



The Role of Students in MBKM Implementation in the Campun Program

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Abstract

This research topic is related to the involvement and role of students who take part in the School Teaching Program. This research aims to provide a comprehensive picture of student involvement and roles in the MBKM Program. This research uses a qualitative approach to collect perspectives from a sample of 30 students through a Google Form survey and interviews. This study mainly focuses on the implementation of the teaching program in schools at the Department of Sports Coaching Education. The program was converted into a 20-credit course for participating Students, involving a variety of duties such as teaching classes, participating in extracurricular activities, helping with technology, documenting activities, and more. Students are then tasked with organizing assignments, taking notes, developing lesson plans, and taking on substitute roles as teachers. Apart from that, students also contribute to the school's promotional efforts by creating attractive promotional designs.

Keywords: Implementation of MBKM, Teaching Program in Schools, Teaching Campuses

interaction between educators and students. The effectiveness of this learning process depends on careful planning. To ensure successful outcomes, three main factors must be considered when designing educational activities: preparation of a comprehensive learning plan, implementation of this plan through the teaching process, and subsequent evaluation of student progress. The content and methodology used in teaching are outlined in the syllabus, while the assessment system provides a means of measuring the effectiveness of the learning experience [3].

Pertains to the curriculum which functions as a structured road map for educators, which includes lesson plans, teaching resources, and pre-planned educational activities. It acts as a guide for educators to facilitate the teaching and learning process effectively. The evolution of the curriculum is closely related to advances in the digital era, which reflects the changing needs and demands of modern education. Curriculum development in Indonesian educational institutions has a long and complex history. It all started with the implementation of the 1947 Curriculum which is usually called the Decomposed RPP. This curriculum aims to shape national character and increase social awareness. This was greatly influenced by the social and political climate of Indonesia during the Indonesian-Dutch colonial period. Over time, the 1947 Curriculum underwent changes and developed into the 1952 Curriculum, known as RPP 1952. Although there were only minor modifications, the implementation process underwent several adjustments. The curriculum continues to undergo revisions which culminate in the introduction of the 1964 Curriculum, 1968 Curriculum, 1975 Curriculum, and 1984 Curriculum which are improvements to the 1975 Curriculum. Apart from that, there are supplements to the 1999 Curriculum, 2004 Curriculum, 2006 Curriculum, and 2013 Curriculum which are also undergoing editions. Revision [4]. Every curriculum change is based on a strong foundation and driven by the needs of the educational unit. These changes are not isolated events, but are influenced by developments in the digital era. In today's digital world, the integration of technology and independent learning has become an important aspect in curriculum development.

In 2019, the Minister of Education and Culture Nadiem Makarim made significant changes to the education system by transitioning from the 2013 curriculum to the MBKM (Free Learning Campus) curriculum. This innovative approach includes two main concepts "Independent Learning" and "Independent Campus". The concept of "Freedom to Learn" emphasizes the importance of giving students the freedom to explore their own interests and ideas, fostering a culture of independent thinking and innovation. On the other hand, the idea of "Independent Campus" is built on the concept of independent learning, which aims to create a more autonomous and independent educational environment for higher education students. By implementing the MBKM curriculum, the Indonesian government aims to revolutionize the education system and foster a new generation of skilled and knowledgeable individuals who embody the values of Pancasila [5].

The MBKM program specifically highlights the importance of student involvement in their learning experience. By giving students the opportunity to become teachers in courses in which they are experts, MBKM not only allows them to share their knowledge with fellow students, but also provides valuable experience in developing teaching, leadership and communication skills. Thus, the teaching

program at MBKM schools not only aims to expand the scope of learning, but also to improve the quality and relevance of higher education.

Apart from that, MBKM is also a response to demands for more relevant and inclusive education in the face of continuously developing social, economic and technological dynamics. By giving students more authority to design their own curriculum, MBKM strives to produce graduates who are better prepared professionally and better able to adapt to rapid changes in the world of work. This is in line with the vision of sustainable and results-oriented higher education development. However, behind this ambitious vision, the implementation of the MBKM program also faces a number of challenges and complexities. One of them is ensuring that students involved in school teaching programs have sufficient skills and competencies to be effective in their teaching roles. Therefore, proper support and guidance from higher education institutions is needed to ensure the success of this program.

Another thing that needs to be noted is that student participation on MBKM teaching campuses can vary depending on the context and characteristics of each university. Factors such as institutional culture, educational infrastructure, and availability of resources can influence a student's level of engagement in a program. Therefore, an integrated and sustainable approach is needed to ensure that the MBKM program can be implemented effectively in various higher education institutions throughout Indonesia.

