Three crucial points in implementing learning on Independent Learning Independent Campus (MBKM) curriculum based on student perceptions

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ABSTRACT
Independent Learning Independent Campus (MBKM) strategy encourages students to learn a variety of sciences that will be helpful when they enter the workforce. The MBKM curriculum has several excellent objectives, but there are a number of implementation issues. This study intends to assess students' opinions of the learning that took place throughout the implementation of the MBKM curriculum. This study is an evaluation study. The class of 2020 and 2021 undergraduate students in the Building Construction Education program at the Faculty of Engineering at Universitas Negeri Surabaya served as the study's subjects. The questionnaire was employed as the data collection method. Quantitative descriptive techniques were employed in data analysis. Following are the study's findings: (1). The MBKM curriculum is categorized as good based on student opinions of planning, carrying out, and evaluating learning during implementation. (2) The planning component receives the greatest score, followed by evaluation, and the learning implementation component receives the lowest score. (3) The learning implementation component receives the lowest score based on student motivation, the use of learning techniques, and the compatibility of implementation with the timetable.

Keywords: *Student perspectives, Independent Learning at Independent Campus (MBKM), Implementation of learning, and Evaluation*

1. INTRODUCTION

independent study independent campus (MBKM) strategy encourages students to learn a variety of sciences that will be helpful when they enter the workforce. The courses that students take at Merdeka Campus are their choice. According to Article 18 of 2020's Third Permendikbud, which relates to Indonesians Standards for Higher Education, undergraduate or applied undergraduate students can complete the learning period and burden by adhering to the overall learning process in university study programs in accordance with time and workload. This MBKM program complies with this provision. A portion of the time and learning load must be spent studying and participating in the program; the remainder must be spent learning outside of it.

The MBKM program's objective is to enhance graduates' proficiency in both hard and soft skills, to be better prepared and relevant to the needs of the moment, and to get graduates' ready to be outstanding and likeable future leaders of the nation. The program grants graduates the ability to study for three semesters without following a set course of study. Flexible pathways in experiential learning programs are anticipated to support pupils in realizing their potential in line with their interests and skills.

In order to increase global competence through a variety of modern courses like digital transformation, STEAM, SDGs, soft skills, 21st-century competences, etc., it is important to give study programs the widest possible creativity area. Independence entails giving people the chance to create internship and immersion programs with experts, former students, current practitioners, and business partners [1].

The MBKM regulations include provisions for new study program openings, a system for accrediting higher education, the opportunity becoming a PTN-BH, and the ability to complete three semesters of independent study. The policy of this minister of education and culture can legitimately be described as an extreme shift. Academics then begin to have some reservations about this. The

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following are the challenges associated with implementing the MBKM policy. (2) the method for collaboration between academic programs and programs with institutions or organizations outside of campus; (3) the system of internship outside the study program; (1) reinventing the model of state universities as legal organizations to compete in the global arena; and (2) the arrangement for internships outside of academic programs [2].

The curriculum can be strengthened through internships and entrepreneurship programs to better prepare graduates for careers in industry. Implementing the apprenticeship program requires collaboration with multiple organizations or sectors. The proposal for industrial cooperation must be further examined and approved via study programs. It tries to offer helpful comments on carrying out this action [3].

MBKM policies have a good impact on competency development, implementation, and entrepreneurial learning through apprenticeship programs and possible local exploration. The degree to which students are committed to starting their own businesses after completing their education is also influenced by instruction that considers these aspects. When entrepreneurship programs are implemented, care must be taken to consider the variables that affect them, the role that each variable's indicators play, and the application of recognition in relation to following accepted procedures and achieving program outcomes [4]. The implementation of the MBKM policy is an innovative move that should be commended for raising the standard of human resources. MBKM by granting the option to complete study outside of the formal curriculum. Students can expand their horizons according to the Independent Campus Independent Learning Policy [5].

The following are a few of the difficulties in adopting the MBKM curriculum: (1) inadequate policies; (2) educational objectives; (3) mindset; (4) rules or instructions for putting the MBKM program intopractice; (5) curriculum improvement in study programs;
(6) cooperation with other academic institutions; (7) collaboration with businesses or industry; (8) taking classes for different study programs at their colleges or other universities; (9) implementation of practices in business or industry; (10) funding requirements for student practica or internships, (11) The academic administration system, (12) the Covid-19 pandemic, and (13) Human resource management [1].

