
STRATEGY AND IMPLEMENTATION OF “MERDEKA BELAJAR-KAMPUS MERDEKA” AT THE DEPARTMENT OF NON-FORMAL EDUCATION, UNIVERSITAS NEGERI SEMARANG

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INTRODUCTION

Higher education is currently experiencing dynamics and policy changes in order to anticipate technological developments and improve the quality of students (Mohamed Hashim et al., 2022) (Ifenthaler & Yau, 2020). Higher education must help student development in the concept of life skills that prepare students to have meaningful and useful life skills in the future and oriented to the world of work (Premalatha, 2019). Therefore, students must be placed as adult humans who have self-awareness in developing their abilities in higher education to become scientists, intellectuals, experts and / or experts.

To meet and support the expected quality of students, the Indonesian government through the Ministry of Education, Culture, Research and Technology issued a Ministerial Regulation on National Education Standards (Ministry of Law and Human Rights, 2012). It is clearly said that the form of learning that students follow can be done inside the study program or outside the study program. For forms of learning outside the study program, universities may offer learning processes: (1) learning in other Study Programs at the same college; (2) study in the same Study Program at different universities; (3) learning in other Study Programs at different universities; and (4) learning at non-collegiate colleges. However, off-campus learning activities facilitated in the study program curriculum so far tend to be relatively short between 1 week, 2 weeks to 1 month and 2 months. Thus, the impact obtained by students seems less like a learning experience that has not been maximized, the process of adapting to the culture of learning and working has not been fully obtained. There is an impression for some students who think that off-campus activities are only limited to tourism because they are carried out in a short time and do not gain much knowledge and skills from the results of these activities.

Based on these facts, the Minister of Education and Culture launched the ‘Kampus Mandiri-Bebas Belajar’ policy or known as MBKM to all universities in Indonesia. This MBKM policy is to give students the right to study for three semesters outside the study program and make definitive changes to the Semester Credit Unit, where each credit is interpreted as an "activity hour", no longer a "study hour". The Minister of Education, Culture, Research and Technology (Kemendikbudristek) in October 2019, announced a change in approach as part of a broader higher education reform package called "Merdeka Belajar-Kampus Merdeka" (MBKM) (Wulandari et al., 2021). In response to these laws and regulations, both public and private universities have curricula based on the Indonesian National Qualification Curriculum, where learning outcomes contain attitudes, general skills, special skills, and mastery of knowledge. Higher Education through the Study Program has organized various theoretical and practical courses including learning models outside the study program or college such as student exchanges, teaching practices in schools, fieldwork practices, and internships in companies, real work lectures with a certain number of credits at a certain time and are followed compulsorily by all students. These activities are learning experiences that are then believed to contribute attitudes

and skills; They enhance students' interpersonal relationships, teamwork, leadership, creativity, and entrepreneurship (Probst et al., 2019). Since learning activities are part of compulsory lectures, the participation rate is very high. All students participate in activities as courses without exception. However, the high level of participation has not been matched by the level of voluntary awareness. Therefore, some students who participate in these activities get nothing or may not be ready to study independently (Apoko et al., 2022).

The purpose of this MBKM program is to improve the competence of graduates, both soft skills and hard skills, to be better prepared and relevant to the needs of the times, preparing graduates as prospective leaders of the nation who are superior and have personality (Baird & Parayitam, 2019). The purpose of learning freedom is to help students learn to determine themselves, take action on their own initiative and take responsibility for those actions, be able to adapt flexibly and intelligently to new problem situations, make free and creative use of all related experiences and cooperate effectively with others in various activities (Joseph et al., 2020). Another study states that regarding learning freedom, research universities must be able to follow the current higher education model which continues to be dynamic and becomes a benchmark for reputation performance, competition and hierarchical stratification over the past few decades (Sonia, 2021).