Merdeka Belajar - Merdeka Campus (MBKM) is an initiative introduced by the Ministry of Education and Culture in Indonesia which aims to provide opportunities for Indonesian students to improve their skills and interests in preparing for their future careers. Through the implementation of the Independent Campus Program, students are encouraged to explore and develop their potential based on their interests, enthusiasm and talents. This program, which started in 2021, is a breakthrough progress in the field of education pioneered by Mr. Nadim Anwar Makarim, Minister of Education and Culture of the Republic of Indonesia. Known as the Independent Learning Campus (MBKM) concept. Campus Merdeka provides various opportunities for students to engage in off-campus learning experiences. These include internships, independent studies, student exchange programs, teaching assistant roles, research projects, humanitarian initiatives, entrepreneurial endeavors, and hands-on experience in building villages or participating in real-world themed lectures.

The Independent Learning Campus (MBKM) is a strategic initiative that aims to encourage the progress of higher education, which is outlined in the Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards. This policy encourages universities to establish collaborative relationships with the corporate sector, industry and the wider community, thereby allowing students to take additional studies for three semesters outside the standard curriculum requirements [6]. The Independent Learning Campus Program is a comprehensive educational initiative that follows the Indonesian National Qualifications Framework (KKNI) and focuses on developing student competencies in various areas such as values, knowledge, general skills and special skills. This program is designed to improve students' learning performance and prepare them for success in their academic and professional endeavors [7].

An independent campus can be interpreted as providing opportunities for students to study outside their program for three semesters. The Minister of Education and Culture used an analogy to illustrate this concept, namely comparing students with swimmers who only practice one style in a (campus) swimming pool. Just as swimmers need to adapt to varying conditions in the open sea, students must also be exposed to a variety of experiences and knowledge outside their chosen field of study. The Minister of Finance emphasized that in the real world, professions require a combination of various scientific disciplines, not just one narrow focus. Therefore, it is important for students to explore various fields of study to prepare them for the challenges they will face in their future careers [2].

Teaching Campus (KM) is a government initiative led by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) which aims to provide teaching assistance in certain schools that meet certain criteria. These criteria include schools located in remote areas (called 3T locations), schools with C accreditation, and schools with unique circumstances [3]. The main goal of this program is to increase student competency by offering off-campus experiences that develop soft skills and hard skills. Soft skills, such as social competencies, focus on developing effective communication and collaboration in target schools, despite socio-cultural differences. Meanwhile, hard skills such as pedagogical competence concentrate on teaching methods and preparing learning tools. In addition, the Teaching Campus aims to increase literacy and numeracy levels in elementary schools.

The Teaching Campus Program includes a comprehensive set of educational initiatives, such as literacy and numeracy development, technology integration, and support for school administration and teachers. The programs are developed collaboratively by students together with DPL, and will be implemented for one full semester at the selected school. Apart from providing knowledge, the program designed by the KM team also places significant emphasis on the growth of character education.

Furthermore, by taking part in various activities offered by the Teaching Campus, students have the opportunity to increase their knowledge and broaden their horizons [8]. This exposure leads to a more holistic development of their creativity, interpersonal skills, and leadership abilities. Apart from that, students are empowered to make a meaningful contribution to the successful implementation of the learning process at school, especially after this challenging post-pandemic.

For a learning program to be successful, it requires the support of all stakeholders, especially university leaders who must facilitate and motivate students and lecturers to adopt the program. This will ensure that graduates have the necessary skills to excel in a global context. Collaboration and encouragement from all parties is very necessary for the effective implementation of this independent campus learning initiative [9].

Gorontalo State University aims to produce excellence and competitiveness in the eastern region of Indonesia. The Department of Sports Coaching Education is dedicated to developing individuals with achievements and skills. This research focuses on the involvement of Sports Coaching Education students in teaching programs at schools in the 2022/2023 and 2023/2024 academic years. The role can be described as the active involvement, involvement and connection of citizens, both as

individuals and as part of a social group or community organization, in state affairs without any form of external pressure. In educational settings, students play an important role in facilitating the learning process, supporting school administration, integrating technology into the curriculum, and participating in various school-related activities. The focus of this research is to understand the level of student involvement in the MBKM Program, with the aim of examining their participation in the Merdeka Belajar Kampus Merdeka (MBKM) initiative in school teaching programs.