The assessment of the challenges faced during the MBKM learning's implementation activities has an impact on a number of factors of the success of the MBKM program implementation within the framework of the study program for civil engineering. The study program for civil engineering has a 49.53% success rate in implementing MBKM, and the data suggest that the Covid-19 epidemic, budget limitations, and inadequate online learning programs are the main roadblocks. By decreasing student motivation in participating in the study program's MBKM learning activities, these barriers inadvertently impede the MBKM implementation process [6].

Because there is no signal interference and they can quickly access MBKM learning, students have positive evaluations of the technical indicators used in MBKM learning. The majority of students had favorable opinions of the learning process indicators in MBKM learning, where students can assimilate MBKM learning materials through discussion and where instructors and students can communicate effectively. Some students benefit more from the lecturers' teaching materials, while others use other teaching resources. They aren't given many things that they can complete individually and best. Students often have positive opinions of the learning assessment indicators in MBKM learning, which includes their independence in completing the mid- and end-semester exams. Students are interested in using MBKM learning again in the following semester because they are happy with how it has been implemented. The benefits of taking part in MBKM learning include improved friendships with professors and the ability to communicate more effectively in group discussions. Furthermore, up to 63% of students claimed that their participation in MBKM learning had no adverse effects. Students believe that because MBKM is taught online, its potential has not been fully realized [7].

The MBKM program may support equitable access to high-quality education. However, it is important to upgrade the infrastructure, particularly in distant locations. Equal access to high-quality education through the MBKM program, where community engagement by universities is one of the most important factors in the development of a sound education. Given the wide variety in topography and social situations in the areas, the interaction between universities and the community is crucial. In general, accessibility and connectivity have been operational, but the infrastructure's quality must be increased to speed up the process [8].

Universitas Negeri Surabaya (Unesa) uses a 5-l-2 and 6-0-2 pattern to execute the MBKM. The 5-l-2 sequence refers to a student's educational pattern that spans activities over five semesters within the study program at Unesa, one semester outside the study program there, and two semesters outside Unesa. The 6-0-2 pattern describes how a student learns over the course of 6 academic semesters and two semesters outside of Unesa. Internships, student exchanges, actual work lectures (KKN), and internships in research are all used to carry out learning activities for two semesters outside of Unesa.

The following are issues with the use of the MBKM curriculum in the Faculty of Engineering's Undergraduate Program in Building Construction

Education at Universitas Negeri Surabaya: (1) Courses taken outside the study program must be converted into courses with identical or comparable characteristics; (2) Application of the 5-semester system; and (3) Still, lecturers have differing perspectives on the MBKM curriculum. The MBKM curriculum, which will become mandatory in 2020, must also be implemented for the 2019 cohort, which previously utilized the KKNI and ASIIN curriculum.

Comparison of outcomes to aims or objectives is the process of evaluation. Evaluation is a methodical examination of an action's or process's superiority in order to establish the worth of the resultant product. Evaluation as a practice that seeks to comprehend how events transpire [9]. In schools or colleges, evaluation is used to evaluate implementation and learning results. In a lab, evaluation also involves keeping track of the outcomes of running experiments. Evaluation determines whether the goals or objectives are achieved. It is possible to draw the conclusion that assessment is the activity of acquiring, evaluating, and presenting information about an object, the results of which can be employed in decision-making, based on the numerous viewpoints [10].

When evaluating a program, objectives, structure, and processes are taken into consideration in addition to the outcomes. If you merely look at the outcomes without considering the process, evaluation will not be successful. solid program structure, solid objectives, and appropriate procedures can all lead to successful outcomes.

In order to get better results, such as in an action research cycle that requires reflection on the evaluation results, evaluation reports must be presented on time for future program planning. The reflection is immediately put to use for re-planning, and the cycle is resumed with the benefits of the prior cycle.

There are formal and informal evaluations, respectively. Standards, evaluation criteria, and transparent procedures and methods are all part of formal evaluation. Daily informal evaluations are conducted by keeping an eye on the environment or a broad program without regard to standards or criteria. Quality, performance, side effects or effects, efficacy, safety, sustainability, capability, and other factors are among the primary evaluation criteria. Formative (running program) and summative (final) evaluations serve as its primary functions [11].

CIPP is one kind of evaluation model. Context, input, process, and product are the four components that make up the CIPP evaluation model scale. The CIPP can be utilized in education as a legitimate and accurate evaluation tool. Since its widespread development and application in 1965, the CIPP evaluation methodology [12]. It can be used at many levels, like projects, programs, or institutions, and in different disciplines, like education, management, or business [13]. Context assessment has to do with the program objectives' focus, the target population's and curriculum's conditions, and the organizational capabilities, including the setting where the evaluation is conducted [14]. Context evaluation can evaluate whether or not the needs assessment effectively identifies the needs of the company and work culture, as well as the degree to which program objectives and targets match to the needs of the assessed firm [15]. Input evaluation refers to any type of approach created to accomplish the desired goals. It is clear from an expert's statement that input evaluation is a component of evaluation that seeks to identify programmatic areas that require preparation [16]. Process evaluation is an assessment used to track program execution, spot new barriers, and pinpoint any program flaws. The goal of process evaluation in the CIPP model is to assess if the plan and the implementation are consistent. It is a task designed to assess students' learning outcomes so that teachers may determine whether the learning process had an effect on the students afterward [17].

