis techniques. The results obtained from this research are the understanding of lecturers, students, staff and partners regarding the guidelines and implementation of the MBKM program. According to lecturers, students, staff and partners, the implementation of the MBKM curriculum has been good and can improve student competency. Evaluation of the implementation of the MBKM curriculum is that there is an even distribution of understanding of the MBKM curriculum, which is still lacking, especially for students. Socialization regarding the MBKM curriculum needs to be improved so that all related parties understand better so that they are able to implement the MBKM curriculum in accordance with the desired goals.

Keywords: *Independent learning, independent campus, implementation, curriculum.*

1. INTRODUCTION

The abilities that must be possessed and needed in the demands of the world of work do not only require higher education but also require graduates who are ready to work with the will and skills that are in line with the demands of current developments. The Independent Campus Learning Program (MBKM) is a program that accommodates a university to prepare students to become graduates who are capable in the field of technology and have character and can meet the challenges of the world of work. World of work This program is within the demands of the world of work. This program is a breakthrough from the Ministry of Education and Culture in creating and improving human resources who have quality in Soft Skills and Hard Skills and form characters that are able to compete with other competitors, to broaden horizons, networks and

character excellence. It is hoped that this program will be able to stimulate students and lecturers who have different experiences.

In the era of industrial revolution 4.0, technological progress is developing very rapidly. This is in line with the Regulation of the Minister of Education and Culture of the Republic of Indonesia No.3 of 2020 concerning National Higher Education Standards [1] which formulates the need for cooperation between universities and the business and industrial world (DUDI). This is expected to make it easier for university graduates to quickly adapt to the needs of the job market. Therefore, it is required for universities as educational institutions to design appropriate curricula. The curriculum design was created to implement learning innovations, so that students can face various

industrial and future challenges. Curriculum development by adapting to current developments will produce graduates who are ready to work in accordance with the expected learning outcomes [2].

This is in accordance with article 18 in Minister of Education and Culture Regulation No.3 of 2020 which mandates higher education institutions to provide space for students to be able to study independently outside campus, so that they can study independently and learn to adapt to the world of work more intensively [3]. Of the eight MBKM program schemes, two are implemented, namely teaching assistance and teaching campus. In the teaching assistance program and campus teaching program, students are given the opportunity to gain learning experience outside the campus, where the partner teaching assistance program is determined by the faculty concerned, while the partner campus teaching program is directly determined by the Ministry of Education and Culture, namely the designated schools.

This opportunity gives students the freedom to choose the knowledge and skills they want to develop according to their interests, but still in line with college learning outcomes. The aim of the MBKM policy is to encourage students to master various fields of knowledge with their areas of expertise, so that they are ready to compete in the global world [4]. The implementation of the MBKM program needs to be carried out in a sustainable manner, so that the learning outcomes of graduates become better, and are useful for Key Performance Indicators (IKU), and can be used as a reference in improving the quality of academics in the UNIGHA Economics education study program. The aim of this research is to determine the understanding, strengths and weaknesses of the implementation of the MBKM curriculum according to the perceptions of lecturers, students, staff and MBKM program partners in economic education study programs.

2. RESEARCH METHOD

The method used in this research is a descriptive qualitative method. Qualitative research is research that explains data in oral and written form. The research subjects are lecturers, students, education staff and MBKM partners in the economic education study program. The research object is the implementation of MBKM (implementation

effectiveness). The research was conducted using an instrument in the form of a questionnaire in the form of a Google form. The research was conducted within the scope of the economic education study program involving lecturers, students and educational staff as well as partners involved in MBKM activities.

The purpose of this research using a Google Form questionnaire is so that we can find out the extent of respondents' satisfaction with the statements given, where in the questionnaire there are several questions that need to be answered. answered by respondents, namely in the form of three scales which include agree, strongly agree and disagree, this question was given to lecturers, students, staff and partners. The questions given to lecturers consisted of six questions, students six questions, to educational staff, nine questions also to partners. The questions given were related to the implementation of the MBKM curriculum, implementation of the MBKM curriculum, as well as evaluation of the implementation of the MBKM curriculum, but for partners, several questions were added regarding the abilities of students implementing the MBKM program, whether on campus teaching or teaching assistance at partner locations.

