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# MERDEKA LEARNING CAMPUS INTERVENTION FOR LEGAL STUDY PROGRAM WITH FRAMEWORK FOR 21ST CENTURY LEARNING

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## ABSTRACT

College high on moment now this apply system learning with almost credits whole require exists activity study inside class. This shows lack of independence must learn run by everyone student in do the learning. Eexplain learning more influenced by development results technology that can utilized For need study, student or student positioned as subject learning that holds the main role , so in the learning process setting teach student or student sued activity in a way full even in a way individual learn material lesson . So in the lecturer's "instruction". or more teachers lots role as facilitator, manage various resources and facilities For studied student or students, so need independence in Study for student or student. Independence program Study This born from many complaints in the system education. One of them complaint question many participant education that is determined by values certain

**Key words:** apply system learning, credits whole require exists, activity study inside class

## INTRODUCTION

Since in 2019 Minister of Education and Culture make breakthrough in in the field of Education with the slogan Freedom to learn which means give freedom and autonomy to institution education, and independence from bureaucratization, lecturer released from complicated bureaucracy as well as student given freedom For choose their field like, meanwhile Independent Campus is policy of the Minister of Education and Culture , which aims push student For control various useful knowledge for enter the world of work (Pancabudi, 2020) .

Implementation of Freedom of Learning campus based on Minister of Education and Culture Regulation No. 3 of 2020 concerning National Higher Education Standards , Minister of Education and Culture Regulation no. 4 of 2020 concerning Change State Universities become Legal Entity Higher Education , Minister of Education and Culture Regulation No. 5 of 2020 concerning Accreditation of Study Programs and Higher Education , Minister of Education and Culture Regulation No.6 of 2020 concerning Reception New Students in Undergraduate Programs at Universities State High School and Minister of Education and Culture Regulation No. 7 about Establishment , Change , Dissolution State Universities and Establishment , Amendment and Repeal Permission Private Universities (Indonesian Ministry of Education and Culture, 2020)

Appearance policy of the Minister of Education and Culture with The existence of Freedom of Learning and Independent Campus (MBKM) provides shift views on the world of education including education at college tall . The concepts of Independent Learning and Independent Campus contain the meaning of independence and independence for institution education good at school nor college tall . According to Nadiem Makarim, concept independent Study chosen Because inspired with KH Dewantara's philosophy with essence his education meaningful independence and independence. Freedom to learn considered relevant and appropriate implemented in the era of democracy education moment Meaning independent This can enforced for teacher in class For free choose method proper teaching or child educated and independent choose the best elements in curriculum . Meaning independence and liberty is education that emphasizes democracy education

Policy the as is step worthy innovation appreciated in effort increase quality and ready human resources enter the world of work. In its policy , students given freedom : (1) Got it take 40 credits (2 semesters) outside college tall ; (2) Got it take 20 credits ( one semester) in different study programs at the university the same height . Ideally, the Independent Learning and Independent Campus policies will be implemented held with OK , then required something base philosophical along with the analysis

## DISCUSSION

A. Challenges of 21st Century Education

One of the prominent characteristics of the 21st Century is the more the worlds of science and technology are intertwined , so that synergy between them become the more fast . Related with utilization technology information and communication (Information and Communication Technology / ICT) in the world of education , has result the more melt it dimensions of " space and time " that last This become factor decider speed and success mastery man to science and technology . In this 21st Century We challenged For capable create an educational system that can follow produce source Power capable thinker follow build order social and economic , aware knowledge as worthy world citizens in the 21st Century. Of course just in looking to front and design step We No can The same very turn away from binding reality with reality life . (National Education Standards Agency, 2010)

For anticipate challenge that is , the world of education referring to the mega trend 2045 includes : (1) world demography , (2) Global Urbanization , (3) Trade International , (4) Global Finance, (5) Class Income Intermediate, (6) Competition Natural Resources, (7) Climate Change, (8) Progress Technology, (9) Change Geopolitics , (10) Change Geoeconomics

## B. 21st Century Competencies

### 1. Framework Work Learning 21st Century Innovative

Innovative learning in the 21st century refers to *the framework for 21st century learning* with components such as: (1) learning environment, (2) development of professional skills, (3) curriculum and instruction, and (4) standards and assessment, becoming the entry gate to this era. globalization to be able to compete in the world of work. *Core cubes and 21st century themes* as academic foundations in the 21st century, and *components of life and career skills , learning and innovation skills , information, media, and technology skills* as students' learning products. the 21st century learning framework is clearly described as follows.

