

IMPLEMENTATION OF FREEDOM TO LEARN- INDEPENDENT CAMPUS CURRICULUM IN HIGHER EDUCATION: CHALLENGES AND SOLUTIONS

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Abstract

The Minister of Education and Culture introduced the Freedom To Learn- Independent Campus (MBKM) curriculum at the beginning of 2020 to improve the learning process. The objective is to enhance graduates' soft and hard skills so that they can become superior individuals who will be able to lead the nation in the future with skills that are relevant to today's needs. The purpose of this study is to examine the difficulties associated with MBKM implementation and provide suggestions for university-based solutions. The literature study approach was used in this study. A literature review or literature study is used to gather data in this approach, which is then analyzed and presented in the discussion. The Independent Campus policy analysis's findings that students can take classes in other study programs or the same study program on other campuses do not in any way diminish student competence or harm Indonesia's higher education system. On the other hand, the Independent Campus policy has given students of the nation's generation the most opportunities to look at the world today. Additionally, the rules for independent learning on university independent campuses have not been properly implemented.

Keywords: freedom to learn, independent campus, Challenges and Solutions

INTRODUCTION

The curriculum is a guideline in the implementation of learning at all types and levels of education and at the same time is a tool to achieve educational goals. After the independence of the Republic of Indonesia in 1945, there have been several changes in the school curriculum. The change adapts the political interests of the Indonesian nation based on the noble values of the nation and reflects Indonesian society. The curriculum in Indonesia must be directed and refer to the vision, mission and objectives of national education as stated in the Law of the Republic of Indonesia No. 20 of 2003. Curriculum changes occur because the curriculum is dynamic in line with the development of science and technology, student intellectual level, culture, values and developments of the times and needs (Inge Ayudia | Agwin Darwiyanti | Dumiyati, 2022). Thus, curriculum developers, including teachers/lecturers, must have extensive knowledge of things that need to be considered in developing the curriculum (Dumiyati dkk, 2022). For improvement and refinement, the curriculum must be monitored and evaluated. The good and bad of the curriculum developed can be known after it is implemented in the field.

The topic that has been discussed recently in education field is about the Freedom To Learn- Independent Campus (MBKM) which was initiated by the Minister of Education and Culture. The concept of MBKM is the autonomy and freedom of higher education, independence, reducing bureaucratization for lecturers, and the freedom of students to choose fields according to their interests (Nadiem, Directorate General of Higher

Education, 2000). The idea of Independent Belajar was conceived by Nadiem Makarim as Minister of Education and Culture in producing superior Human Resources by prioritizing the implementation of character values so that the thinking and creativity of each student develops (Kamalia & Andriansyah, 2021). The freedom to be achieved in MBKM adds to the immunity of each campus to continue to become a better campus by producing graduates who have the value of character, thinking, and creativity to develop (Ginaya et al., 2021).

The urgency of this study is to give information related to the regulation of MBKM. This research also provides education and socialization related to the importance of knowing the procedures for implementing MBKM. Therefore, in this case, the author discusses this topic with the intention of describing and providing an analysis of how to implement the concept of MBKM, how the challenges faced by universities in implementing MBKM, as well as solutions to improve the higher education system that is ready to face the challenges of the times.

RESEARCH METHODOLOGY

The research uses a qualitative approach with a literature study method (Klarer, 2013); (Moleong, 2010). The data is obtained through the so-called discernment of related literature in the form of articles, books, documents, and online literature. Furthermore, the data will be analyzed and elaborated and a discussion will be carried out in accordance with the theme discussed. The study in this article is focused on discussing the theme "Implementation of the Freedom To Learn- Independent Campus Curriculum in Higher Education: Challenges and Solutions". The primary source in this study is the "Independent learning" curriculum policy published by Nadiem Makarim as the Ministry of Education and Culture of the Republic of Indonesia. Meanwhile, secondary sources are obtained from national and international journal articles, state laws, and books that can support success in research.

Data collection techniques were carried out by identifying discourses from the main articles of national and international journals, state laws, and the web (internet). At least the stages that the author does are 1). Track and collect data related to the theme of the study through books, magazines, internet (web). 2). Data analysis. 3). conclusions about on the implementation of the MBKM curriculum and the challenges and solutions that can be done in higher education.