The objective of the CIPP evaluation model is to analyze each evaluation method and component to ascertain whether the evaluation design is successful, which components might be problematic, how to resolve those problems, and whether there is a more efficient approach to collect data. The stages in creating each type of assessment are focusing on evaluation, gathering information, organizing it, analyzing it, reporting it, and administering it [12].

Both advantages and disadvantages apply to the CIPP evaluation paradigm. The CIPP model's benefit is that it makes it easy for evaluators to come up with crucial inquiries to pose during the evaluation process. The CIPP evaluation process also has a number of flaws, one of which is the evaluator's incapacity to address some crucial queries or issues. The resources and time at hand must be taken into account by the evaluators.

The CIPP assessment technique might work well for enhancing the program. With the aid of a straightforward instrument, CIPP is able to gather information on both excellent portions that require maintenance and repairs as well as bad parts that require replacement or removal.

In light of the foregoing description, a study on the implementation of learning during the implementation of the MBKM Curriculum is necessary for the Undergraduate Program of Building Construction Education, Faculty of Engineering, Universitas Negeri Surabaya (Unesa).

The following are the objectives of this investigation. (1) To ascertain how the MBKM Curriculum learning planning is perceived by students in the Building

Construction Education Undergraduate Program, Department of Civil Engineering, Faculty of Engineering, Unesa, (2) To ascertain how students feel about the MBKM Curriculum implementation in the Building Construction Education Undergraduate Program, Civil Engineering Department, Faculty of Engineering, Unesa, (3) To learn how students feel about the MBKM Curriculum's evaluation of learning outcomes in the Department of Civil Engineering's undergraduate building construction education program at Unesa.

2. METHOD

Evaluation research fits this description. Systematic data gathering is used in evaluation studies to support decision-making and raise program quality. A program's procedure or results are evaluated through evaluation research, and decisions are then made for the program's subsequent implementation.

The Undergraduate Building Construction Education Program of the Department of Civil Engineering, Faculty of Engineering, Unesa, adopted the MBKM Curriculum. An summary and evaluation of the results are provided in this paper. A questionnaire is used in this study as a technique for gathering data. The information was gathered as quantitative data. After that, a quantitative descriptive analysis was performed on the data.

This study was conducted at Unesa's Faculty of Engineering's Department of Civil Engineering. In the odd-numbered semester of the school year 2021–2022, research data is gathered. The subjects for this study were 36 and 38 PTB Undergraduate Study Program students, respectively, making a total population of 74. The entire population is the sample in this study's non-probability sampling method, which uses a saturated sampling type.

An online survey or questionnaire was used in this study's data collection method. The researcher posed a series of carefully crafted questions to the Civil Engineering Department, Faculty of Engineering, Unesa, in order to understand more about how online learning has been implemented there. A Likert scale with five answer options was used in the questionnaire development process. In order to collect data from respondents, questionnaires were created by researchers, evaluated by specialists, and then used.

The information gleaned from this study is quantitative information. Quantitative descriptive analysis methods were employed in the data analysis process. Following analysis and presentation of the tabulated data from the survey findings using graphs and tables, a conclusion was drawn. The evaluation contrasts the outcomes with the criteria score derived from the normal distribution. Table 1 contains the list of evaluation standards based on the normal distribution.

Table 1. categories for evaluations based on the normal curve

Score Range	Category
$X \leq Mi - 1.5\ Sdi$	Very less
$Mi - 1.5\ SDi < X \leq Mi - 0.5\ SDi$	Less
$Mi - 0.5\ SDi < X \leq Mi + 0.5\ SDi$	Enough
$Mi + 0.5\ SDi < X \leq Mi + 1.5\ SDi$	Well
$X > Mi + 1.5\ SDi$	Very good

Note : Mi = Ideal Mean, SDi = Ideal Standard Deviation, and X = Average of the Total Score

3. RESULT AND DISCUSSION

3.1 Lesson Planning

The section of lesson planning evaluates the learning preparation. Three assertions are assessed using Likert scale responses: information of lecture preparations and the learning content provided by lecturers, the design of lecture's presentation or the scenarios, and finally the whole class meetings (15 meetings). The evaluation is carried out by evaluating average outcomes to the assessment standards.

