The Implementation of MBKM Policy towards University's IKU in Indonesia

by Iosr Jrme

The Implementation of MBKM Policy towards University's IKU in Indonesia

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Abstract
MBKM is a part of the "Freedom in Learning" policy by the Ministry of Education, Culture, Research and Technology of Republic of Indonesia which provides opportunities for students to hone skills according to their talents and interests by going directly into the working world as preparation for future careers. Therefore, the aim of this study was to analyze the achievement of 8 university's IKU before and after the implementation of the MBKM program. Mixed-method research design was employed to analyze the data quantitatively and qualitatively through 5.480 student respondents, 227 lecturer respondents, and 70 education staff respondents using questionnaire linked at an internal platform named SiMekar and in depth interview. The results revealed that Universitas PGRI Semarang had achieved well on IKU 1 to 7 as well as the accomplishment done within 2020 to 2021. Universitas PGRI Semarang needs to set the next focus for the international partnerships so as to improve the accreditation of study programs and is able to reach the highest university IKU that is IKU 8 to produce graduates who are in accordance with the era, advances in science and technology, the demands of the business and industrial world, as well as the dynamics of society.
Key Word: *implementation;MBKM;IKU;Indonesia*

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I. Introduction

Indonesian government continues to advance the education sector by designing various programs to support the rapid change of the roadmap education system in Indonesia. Nadiem Makarim, the Minister of Education, Culture, Research, and Technology of Indonesia, claimed the vision of Indonesian Education in 2035 is 'building Indonesian citizen to become a superior lifelong learner, continue to develop, prosper and practice noble by cultivating Indonesian cultural values and Pancasila' (CNN Indonesia, 2021). The strategy to carry out the vision is by applying "Merdeka Belajar or Freedom in Learning" program. In the higher education level, this program is broken down into the policy which is called "Merdeka Belajar-Kampus Merdeka" (MBKM).

MBKM belongs to the Ministry of Education, Culture, Research, and Technology's policy which is a follow-up to the provisions contained in article 14 and 15 as mentioned in Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning Standar Nasional Pendidikan Tinggi (SNPT). Indonesian government has also established the Indikator Kinerja Utama (IKU) or Main Performance Indicators of Higher Education through the Decree of the Minister of Education and Culture of Republic of Indonesia Number 754/P/2020 about Main Performance Indicators of State Universities and Higher Education Service Institutions in the Ministry of Education and Culture.

MBKM certainly demands the provision of opportunities for students to get their right to take courses outside their study programs. It provides challenges and opportunities for the development of creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets, and achievements (Prof. drh. Aris Junaidi, Ph.D., Director of Learning and Student Affairs, 2021). These activities certainly require a policy in the form of conversion of activities or competency achievement into relevant courses. Therefore, the achievement of graduate learning that has been determined by each study program is still achieved.

Referring to the policy, higher education institutions in Indonesia must set Rencana Strategis (Renstra) to support the policy. As stated by Purwanti (2020) that MBKM policy should be implemented by all Higher

Education Institutions (HEIs) in Indonesia to prepare the implementation of MBKM policy, and based on the concept of graduate employability. Over and above that, higher education institutions must get involved throughout various opportunities offered by the government related to the implementation of MBKM and the achievement [16] of universities' IKU. Some higher education institutions have already implemented this policy (Andari, et al., 2021; Susilawati, et al., 2021; Yudhawasthi, et al., 2021; Amin, et al., 2021; Dwijayanti, et al., 2021; Ardini, et al., 2021; Saputro, et al., 2021). They claimed that MBKM programs in the New Normal era had been successfully implemented. The challenges were discussed by Yudhawasthi & Christiani (2021) which came out by saying the policymakers in universities need to sit together and try to formulate the role of museums and archives in higher education as learning facilities that are as important as libraries. So far, only one study has focused on discussing university's IKU in terms of MBKM programs, that is Amin, et al., (2021). The results of the research on the implementation of the IKU-7-based MBKM program in the Indonesian Language and Literature Education Study Program UMI showed that the implementation of the learning criteria for the collaborative and participatory class MBKM program or case method and team base project was not optimal. Evaluation criteria and assessment formulas based on case learning methods and team base projects also show low results. The rest of the lecturers use the lecture method. Student interest in collaborative and participatory classroom learning methods is very high because students are active and participate in solving problems. Based on those previous studies, the researchers have not found any studies which evaluated the implementation of IKU 1 to IKU 8 in the MBKM program. Those backdrops led the researchers to set the objective of this current study which was to analyze the achievement of 8 (eight) university's IKU before and after the implementation of MBKM policy.