2. METHODS

The research approach used in this research is qualitative research, which focuses on gaining understanding of phenomena by examining the experiences of research participants. This type of research aims to explore various aspects such as behavior, perception, motivation and action in a certain context, using descriptive methods that rely on words and language. This qualitative research focuses on exploring various phenomena that individuals may experience, including aspects related to behavior, society's perspective, motivation, and cultural influences [10]. It uses descriptive language and words to provide a comprehensive understanding of this phenomenon in a holistic manner. The data collected for this research came directly from interactions and experiences observed in the classroom during teaching and learning activities. A variety of techniques, including the use of Google Forms, interviews, documentation, and triangulation, were used to collect the necessary data. After data collection, the analysis process includes collecting, reducing, presenting and verifying the information collected.

3. RESULTS AND DISCUSSION

3.1 Student Contribution in Teaching Programs at Schools

In connection with student involvement in the teaching program at school as shown by responses from the Google form, students are involved in various activities in the school environment. These include teaching in class, taking part in school events such as accreditation, taking part in extracurricular activities, taking part in competitions, helping teachers in the field of technology, updating activity schedules in the MBKM system, helping with school administration tasks, and developing programs such as reading corners. and IT literacy initiatives.

The research findings revealed that 30 students actively contributed to the teaching program at the school. It can be seen that this program has sparked innovation in the student learning experience, transforming a previously ordinary classroom environment into a dynamic learning environment. According to [11] Students play an important role in determining the direction of their struggle and contribution to the education system. They are seen as beacons of hope in schools, serving as agents of change, drivers of social control, and pillars of strength. The MBKM program helps students learn and become better at various things. Through their creative contributions, students have brought fresh perspectives to their placement schools, thereby improving the overall educational atmosphere [12].

Additionally, the program has provided students with practical opportunities to apply the theoretical knowledge they gain in lectures, enabling them to develop important teaching skills, communication abilities, and adaptability in real-world environments. The hands-on experience gained through the school's teaching program will definitely benefit students in their future careers.

3.2 Organizing student assignments in teaching programs at schools

Based on research findings, it can be concluded that the implementation of the teaching program in schools has provided benefits for schools. This program has provided valuable support by encouraging students to actively engage in more effective learning innovations, which ultimately bring positive changes to their character. Additionally, students participating in the school's teaching program have also been involved in extracurricular learning activities, which serves to increase their overall involvement outside of regular school hours. Regarding the implementation of student assignments in teaching programs at schools, obtained from data collected via Google forms, there are several initiatives that have been implemented. This includes creating a logbook, teaching in class, forming groups to complete activities and assignments, as well as establishing a work program that focuses on handling IT blindness. Apart from that, this program also introduces reading, sports and dancing corners as part of student activities.

3.3 The role of students in teaching programs at schools

Based on data collected from Google forms, students have various responsibilities in the Campus Teaching Program such as teaching in class, filling teacher positions, creating promotional materials for the school, and holding Zoom meetings when necessary. The research results show that implementing this program provides students with the opportunity to develop their teaching skills and gain valuable experience in the classroom. Students who participate in the Campus Teaching Program are optimistic about the impact they can have on their peers, encouraging them to study diligently so that no student is left behind academically. The students involved in this program actively contribute to its success, playing an important role in ensuring student interest and motivation can increase to maximize learning in the classroom and outside the classroom. As Irawan says, inadequate student engagement in class leads to poor academic performance, which can be caused by various factors including inadequate preparation, lack of motivation, and disinterest in the learning process [13]. Therefore, students make a meaningful contribution to the school through their active participation in all program activities involving students and teachers.

3.4 Student responsibilities in teaching programs at schools

Responsibilities of teaching program students at schools identified through Google form results include tasks given by the Ministry of Education and Culture, serving as substitute homeroom teacher, assisting with the learning process, leading the class. Research findings show that students in this program demonstrate a high level of responsibility in completing their assignments. According to [14] the aim of school teaching programs for students is to equip prospective teachers with the tools and knowledge needed to develop proficient and cohesive teaching abilities. This training aims to ensure that once students transition into the role of educators, they are fully prepared to fulfill their obligations and duties effectively with professionalism. This shows that their participation in this program is beneficial for teachers and

students. Many teachers, especially those who are older and less technologically savvy, struggle with online learning, so the presence of student teaching programs in schools is invaluable in supporting a school's educational efforts. Overall, the program proved to be instrumental in facilitating successful implementation.

4. CONCLUSION

Researchers concluded that students participated through Google Form surveys and in-person interviews. The research investigation focused on the implementation of teaching programs in schools at the Department of Sports Coaching Education. This program includes a course conversion of 20 credits, where students are required to carry out various activities such as teaching in class, taking part in extracurricular activities, helping teachers with technology, documenting activities, and much more. Students must also be responsible for organizing tasks, including tasks such as keeping notebooks, teaching in class, developing work programs, and so on. Students are also expected to carry out certain roles, such as filling in for teachers and creating school promotional materials.

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