RESULTS

Implementation of the MBKM Curriculum in Higher Education

Independent campus is a more effective learning innovation to realize quality learning. According to (Journal et al., 2022); (Rahayu et al., 2022); (Krishnapatria, 2021), an independent campus is a new concept that provides the widest possible space for students to get the independence to study on campus. Things that need to be planned and prepared by parties related to the implementation of the MBKM program include:

- 1) Universities are required to a. facilitate the right of students to take credits in other study programs within the same university for a maximum of two semesters (equivalent to 40 credits), b. develop academic guidelines to facilitate learning activities outside the study program, and c. prepare cooperation documents with partners.

- 2) The faculty should a) create a list of faculty-level courses that students from all study programs can take, and b) create documents outlining collaboration with partners.
3. The study program: a) modifying the curriculum in accordance with the MBKM implementation model, b) providing courses that students from different study programs can take, and c) equating courses with extracurricular and non-academic learning activities.
- 4) The students: a) arrange the course to be taken outside of the study program with the academic supervisor; b) sign up for an outside-the-study program of activities; and c) take part in an outside-the-study program of activities in accordance with academic standards.
- 5) Partner Parties: a) Create cooperation documents with the university/faculty/study program; b) execute a program of extracurricular activities in accordance with the cooperation document's guidelines.

The form of implementation of the 3-semester learning rights program outside the study program has been regulated in Permendikbud no. 3 of 2020 (Tohir, 2020), Education et al., 2020) covering 8 activities presented in figure 1.



Figure 1: Form of Learning Activities Outside the MBKM Program, (Directorate General of Higher Education, 2020)

The explanation of the 8 activities in figure 1 is explained as follows:

- 1) Student exchange. The purpose of student exchange activities is so that students can respect various kinds of cultural cultures, values, beliefs, religions, tolerance and respect the opinions of others, be able to collaborate, care about the surrounding environment. Interested students must take part in the selection according to the provisions that have been regulated by the Ministry of Education and Culture and university respectively.
- 2) Internship. This activity can provide experience for students in facing problems that occur in real conditions in the world of work and the industrial world. Problems that occur in the internship can be used as a consideration for universities to update teaching materials, learning methods, focus on lecturer research in accordance with the real conditions of the world of work.
- 3) Teaching assistance. This activity provides opportunities for students to assist in teaching at school. Learning innovations and technological improvements made by students are expected to help improve the equitable distribution of the quality of education, and improve students' literacy and numeracy skills at the school. On the one hand, students can also hone their teaching skills, gain problem solving

- experience at school, the ability to collaborate and communicate with other students and school human resources.
- 4) Research/ research. Students can conduct research at institutions or study centers, so they are able to carry out research with better methods. Through research, it can train students' critical thinking skills. Students will receive a certificate of appreciation after attending a research seminar. And the certificate and converted credit semester value according to the provisions set by university.
 - 5) Humanitarian projects. In this activity, students also provide solutions to problems that occur in communities affected by natural disasters. Students train to have empathy and social concern for others, uphold humanist, religious, moral and ethical values when carrying out their duties. Humanitarian project programs can be started by defining programs with official organizations, directly participating in emergency response projects and other humanitarian projects.
 - 6) Program of entrepreneurial activity. This activity is carried out to develop an interest in entrepreneurship through appropriate learning activities and proper management. Increasing entrepreneurial interest can be an alternative solution in tackling unemployment among undergraduates.
 - 7) Independent projects/studies. This program can be carried out across study programs in groups so that students are able to achieve achievements at the national and international levels. This activity also complements the curriculum that has been taken by students to realize student innovation work.
 - 8) Thematic real work lectures. This program is a form of learning that provides direct experience for students to go directly to the community outside the campus. Students also learn to understand the problems that occur in the community, can find out the potential of the village so as to help the development of villages where KKN is thematic.

According to the description of MBKM activities given above, the right to study outside of the study program for three semesters governs how these activities are included in the study program curriculum. Universities can give students access to resources for improving their potential and skills through the MBKM program. In the end, students who are bachelor prospects possess the necessary skills, competencies, and 21st century talents, along with a positive outlook on life and the ability to adapt to changing circumstances. According to Kuncoro et al. (2022) in (Adda et al., 2022), (Jati et al., 2022), universities that implement the MBKM program offer opportunities for students to gain learning experience in industry and the working world, so that there is a development of character, competence, and a positive attitude, soft skills, learning experiences in learning study program.