II. Review of Literature
Merdeka Belajar Kampus Merdeka (MBKM)

MBKM is part of what is called "Freedom in Learning" policy programmed by the Ministry of Education, Culture, Research and Technology of Republic of Indonesia which provides opportunities for students to hone skills based on their talents and interests by directly experiencing themselves in the working world to prepare their future careers. This brand-new program requires students to experience outside the study program during three semesters. This policy is carried out to encourage students to master various sciences that are useful for entering the working world. In addition, MBKM provides opportunities for students to freely choose the courses they are interested in. The objective of MBKM policy is to improve the competence of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of the era, to prepare graduates as future leaders of the nation who have a prominent personality. Experiential learning programs with flexible pathways are expected to facilitate students to develop their potential according to their passions and talents. Susilawati, et al., (2021) stated that there are three benefits at once that can be achieved, namely an increase in the number of research, the results of stu[20]s that benefit the community, and community service that can also improve community welfare. In addition, through this program, it is expected that private universities are encouraged to improve the culture of science and technology and play a role in socio-economic activities towards a prosperous Indonesia.

MBKM is a form of learning in higher education that is autonomous and flexible so as to create a learning culture that is innovative, unfettered, and in accordance with student needs. The learning process in MBKM is one of the most essential manifestations of student-centered learning. Through an independent learning program that is well designed and implemented, students' hard and soft skills will be formed strongly. MBKM is expected to be able to answer the challenges of higher education to produce graduates who are in accordance with the era, advances in science and technology, the demands of the business and industrial world, as well as the dynamics of society.

MBKM implem[5]ts the concept of student-based learning or active learning, which is in line with the Government Regulation Number 57 of 2021 concerning National Education Standards Article 12 (1) which states that learning is implemented in an interactive, inspi[14]g, fun, challenging, and motivating learning atmosphere for students to participate actively. Tutors must provide sufficient space for initiative, creativity, independence following students' talents, interests, and physical and psychological development. The learning implementation is performed by providing examples, assistance, and facilities. Thus, all components involved in teaching in schools need to pay attention to this to create a conducive environment for learning. The implication is that teachers must have sufficient competence to be active learning facilitators, primarily through Project-Based Learning, Discovery Learning, and Problem-Based Learning. According[23] Bonwell & Eison, (1991), Active learning is any teaching approach in which all students are requested to be involved in the learning process. The learning process in the MBKM program supported what is called active learning and the concept of student-center learning.

In addition, Yudhawasthi & Christiani (2021) informed that MBKM offers nine other activities, namely the Indonesian International Student Mobility Award which facilitates Indonesian students to study in 10 of the

world's best universities for one semester; Independent Study GERILYA (Solar Power Initiative Movement) which calls 50 exact science students from universities in Indonesia to join in honing skills and developing practical competencies in the field of clean energy, primarily Solar Photovoltaic (PV); Internships in various government and private institutions to enrich work experience; Building villages (Thematic Community Service Program) as well as Humanitarian Projects to contribute ideas for solutions to social issues; An independent student exchange that facilitates students to study across campuses and across cultures throughout Indonesia to explore and learn about the cultural diversity of the archipelago; Research or Research that seeks students to be involved in research projects in research center laboratories with research professionals; Independent Studies that provide opportunities for students to master various applied sciences across majors from experts in their fields; as well as the Entrepreneurship program which aims to help students to develop their businesses under professional guidance.

Indikator Kompetensi Utama (IKU)

Indikator Kompetensi Utama (IKU) or Main Competence Indicator is the measure or indicator of the performance of an institution. The indicators were stipulated in the Ministerial Decree with three main indicators. First, the quality of graduates as measured by graduates get decent jobs, and students gain off-campus experience. Second, the quality of lecturers and teachers as measured by activities outside the campus done by the lecturers, practitioners teaching on campus, and the work of lecturers is used by the community and received international recognition. Third, the quality of curriculum and learning that has sub indicators include across study programs in collaboration with world-class partners, collaborative and participatory classes, and the existence of international standard study programs.