The realization of MBKM policy is a challenge for universities, including Universitas Negeri Semarang (UNNES). It needs a basis as a policy to support national policies issued by the Ministry of Education and Culture and Technology. Study programs at Semarang State University, one of which is the Nonformal Education (NFE) Study Program, are challenged in developing an adaptive curriculum and able to adapt to the increasingly rapid times without getting out of the goal of producing graduates in accordance with predetermined learning outcomes. In addition, the implementation of MBKM policy requires collaboration and cooperation with partners or other parties related to their scientific fields and participate in supporting the desired learning outcomes. Therefore, this study aims to describe the strategy and implementation of MBKM policy in the NFE Study Program, Faculty of Education, UNNES.

METHOD

This study was designed using a qualitative descriptive approach (Davies, 2020) (Plomp & Nieveen, 2007). The research location is at NFE Study Program, Universitas Negeri Semarang. Primary data sources are MBKM policy documents from both the Ministry of Education and Culture and Technology, UNNES Policy, MBKM NFE Study Program guidelines. While secondary data sources are observations of MBKM activities and data on the realization of MBKM activities by the NFE Study Program. Qualitative description analysis is used to analyze data and information obtained from observations and documentation. Analysis consists of three lines of activities that occur simultaneously as explained by Miles and Huberman, namely: data reduction, data presentation and conclusion drawing/verification (Ridder, 2014).

DISCUSSION

Policy of “Merdeka Belajar Kampus Merdeka”

In the era of globalization, universities globally need to react to changing trends in worldly demands in terms of academic standards, academic quality, research knowledge and fill gaps that occur in society. Regularly meeting those changing needs becomes a major emphasis or strategic priority. In Indonesia, these efforts are

affirmed in the policy of Law No. 12 of 2012 concerning Higher Education that the purpose of higher education is to develop the potential of students to become human beings who believe and fear God Almighty and have noble character, healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the benefit of the nation.

The Minister of Education, Culture, Research and Technology in October 2019, announced a change in approach as part of a broader higher education reform package called MBKM. This is strengthened by the emergence of the policy of the Minister of Education and Culture Number 3 of 2020 concerning National Higher Education Standards: Higher Education is required to facilitate the right for students (can be taken or not) for students to have the opportunity to have a meter or the equivalent of 20 credits to take learning outside the study program at the same University; and a maximum of 2 semesters or equivalent to 40 credits studying in the same study program at different universities, learning in different study programs at different universities and/or learning outside of college. The form of learning activities in accordance with Permendikbud No. 3 of 2020 Article 15 paragraph 1 can be carried out within the Study Program and outside the Study Program presented in figure 1 below.

Figure 1.
Forms of Learning Activities



The objectives of this form of MBKM learning activities include: a) the learning outcomes of graduates with additional competencies both, soft skills & hard skills in accordance with the needs of the times; b) internationalize professional attitudes and work culture that are appropriate, and necessary for the business world and / or the industrial world so that link and match occurs; c) Prepare graduates as future leaders of the nation who are superior and have personality.

Learning MBKM 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 reality and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements.

MBKM implementation strategy in the NFE Study Program, Universitas Negeri Semarang

In 2020 with the issuance of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020, concerning National Standards for Higher Education, which regulates the MBKM. In response to this

policy, Semarang State University issued Rector Regulation No. 6 of 2021 concerning the implementation of the UNNES Independent Learning Campus Program (MBKM) so that all study programs at UNNES must develop curricula according to policy directions. One of the important points in the policy is related to regulations that regulate and give students the right to study 3 semesters outside the study program. In addition, the regulation also provides 9 off-campus learning activities, namely teaching assistance, student exchanges, humanitarian projects, village building, internships/work practices, independent studies/projects, research/research, entrepreneurial activities, and defending the country.

Based on this policy, the curriculum of NFE Study Program has also developed. This change is by developing learning on the concept of Outcome Based Education (OBE) which has received significant recognition globally over the past few decades (Gurukkal, 2018); (Rao, 2020). Apart from the importance of OBE in higher education, it is necessary to complete guidelines for operationalization of OBE in various disciplines such as social science study programs, especially the NFE study program to facilitate the implementation of OBE.