Figure 1 shows the outcomes of the S1 Building Engineering Education Study Program's MBKM curriculum implementation and students' perceptions of learning planning.

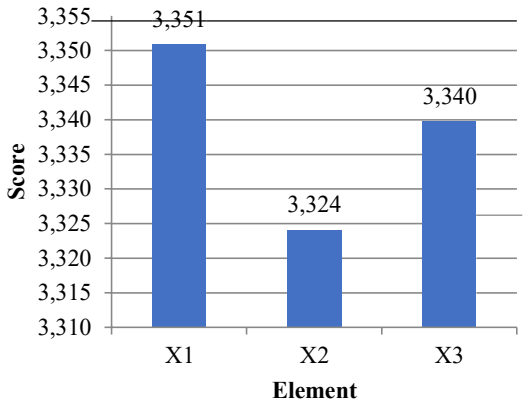

Figure 1. The evaluation results for the planning for learning aspects

According to Figure 1, The highest-scoring students on X1 perceived learning planning, indicating that the lecturer had prepared semester's learning plan and instructional materials in accordance with the MBKM curriculum. The lecturer that submitted their scenario for online education during the Covid-19 Pandemic received the lowest grade throughout that time. The learning planning function falls into the good category and has an average score of 3.338.

3.2 Learning Implementation

An evaluation of the progress of learning implementation is provided by this component. Twelve statements with Likert scale responses look at several information on how well the course material aligns with learning preparation for semester, knowledge of the lesson material, implementation of lectures, conformity with the schedule, ability to inspire students to learn, suitability of methods and media with lecture objectives, compatibility of independent and structural assignments with credit values and lecture objectives, and capacity to give them opportunities to ask questions and voice their opinions. The evaluation is completed by comparing the average outcomes with the evaluation criteria.

The results of the student perceptions of the MBKM curriculum's application during the education are shown in Figure 2.

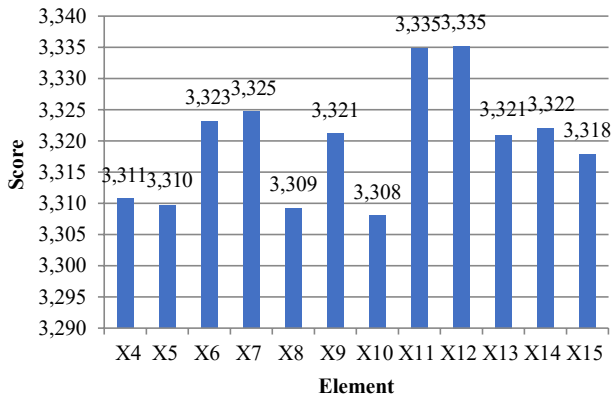

Figure 2. Key evaluation factors for learning implementation

According to Figure 2, the results of the students' perceptions of the implementation of learning are in X11 and X12, in particular, giving people chances to argue, to ask and to give the answers as well as use proper and good Indonesian in lectures. Then, X7 and X6 stand for, respectively, mastery of the course subject and compatibility with the RPS. Encourage students to learn, match methods and media to lecture objectives, and conduct lectures on time are the three components that receive the lowest grades (X10, X8, and X5). With a 3.32 average grade, the numerous components of learning's implementation fall into the good category.

3.3 Learning Evaluation

The approaches used in learning evaluation are evaluated in this component. Seven statements with Likert scale responses explore data on how mid-semester exams and end-of-semester exams (UTS/UAS) are implemented in accordance with the academic calendar, how UTS/UAS are implemented online, how objectively grades are assigned to students, how grades and announcements are made public, whether follow-up exams are willingly given, how quickly grades and announcements are submitted to students, and how appropriate the material is. The evaluation is carried out by contrasting the average results with the evaluation standards.

Figure 3 presents the findings from the evaluation of student learning perspectives. According to Figure 3, the areas where students felt their learning had been evaluated during the implementation of the MBKM curriculum were X16 and X22, which respectively refer to the implementation of UAS/UTS on the basis of the academic calendar and the material's suitability with exam queries. Then X17 and X21, which are the timely submission of grades and notices to students and the implementation of UTS/UAS online. The X19 and X20 components, which measure openness in establishing values and making announcements and willingness to administer follow-up assessments, receive the lowest results. The learning evaluation element has an average score of 3,331, falling into the good category.