In achieving certain goals and objectives, then, those three main indicators were broken down into 8 (eight) IKU, they are: 1) Graduates Get Decent Jobs, 2) Students Gain Experience Off Campus, 3) Lecturers Doing Activities Off Campus, 4) Practitioners Teaching on Campus, 5) Utilization of Lecturer's Work, 6) Study Program In Collaboration with World-Class Partners, 7) Collaborative and Participatory Classes, 8) International Standard Study Program. Paris claimed that, currently, the measurement of the advanced campus is based on these criteria (Ibik, 2021).

Every government institution is obliged to formulate main performance indicator and put it as the top priority. By formulating the main performance indicator, government institutions can easily figure out their goals. In addition, the main performance indicator can also improve their performance in the future, so that they can achieve goals and plans that have been predetermined. Some of the goals behind the creation of these indicators are to measure the extent of success and achievements that the organization has achieved over the past time. The measure will later be used as a benchmark to improve the quality of the institution's performance, especially the performance of employees. It is also to get important information about employee performance during this time. Later, the information will be used as one of the guidelines in preparing good work management.

III. Material And Methods

This study used mixed methods research which combined quantitative and qualitative. Mixed-method research design is a procedure for collecting, analyzing, and "mix- ing" both quantitative and qualitative methods in a single study or a series of studies to understand a research problem. Further, they explained there are six mixed-method designs commonly used in educational research, one of them is called sequential design. The sequential design is divided into two; the explanatory sequential design and the exploratory sequential design. This study applied the explanatory sequential mixed methods design (a two-phase model) that consists of, first, collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results (Creswell, 2012; Creswell & Creswell, 2018).

The setting of the study was in Universitas PGRI Semarang, Central Java, Indonesia which involved 10.000 student respondents, 300 lecturer respondents, and 100 education staff respondents as the research population. Random sampling technique was employed to achieve the maximum research samples. The research stage carried out 2 (two) activities, namely instrument preparation and research socialization to internal stakeholders which described as follows:

1. The preparation of instruments and integration into *SiMekar* (a system which unites all of the systems available at *Universitas PGRI Semarang*).
2. The preparation of instruments refers to several policies related to the implementation of MBKM at *Universitas PGRI Semarang*, including:
   a. Regulation of the Ministry of Education and Culture of Republic of Indonesia Number 3 of 2020 about National Standards of Higher Education.
   b. MBKM Guidebook, Directorate General of Higher Education of the Ministry of Education and Culture in 2020.

c. Decree of the Ministry of Education and Culture of Republic of Indonesia Number 754/P/2020 concerning Main Performance Indicator of State Universities and Higher Education Service Institutions in the Ministry of Education and Culture in 2020.
d. Regulation of the Ministry of Research, Technology and Higher Education Number 123 of 2019, about industry internships and recognition of semester credit units for college internships.
e. Rector Decree No: 016.A/SK/UPGRIS/IX/2020 about Independent Academic Guidelines for MBKM *Universitas PGRI Semarang*.
f. Rector Regulation No: 003/PR/UPGRIS/VI/2020 about Guidelines for The Equivalence of MBKM *Universitas PGRI Semarang*.
g. Decision of the Rector No: 001.A/SK/UPGRIS/2020 about Strategic Plan (Renstra) 2020-2024 *Universitas PGRI Semarang*.
h. Technical Guidebook for MBKM Implementation of *Universitas PGRI Semarang*.
i. Instrument Tracer Study of the Ministry of Education and Culture of Republic of Indonesia in 2020.

Data collection was done by integrating the link of research instruments into SiMekar Universitas PGRI Semarang so that all human resources can access in ease and measurable. The instruments included closed questionnaire and in-depth interview to 5% of research samples. Meanwhile, the analysis of research data was carried out in 2 ways, namely quantitative and qualitative. Quantitative data was obtained by calculating data using SPSS, then supported by qualitative data which analyzed descriptively.

IV. Findings and Discussion

As stated earlier, this paper was aimed at analyzing the achievement of 8 (eight) IKU at Universitas PGRI Semarang before and after the implementation of MBKM policy. In an attempt to figure out the answer which had been distributed through questionnaires via SiMekar and had been responded by 5.480 student respondents, 227 lecturer respondents, and 70 education staff respondents. Therefore, the results of quantitative and qualitative data are presented based on the IKU which has been discussed initially.

The achievement of 8 (eight) IKU at Universitas PGRI Semarang before and after the implementation of MBKM Program are as follows.