The NFE study program in Indonesia, discusses outcomes in terms of the competence of NFE graduates to meet professional aspirations in a forum, namely the association of Indonesian Non-formal and Informal Education Academics Association (IKAPENFI). The determination of graduate competencies in all campus degree programs is required to follow the Indonesian National Qualifications Framework (KKNI) as a relevant subject benchmark in adopting a results-based approach (Peraturan Presiden Nomo 8 Tahun 2012 Tentang Kerangka Kualifikasi Nasional Indonesia, 2012). Association agreements and graduate competency standards according to the qualification framework must be realized in the formulation of learning outcomes of the NFE study program. The curriculum change with the OBE concept is also realized by providing 60 credits of elective courses in semester 6 which is a package of student specialization. The 60 credits of elective MK consist of 20 credits each of specialization courses in Development Extension and Community Empowerment, 20 credits of MK specialization in Training and Courses, and 20 credits of MK specialization in Early Childhood Education and Adult Learning. The three MK packages can be taken through off-campus learning as per MBKM policy. To make it easier for students to carry out MBKM activities, the study program has collaborated with several partners, including all PLS study programs in Indonesia, Community Learning Activity Centers (PKBM), Learning Activity Centers (SKB), Center for Education and Job Training (BBPLK), Kalongan Village, Semarang Regency, and Non-Governmental Organizations (NGOs) in the city of Semarang. Based on this policy, the NFE Study Program also experienced development through the procedures presented in figure 1 below.