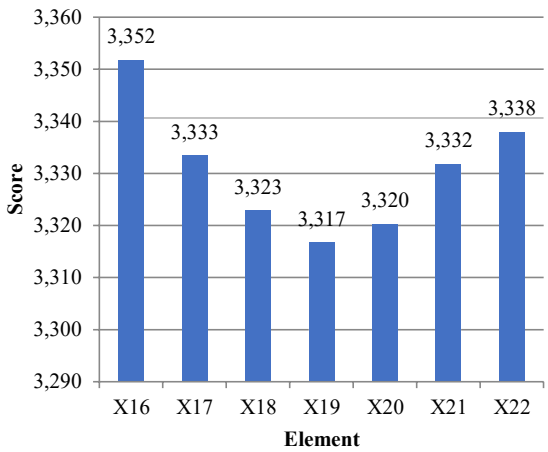

Figure 3. Assessment results for aspects of learning evaluation

Figure 4 illustrates a comparison of all assessment components. According to Figure 4, The element with the greatest average score is planning, which is 3.338. The learning implementation part receives the lowest average score, 3.320, while the learning evaluation aspect receives a score of 3.331.

It demonstrates how important it is to keep up the planning component. Aspects of implementation need to be improved, particularly in inspiring students to learn, matching methods and media to lecture objectives, and carrying out lectures on time. pupils require engaging teaching strategies and learning tools that are incorporated into the course material because learning that is still done online deters pupils. Some courses were not delivered in accordance with the schedule due to the lecturers' degree of workload, which also caused some courses to be missed. The review process has to be

improved, particularly the openness with which values and statements are made and the readiness to do follow-up investigations. To promote transparency, the outcomes of the learning evaluation, which includes a number of components, such as attendance and activity, assignments, midterm examinations, and final exams, must be shared with the students. Additionally, it is necessary to increase the willingness to administer a follow-up exam by documenting that the student has a compelling motive to do so.

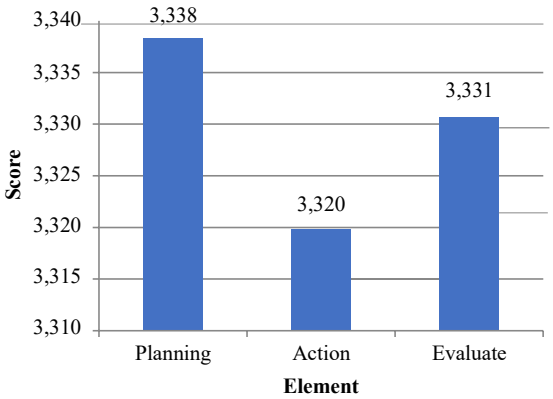

Figure 4. comparison of the results for each component of the test

The MBKM program's implementation hasn't been as effective as it could be. This is evident during the MBKM program's execution from the absence of oversight and socialization [18]. Indonesia's Ministry of Education and Culture (Kemdikbud) oversees the country's educational system has achieved strides with its policies of independent learning at the Merdeka Campus. It will probably run into difficulties as a new policy, especially when it comes to implementation. The details of this policy continue to be interpreted incorrectly. According to the findings of the literature research, educational institutions still struggle to put this strategy into practice in curriculum changes and instructional activities. Due to the high cost, they also struggle to follow up on the links between independent learning and industry [19].

The implementation of these activities had numerous beneficial effects that were felt and significantly aided the offline and online teaching and learning processes, therefore the school enthusiastically welcomed the MBKM program. Additionally, despite numerous challenges in its implementation, students and schools must be able to collaborate to find solutions to the issues raised so that everything can function properly [20].

The MBKM curriculum has received very positive student feedback. It indicates that the kids are particularly motivated to adhere to this curriculum. They are well-equipped to handle the MBKM curriculum and have high levels of digital literacy to support them [21]. The readiness of universities and teachers, however, must be reinforced in order to execute the MBKM curriculum. The adoption of MBKM is positively impacted by university preparation, faculty support, and student and student participation [22].

4. CONCLUSIONS

The conclusion that can be drawn from the results and discussion above is as follows. (1). The MBKM curriculum is categorized as good based on student impressions of planning, carrying out, and evaluating learning during implementation. (2) The planning component receives the greatest score, followed by evaluation, and the learning implementation component receives the lowest score. (3) Based on student motivation, the utilization of learning strategies, and the compliance of implementation with the timetable, the learning implementation component obtains the lowest score.

According on the aforementioned conclusions, the following is a suggestion. (1) Improving learning implementation by offering instruction in a variety of learning techniques and creating engaging media for the course materials. (2) Learning evaluation must be transparent in order for students to simply access all of its components.

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