IKUI : Graduates get decent jobs

The first indicator of the achievement of educational institutions in MBKM policy is that graduates get decent jobs. So that graduates or alumni of a campus affect the results of the achievement of the campus. More and more alumni are successfully getting decent jobs, or maybe pursuing entrepreneurship and continuing their studies. So, the achievement of the first IKU has been said to be successful. Through this policy, it is expected that the campus will not only focus on providing educational curriculum that provides science. But it also equips its students with skills that have selling value in the world of work or in the community. So that they have no trouble getting a job.

The results of the questionnaire distribution for IKU 1 at Universitas PGRI Semarang came into various variables, such as 1) the competence of work readiness and 2) the prediction of study completion time. Both quantitative and qualitative data are displayed as follows.
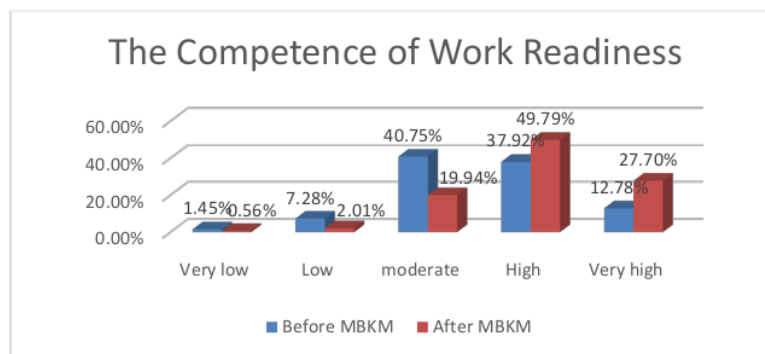

Figure 1
IKU 1: The competence of work readiness

Figure 1 showed that the students' competence of work readiness before the implementation of MBKM policy was moderate (40.75%), while after the implementation of MBKM policy was in the category of high (49.79%). To support the quantitative data, the researchers had an in depth interview to know deeper the reason for the improvement made. The interview questions were addressed to student respondents, lecturer respondents, and education staff respondents. In this paper, the most essential question was brought out, it was about "Do you feel the difference before and after the implementation of MBKM to your competence of work readiness? Why?". The answer from student, lecturer, and education staff respondent, they generally stated that the students got another opportunity to teach in school or plunge directly into the community then the readiness to work becomes higher. To reach that stage also because it is given the opportunity to choose and determine what courses outside the study programs that they wanted to take. So, the students accomplished the program with pleasure because it was their choice and passion.
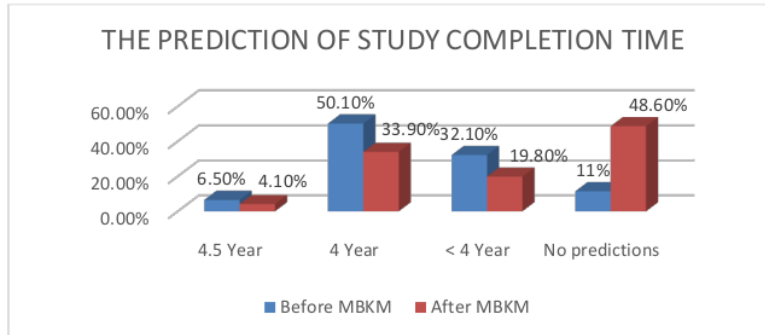

Figure 2
IKU 1: The prediction of study completion time

Figure 2 reported that the prediction of study completion time before the implementation of MBKM policy was at 4 years completion (50.10%), while after the implementation of MBKM policy was at the time of less than 4 years (58.20%). To support the quantitative data, the researchers had in depth interview to know deeper the reason for the improvement made. The interview questions were also addressed to the same respondents. The question was the same and the answers led to the evidence that by implementing the MBKM program, the students can take advantage of the time and opportunity so that to complete the data can easily get from the partner. So that after the program is completed the students can directly process the data and can complete the study in less than 4 years.