The questionnaire created in the form of a Google form was tested for validity and reliability before the questionnaire was distributed to respondents. The data that has been obtained is processed in several stages, namely coding, data entry, cleaning and data analysis. The data that has been collected is processed and then analyzed descriptively using the Microsoft Excel 2013 program, Statistical Program for Social Science (SPSS) version 16.0 for Windows. Data is presented in the form of tables, bar graphs and numerical data expressed in percentages.

3. FINDINGS AND DISCUSSION

3.1 *Level Of Understanding MBKM Implementation*

The results of the survey on understanding of the MBKM curriculum conducted on lecturers and education staff are in table as follows:

Understanding the Curriculum

No	Group	Indicator	Criteria	Percentage
1	Lecturer	The lectures already understand the guidelines implementing MBKM activities	Strongly agree	12,15%
			Agree	66,63%
			Disagree	21,22 %
2	Education Personnel	Guidelines for implementing MBKM activities. Tendik already understands them	Sangat setuju	10,15 %
			Setuju	68,66%
			Kurang Setuju	21,19

conducted on lecturers, students, educational staff and partners are in table 2 as follows:

3.2 Implementation of the MBKM Curriculum.

The results of the survey on the implementation of the MBKM curriculum

Implementation of the MBKM Curriculum

No	Group	Indicator	Criteria	Percentage
1	Lecturer	Implementation process learning in the study program can support the MBKM program	Strongly agree	12,15%
			Agree	66,63%
			Disagree	21,22 %
		Subjects that can be converted are a maximum of 20 credits	Strongly agree	39,44%
			Agree	50,00 %
			Disagree	10,56%
2	Education Personnel	Involvement of Tendik in implementing MBKM activities in the study program	Strongly agree	10,15 %
			Agree	68,66%
3	Partner	Partners Strongly Agree 100% where the Study Program determines the number of credits that can be converted in MBKM activities	Strongly Agree	100%
			Agree	
			Disagree	
4	Student	Process learning in the Program Study supported by the MBKM program	Strongly Agree	37,02%
			Agree	50,67%
			Disagree	12,31%

	Number of credits converted from the MBKM program maximum of 20 credits	Strongly Agree	27,00%
		Agree	70,00%
		Disagree	3,00%
		Disagree	21,19

Evaluation of the MBKM curriculum against partners focused on partners' assessments of student competency implementing campus MBKM teaching and teaching assistance programs.

3.3 Evaluation of the MBKM Curriculum

Evaluation of the MBKM curriculum was carried out through a survey of lecturers and students, the results are shown in Table 3.

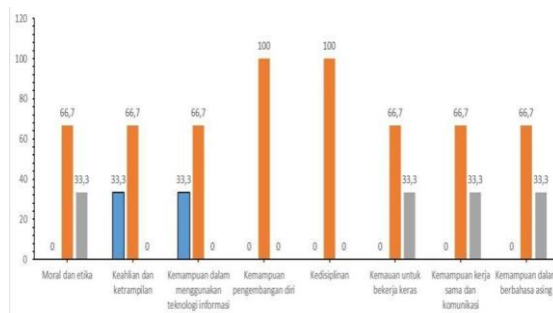
Evaluation of MBKM Curriculum Implementation

No	Group	Indicator	Criteria	Percentage	
1	Lecturer	MBKM's selection of cooperation partners was appropriate graduate learning outcomes	Strongly Agree	36,02%	
			Agree	51,67%	
			Disagree	12,31%	
2	Student	In implementing the MBKM program, the average course in the study program is very supportive	Strongly Agree	26,00%	
			Agree	71,00%	
			Disagree	3,00%	
			The student's abilities have met the requirements to take part in the MBKM program	Strongly Agree	25,00%
				Agree	70,00%
				Disagree	5,00%

Group Indicator Criteria Percentage

Strongly Agree 16,67 %

Agree 68,92%



program. According to students, lecturers, staff and partners, the implementation of the MBKM curriculum has met the criteria to be achieved, namely an increase in student abilities. Evaluation regarding the implementation of the MBKM curriculum includes similarities in perceptions regarding the MBKM curriculum which are still low, especially for students. The suggestion from this research is that technical guidance is still needed related to the MBKM program implemented in the Unigha Economic Education Study Program.

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4. CONCLUSIONS

The conclusion of this research is that lecturers and staff have a good understanding of the guidelines and implementation of the MBKM

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