Challenges and Solutions in the Implementation of the MBKM MBKM Curriculum is a new breakthrough from the Ministry of Education and Culture which is applied in universities, so that in its implementation many obstacles and challenges faced by university (Werdiningsih et al., 2022), (Zakiyyah et al., 2021) . The challenges faced in the implementation of MBKM include:

- 1) cooperation procedures with external universities of universities, 2) changes in PTNBH (state universities with legal entities) to compete internationally, 3) internship procedures implemented in external universities, 4) human resources does not understand the MBKM implementation policy, 5) inadequate university technology facilities, 6) human resources are not ready to implement MBKM.

To overcome these challenges it is necessary:

- 1) Revitalization of the curriculum in accordance with the MBKM policy. The curriculum is a vital component in the learning system. In the research (Naibaho, 2022) it was stated that the MBKM policy must be followed by curriculum development innovations according to MBKM policies, the situation and needs of the institution, with external cooperation programs of universities with universities and other institutions as partners. The preparation of the MBKM program was submitted and its implementation was given the flexibility to adjust the conditions and preparations of each university. The importance of curriculum development was also stated by (Purwanti, 2021), that the form of curriculum innovation consists of MBKM policy design, SOP design for MBKM implementation, academic cooperation programs and assessment of program supporting needs. At the study program level, planning, the transition process, assessment and evaluation of learning. For the implementation of the program, it is necessary to design a guidebook for the implementation of MBKM, guidelines for credit transfer conversion for student exchange activities, teaching assistance, thematic KKN and humanitarian projects.
- 2) Human resources who have readiness and understand MBKM policies. The need for socialization of the MBKM program to provide understanding to related parties, because human resources in universities are required to understand MBKM policies. According to (Supriati et al., 2022), (Wahyuni et al., 2022), lecturers must be able to adapt to the MBKM program promoted by the Ministry of Education and Culture because lecturers determine success in the MBKM system.
- 3) Readiness of human resources in implementing MBKM. In this case, it is necessary to carry out professional development of human resources/ lecturers through independent study groups, connecting direct learning activities through practices that lead to cooperation with groups, in order to have readiness in implementing MBKM. According to research (Bahar et al., 2022), (Hakim & Nabila, 2022), it shows that facilitating a professional development model independently, collaborating and empowering can contribute significantly to lecturer professionals.
- 4) Establish cooperation with external parties of universities for internships, teaching assistance. The role of partners is very important in supporting the achievement of the MBKM program. The MBKM program is beneficial for partners, including being able to collaborate with universities to obtain the workforce that is needed, and sharing the development of science (Asmarawati, 2022), (Restu et al., 2022), (Asmarawati, 2022). Partners can be involved in making curricula so that it has an impact on students, lecturers and administrative staff. This is supported by the opinion of (Frølund et al., 2018), (Aini Qolbiyah et al., 2022) that partnerships need to be supported by good collaboration between students, lecturers, and university leaders so that synergy of future needs is built that is relevant to the development of the times.

From several solutions that have been put forward that are expected to overcome the challenges faced, universities need to review the needs in order to implement MBKM according to the characteristics and readiness of their respective universities.

DISCUSSION

Giving students the option to study for three semesters outside their institution's study program or in that program at another university is a crucial component of the MBKM Program's implementation in higher education. All eight forms of learning experiences outside of higher education—entrepreneurial endeavors, independent projects, student exchanges, help with classroom instruction, internships, initiatives in rural areas,

research, and humanitarian endeavors—need to be supervised by lecturers. The educational process at the Independent Campus gives students the chance to become independent in their pursuit of knowledge through field dynamics and reality, while also developing their creativity, social skills, teamwork, networking, and resilience. It is made possible by the use of the MBKM curriculum. The MBKM program is being implemented in higher education, but there are several challenges that must be overcome (Rochmiyati et al., 2022); (Supriati et al., 2022); (Febrianti et al., 2022); (Khaeroni & Sabri, 2022); (Susilawati et al., 2021). The MBKM program's implementation challenges come in a variety of forms depending on the viewpoint. Challenges from the perspectives of academic institutions, study programs, managers, and students acting as program implementers.

Moreover, the various perspectives of other university partners, partners from government organizations, partners from institutions engaged in research and community service, as well as partners from business, industry, and the workplace. These philosophical conflicts stand in the way of the MBKM program's adoption in higher education. if all roadblocks

CONCLUSION

Obstacles in the implementation of the MBKM program in universities are varied. Each form of learning activity has its own obstacles faced. In addition, each university through study programs, lecturers and students also has problems in participating in the MBKM program. But there are no obstacles that are not solutions, these obstacles become evaluation materials for better implementation in the future. Despite having many obstacles, the MBKM program received a positive response from students throughout Indonesia, especially in the form of assistantship activities in education and internship units.

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