IKU2: Students gain experience off campus

The second IKU is where students get experience off campus, including job internships, research, village projects/ KKN-T, student exchanges, entrepreneurial, and also through teaching assistants. Through this IKU, it is expected that the campus will provide more facilities for students to develop themselves. Not only passive in the classroom but doing learning activities with a varied model, and able to provide qualified skills.
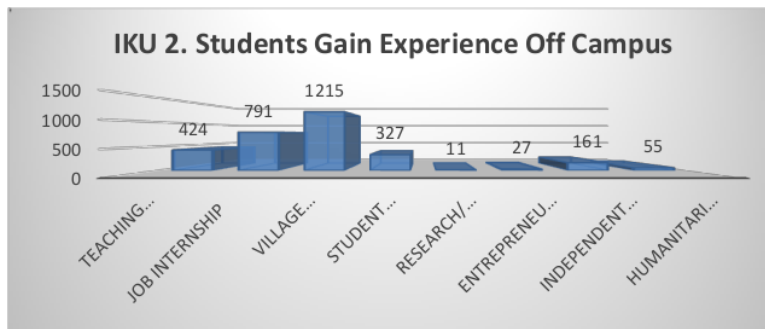

Figure 3
IKU 2: Students gain experience off campus

IKU3: Lecturers doing activities off campus

The Third IKU is lecturers doing activities off campus, so that lecturer activities are not only on campus itself but also off campus such as seeking industry experience as well as teaching on other campuses.
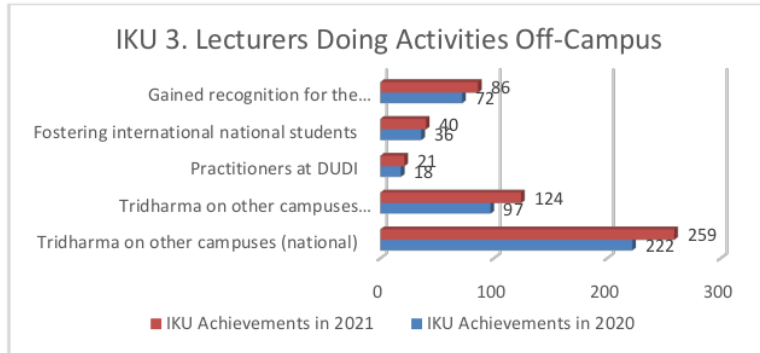

Figure 4
IKU 3: Lecturers doing activities off campus

Figure 4 displayed the achievements of the off-campus activities done by Universitas PGRI Semarang's lecturers in 2021 were higher than 2020. The activities were doing tridharma outside campus nationally (222 to 259 respondents) and internationally (97 to 124 respondents). The activities include teaching activities at schools, having service community over the regencies in Central Java, having joint research with local and international universities. Universities they have collaborated with were mostly in South East Asia such as Thailand, the Philippines and some was in New Zealand and Malaysia.

IKU4: Practitioners teaching on campus

The next IKU is a practitioner teaching on campus, so that teachers are not only among lecturers but also practitioners. Namely recruiting lecturers who are experienced in a field so that the knowledge shared is more complex, because it has jumped directly in the field.
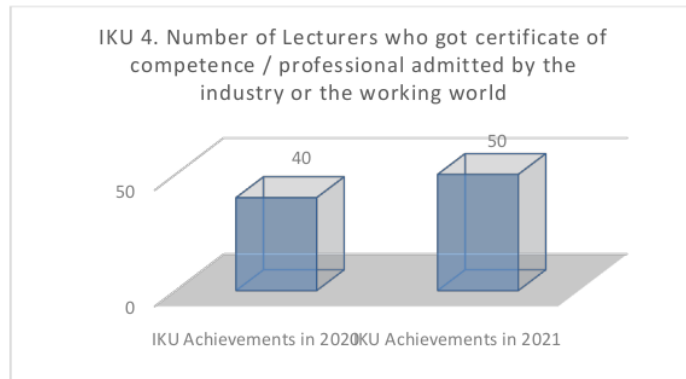

Figure 5
IKU 4: Number of lecturers who got certificate of competence/professional

Figure 5 conveyed the number of lecturers who have competence or professional certificates admitted by industry or working world in 2021 was higher than 2020 (from 40 to 50 lecturer respondents). It proved that lecturers in Universitas PGRI Semarang are also experienced in a field so that the knowledge shared is more complex and beneficial for others outside Universitas PGRI Semarang. Those lecturers are certified as reviewer or assessor from school level to university level. Some are joining the programs from the Minister of Education and Culture.