The framework as listed in Figure 2 shows that knowledge (through *core subjects* ) alone is not enough, and must be equipped with the following skills:

- a. Learning and innovative skills such as critical thinking and problem solving, creativity and innovation, communication, and collaboration.
- b. Life and career skills include things such as flexibility and adaptability, initiative and independence, social and cultural skills, productivity and accountability, leadership and responsibility.
- c. Information, media and technology skills mean that students must be information literate, media literate and ICT literate.

Referring to the 21st century innovative learning framework as in Figure 2 , the government must continue to strive to improve and develop the quality of education so that the human resources produced are able to compete in the era of globalization. The government has made various efforts to improve the quality of education at primary, secondary and higher education levels to improve the quality and competitiveness of human resources in entering the era of globalization. The efforts made are closely related to *the framework for 21st century learning* , namely: (1) adjusting national education standards by referring to the achievement of education standards at the international level, (2) reviewing and revising the curriculum periodically and continuously, (3) developing professional abilities for HR, (4) developing a learning environment. (Rivolan Priyanti Ph, 2020)

### 2. 21st Century Competencies

World demands for the education system to prepare students for 21st century competencies so they can face more complex challenges now and in the future. What is meant by 21st Century Competency is knowledge, skills and other attributes that can help students to achieve their full potential ( Fullan, M. 2013). Over time, this has led to changes in competencies that have existed throughout history, such as collaboration and communication. Collaboration capabilities in the 21st century are increasingly required to develop (Fullan, 2013) , as explained by Dede ( 2010) that apart from *face to face* collaboration with colleagues, also with wider personal groups that have never been met before. This makes collaboration worthy of inclusion as a 21st century competency because of the importance of interpersonal cooperative skills that are better than in the previous era.

An important reason for focusing students more on 21st century skills in the education system is to be able to keep up with changing times, which are often associated with the following things: (1) changes in labor from a production industrial model to a technology-based

industry, and interconnected with global economic growth, thus requiring competencies suitable for dynamic and unpredictable economic and social development, (2) emerging evidence on how to optimize learning, including the use of technological innovation to deepen and transform learning, (3) changing expectations in participants students who demand an education system that is more complex with technology and relevant to their daily lives Key competencies can be identified on the basis that these competencies can be measured in their contribution to educational attainment, relationships, work, and can be implemented for all individuals (Rychen & Salganik, 2003) . The most prominent 21st century competencies are found in international frameworks that have been proven to provide measurable benefits in various areas of life related to critical thinking, communication, collaboration, and creativity and innovation.

### 3. Skills 21st Century Innovative

There is no single accepted definition of 21st Century skills, and become a debate among stakeholders (Suto, 2013). According to Silva (2009), there are hundreds of descriptors of skill sets, including life skills, workforce skills, interpersonal skills, applied skills, and non-cognitive skills. Traditionally, cognitive competencies in critical thinking, analysis, and problem solving have been considered key indicators for success. However, changes in the economic, technological and social context in the 21st century make interpersonal and intrapersonal competence much more important than before. *The Conference Board of Canada* (2000) has identified job skills in three areas: (1) basic skills (communicating, managing information, using numbers, thinking, and problem solving), (2) personal management skills (demonstrating positive, responsible attitudes and behavior responsibility, adaptability, continuous learning, work safety), and (3) teamwork skills (working with others, participating in projects and assignments). These three things are a profile of innovation skills in the areas of: (1) creativity, problem solving and continuous improvement skills, (2) assessment and risk taking skills, (3) relationship building and communication skills, (4) implementation skills.

One of the largest research efforts today is *assessment and teaching of 21st century skills* (ATC21S, 2013) . The aim of this international collaboration between academia, government and three large technology companies is to empower students with the right skills to succeed in 21 workplaces (ATC21S, 2013) . The initial goal of the ATC21S project was to develop a clear operational definition of 21st century skills. The author begins by undertaking what is probably the most recent literature review in this area, by analyzing definitions developed and used by eleven major organizations, the Partnership for 21st Century Skills (2013) in the United States and the *Lisbon Council* (2007) of the European Union.

### C. Freedom to Learn

Reflect Educational and competency challenges The 21st century is very competitive and demanding Power thinking , innovative and high creativity so that the Minister of Education and Culture declared about Independent Learning Campus .

Independent Learning Policy: Independent Campus is defined as a form of providing autonomous freedom to educational institutions and freedom from complicated bureaucracy and freedom for students to choose the programs they want (Directorate General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia, 2020). The big goal that the Ministry of Education and Culture (Kemdikbud) wants to achieve is the creation of an autonomous, non-bureaucratic educational institutional culture, and the creation of an innovative learning system based on the interests and demands of the modern world.