IKU5: Utilization of lecturer's work

The fifth IKU is the result of lecturer work used by the community. Namely related to the results of research conducted should provide great benefits for the community around.
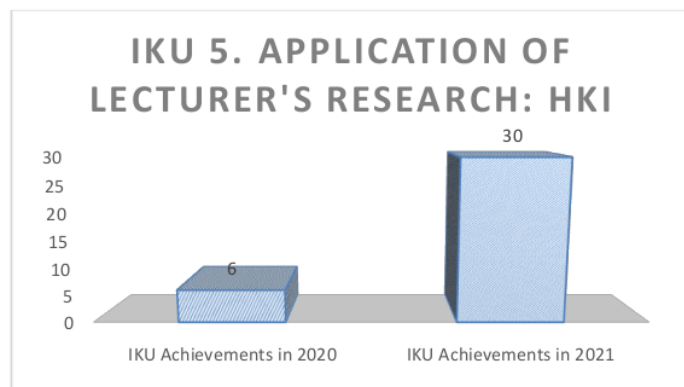

Figure 6
IKU 5: Application of lecturer's research: HKI

Figure 6 revealed the number of HKI achievements granted by the lecturers in 2021 was higher than 2020 (from 6 to 30 HKI achievements). IKU 5 refers to the number of research output and community service that managed to get international recognition or applied by the community per number of lecturers. The interview proved that most of the lecturers at Universitas PGRI Semarang have already put their focus on outcome-based. Whenever they conduct research, it must be product-based which is, then, ready to proceed the research process into community service. As a result, the relation between research and community service are linked and supported by each other.

IKU6: Study program in collaboration with World-Class partner

The next IKU is the running of a study program in collaboration with world-class partners. So that higher education will undergo collaboration with partners to perfect the study program. Such as internships, graduate absorption, and others.
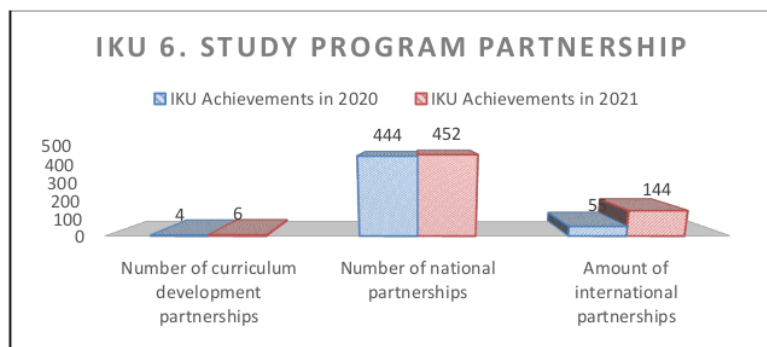

Figure 7
IKU 6: Study program in collaboration with World-Class partners

Figure 7 indicated the number of study programs in collaboration with world-class partners in Universitas PGRI Semarang were mostly at the national level from 2020 to 2021. It was not significantly improved, from 444 national partnerships in 2020 became 452 national partnerships in 2021. The international partnerships need to be improved since it relates to IKU 8 where every international partnership will give benefits for the accreditation of the study programs.

IKU7: Collaborative and participatory classes

The seventh IKU is a collaborative and participatory class, so that the campus together with lecturers are able to create qualified classes. It can involve students and stimulate their involvement in the learning process in the classroom.
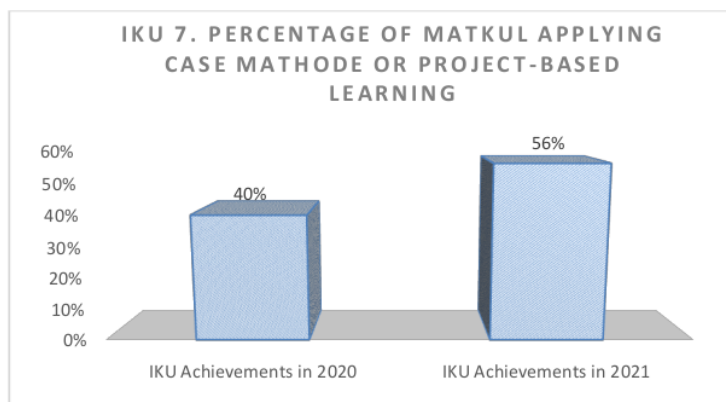

Figure 8
IKU 7: Collaborative and participatory classes

Figure 8 expressed that before the implementation of MBKM, Universitas PGRI had already set the mindset of project-based learning. It was proved by 40% achievement for IKU 7 in 2020 then significantly improved in 2021 where 56% of the learning process at Universitas PGRI Semarang had focused on project-based learning. It relates to the achievement of other IKU, for example HKI where every research and community service at Universitas PGRI Semarang produced an outcome.

IKU7: Collaborative and participatory classes

The last or eighth IKU is an international standard study program, and it relates to international accreditation. So that higher education is expected to be able to achieve international accreditation to be widely known by the world.

Through calculations with IKU, the government and higher education itself can more easily see the development of educational institutions. So, it is easier to pursue targets and at the same time easier to get incentive funds provided by the Ministry of Education.

For the eight IKU, Universitas PGRI Semarang is not yet giving the contribution. It surely relates to IKU 6 where the running of a study program in collaboration with world-class partners is important and crucial. So that higher education will undergo collaboration with partners to make the study program have better management and system.

Moreover, in attempt to support the implementation of MBKM policy, Universitas PGRI Semarang has set three main indicators as the strategic objectives stated in Rencana Strategis (Renstra) Universitas PGRI Semarang 2020-2024, they are: (1) producing virtuous, creative, critical, independent, and synergistic scholars in diversity and international recognition; (2) strengthening the quality of human resources, education, research and scientific publications; and (3) strengthening the quality of curriculum and learning. Departing from this alignment, Universitas PGRI Semarang throughout 2020 to 2021 is active in capturing various opportunities for assistance from the government related to the implementation of MBKM and the achievement of university's IKU.

In 2020, Universitas PGRI Semarang initiated the acquisition of funding assistance in the MBKM Curriculum Cooperation grant obtained by 5 (five) study programs. In 2021, Universitas PGRI Semarang is increasingly active and productive to get various funding assistance, including: (1) Bantuan Fasilitasi Tracer Study which managed to net 40% more target respondents; (2) The assisted Indonesian Student Micro Credential Grant or Hibah Kredensial Mikro Mahasiswa Indonesia (KMMI) facilitates 600 Students from all over the archipelago to participate in various World Business Industry or Dunia Industri (DuDi) certified training; (3) Kampus Mengajar Angkatan I with 139 students, and more than 20 guidance lecturers; (4) Pertukaran Mahasiswa Merdeka which facilitates 90 Outbound Students, 88 Inbound Students; (5) Kampus Mengajar Angkatan II with the number of participants increased from the previous generation, which is 249

Students; (6) Bantuan Pemerintah Penyelenggaraan Rekognisi Pembelajaran Lampau (RPL) obtained by 3 Study Programs; (7) Pendampingan SMK Pusat Keunggulan obtained by 3 study programs; (8) Hibah Program Kerja Sama Kurikulum dan Implementasi Merdeka Belajar-Kampus Merdeka or Grant of Curriculum Cooperation Program and Implementation of Merdeka Belajar-Kampus Merdeka obtained by 2 Study Programs; (9) PKKM program with the development of 2 study programs and 1 Institutional Support System (ISS); (10) Student Independent Study Program; and (11) Indonesian Innovation Talent Program.

Responding to Purwanti's paper that the guideline book for the implementation of MBKM at Universitas PGRI Semarang is already available and can be implemented for the internal used. In addition, responding to Andari et al's paper, that the implementation of MBKM in Universitas PGRI Semarang has been carried out both online and offline. Therefore, it can be claimed that, so far, the urgency of this paper has not yet been discussed by any authors. Also, the achievement of IKU Universitas PGRI Semarang was 7 out of 8.

V. Conclusion

Analyzing the achievement of 8 (eight) IKU at Universitas PGRI Semarang before and after the implementation of MBKM policy was the purpose of this paper. Looking at the results that have been presented earlier, it can be concluded that starting from IKU 1 to 8, Universitas PGRI Semarang had achieved well on IKU 1 to 7 as well as the accomplishment done within 2020 to 2021 which had been discussed on the previous sub section. But, of course, Universitas PGRI Semarang should not dissolve in the acquisition of various funding assistance from the government. Universitas PGRI Semarang needs to set the next focus for the international activities in order to achieve IKU 8. It is also suggested that Universitas PGRI Semarang needs to increase international partnerships so as to improve the accreditation of study programs and is able to reach the highest university IKU that is IKU 8 to produce graduates who are in accordance with the era, advances in science and technology, the demands of the business and industrial world, as well as the dynamics of society. Over all *Universitas PGRI Semarang* strongly supports the MBKM policy which was designed by the Indonesian government. And keep trying for IKU 8 is immediately achieved.

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