This policy provides great hope for PTKIS to be able to develop quickly and be able to develop the quality of the institution. Higher education autonomy is a hope that has long been voiced by PTKIS. The complicated bureaucratization of middle and lower class PTKIS will be resolved with this policy. There are at least 4 major programs that will soon be launched by the Ministry of Education and Culture (2020), these policies are

#### 1. Opening of New Study Programs

The policy of opening new study programs is a step by the Ministry of Education and Culture to make it easier for State Universities (PTN) and Private Universities (PTS) to develop their study programs with less complicated bureaucracy. This policy is directed so that the proposed study programs are in line with regional, industrial and world of work demands in general. This policy is expected to reduce the potential for study program graduates who are not absorbed in the world of work, thereby increasing the potential for unemployment in Indonesia. Study programs that meet

the requirements in accordance with Minister of Education and Culture Regulation No. 7 of 2020 concerning the Establishment, Changes, and Dissolution of State Universities, and the Establishment, Changes, and Revocation of Private Higher Education Licenses Article 24 paragraph 2 will automatically receive "Good" accreditation from the National Accreditation Body. ( Kemendikbud , 2020 )

## 2. Higher Education Accreditation System

Higher Education Accreditation is the government's effort to standardize the quality of higher education institutions and study programs. The existence of this accreditation indirectly requires HEIs and study programs to continuously and structuredly develop their quality, especially in the tri dharma aspect of higher education (Education, research and community service).

The accreditation system in Indonesia in accordance with Law No. 12 of 2012 concerning Higher Education requires the extension of accreditation for universities and study programs to see progress in developing the quality of institutions (President of the Republic of Indonesia, 2012 ). However, the reality in higher education today is that the five-year accreditation extension actually becomes a burdensome burden, thereby draining all existing resources at the higher education institution. This actually becomes counter-productive because existing resources are diverted to preparing accreditation equipment and physical documents.

Minister of Education and Culture Nadiem Makarim made a breakthrough against the current accreditation pattern, where newly established study programs will automatically receive C "Sufficient" accreditation, until the PT or study program applies for re-accreditation. gave a statement that, new study programs will automatically obtain C accreditation from BAN-PT without having to wait for Ministry approval. This accreditation is valid from the beginning until the study program applies for improvement or re-accreditation, the basis for which is Permendikbud No. 5 of 2020 concerning Accreditation of Study Programs and Higher Education Institutions. ( Kemendikbud , 2020 )

New universities and study programs that have received "C" accreditation based on the Minister's approval have the right to apply for reaccreditation. If the university or study program is deemed to have failed to meet the qualifications to be promoted to a good "B" rating, they are required to wait 2 years after the decision is issued. . According to various parties, it is feared that the 2 year period could cause problems for universities or study programs in accepting new students. Another policy of Nadiem Makarim which the author finds very encouraging is that universities and study programs that have received quality recognition from international accreditation institutions recognized by the Ministry automatically receive A accreditation. Among the international accreditation institutions recognized by the government are EQAR, CHEA, USDE, Woshington Accor , Sydney Accord, WFME, and so on (Andi Tenri Dio Nasrun , 2019 )

## 3. Legal Entity State Universities

Nadiem's third "Freedom to Learn" policy aims to make it easier for state universities (PTNs) that are not yet legal entities to become PTNs with legal entities (Kumparan News, nd). The Ministry of Education and Culture makes administrative requirements easy and helps PTNs that will change their status to become legal entity PTNs. It is hoped that this policy can encourage PTN to continue to develop its potential

## 4. Student Study Rights for 3 Semesters Outside the Study Program

This Ministry of Education and Culture policy provides freedom and autonomy for students to take semester credit units (SKS) outside the study program they are taking and outside campus. This policy is appreciated by various groups, because it is considered able to provide opportunities for students to develop their knowledge and experience in the subjects they want.

policy requires universities to give students the freedom to take credits outside of study programs on the same campus for 1 semester or equivalent to 20 credits and outside of college for 2 semesters or equivalent to a load of 40 credits. (Directorate General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia, 2020)

## CONCLUSION

For supports campus programs independent Study college tall must prepare :

1. Reference Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards: Higher education institutions **are obliged to facilitate** students' rights (whether they can take it or not) to:

- a. Can take credits outside of college for a maximum of 2 semesters or the equivalent of 40 credits.
- b. Can take credits in different study programs at the same university for **1 semester or the equivalent of 20 credits.**
2. Formulate policies at the tertiary level regarding the implementation of the Independent Learning-Free Campus program in the form of regulations, decrees, and others.
3. Develop guidelines/guidelines that will serve as a reference for the implementation of the Independent Learning-Free Campus program at the study program level.
4. Making curriculum changes that include planning, learning processes, learning evaluation, and quality assurance.
5. Develop operational procedures for students to take credits outside the study program for three semesters, either outside the study program in the PT and/or learning outside the PT.
6. Create cooperation documents (MoU/SPK) with partners. '

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