Figure 2.
MBKM implementation design of NFE Study Program

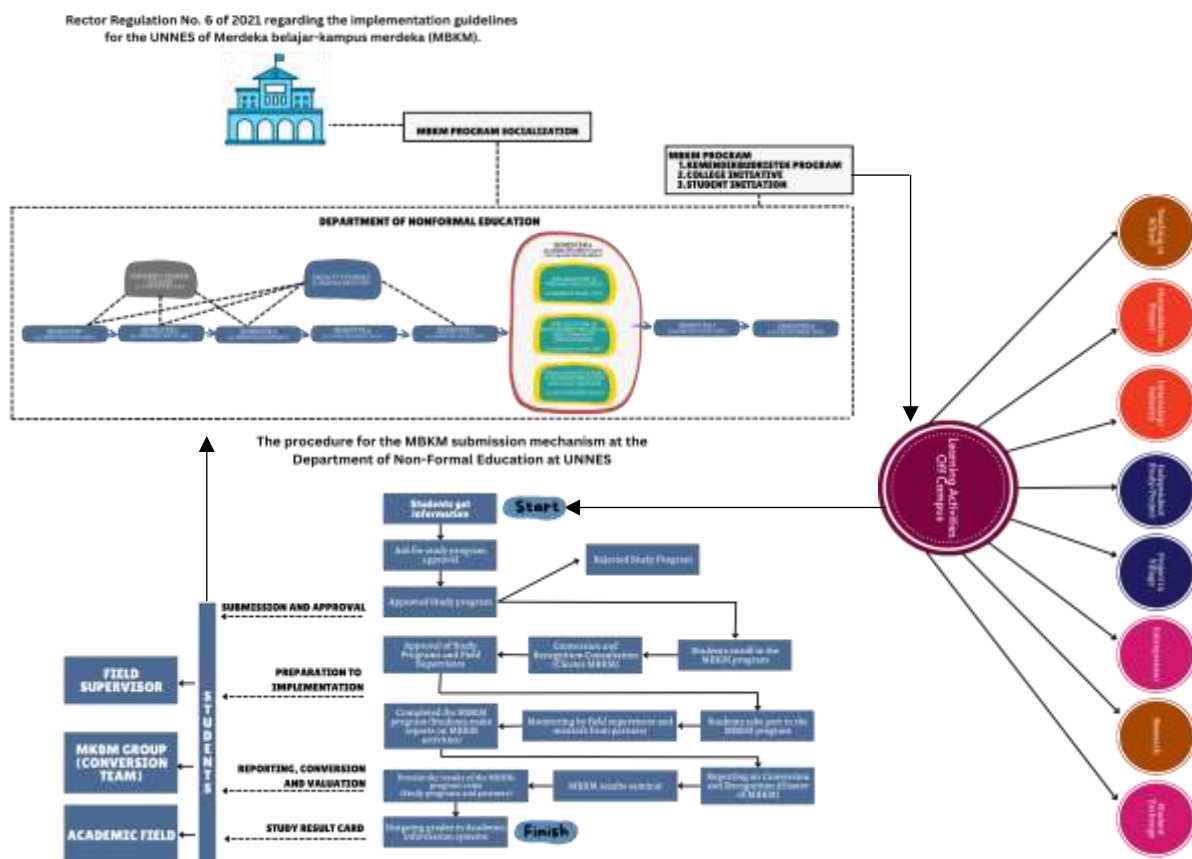


The NFE study program prepares graduates to master theoretical concepts in the field of knowledge, application of expertise by utilizing science and technology, novateurpublication.org

responsibility, and decision making in an effort to understand themselves so that they can manage and overcome problems in their environment. Long-term extramural education provides higher-order thinking skills for improvement leading to critical, logical, systematic thinking skills; being creative, diligent, disciplined, following rules, being able to cooperate, being open, confident, possessing employability skills, communication skills, and other social skills.

The learning form of the study program Out-of-school education is carried out inside the study program and outside the study program. Learning outside the study program as an implementation of the Independent Learning – Teaching Campus (MBKM) policy consists of: Learning in other study programs at UNNES, learning in the same study program at PT outside UNNES, learning in other study programs outside UNNES, and learning at Non-Educational Institutions. PT both government and private institutions. Learning outside the study program is carried out in collaboration with PT or other related institutions. Learning methods used in accordance with MBKM include; case method, team-based project, and research-based learning. An overview of the curriculum and the form of learning activities based on the Merdeka Belajar-Kampus Merdeka policy are presented in the following figure.

Figure 3.
Implementation Strategy for Independent Learning Independent Campus in NFE UNNES Department



Building a Village / Real Work Lecture Tematik. Village building activities provide opportunities for students to utilize their science, technology, and skills to work with stakeholders and help accelerate development in rural areas. Village building activities to help people in rural or remote areas in building people's economy,

infrastructure, and others. This activity is carried out to hone students through the development of sociopreneurship that is integrated in technopreneurship in the community. The realization of this activity NFE Study Program collaborates with several villages including Kalongan Village, Trisobo Village, Pasigitan Village, and Medono Village.

Student Exchange. Student exchange is the activity of studentstakeing classes or semesters at foreign and domestic universities, based on cooperation agreements that have been held by the Government. This effort has been realized by NFE Study Program through the exchange of students of both the same Study Program and different study programs at domestic and foreign universities. The realization of this student exchange was carried out with several partner campuses including the Indonesian University of Education, Malang State University, and Yogyakarta State University

Research / Research Research for students is sought to improve its quality. This research is both science and social humanities, which is carried out under the supervision of lecturers or researchers. The form of research activities carried out by the NFE Study Program is riset involving lecturers and students regarding institution management, learning and community development adapted to the laboratory study center.

Entrepreneurial Activities. In this entrepreneurial activity, students develop entrepreneurial activities independently as evidenced by explanations or proposals for entrepreneurial activities and proof of consumer transactions or employee salary slips. NFE Study Program made a strategic breakthrough through several activities, namely capturing students and alumni majoring in extramural education as daily implementers in the entrepreneurship laboratorium to train students in managing café businesses and become a discussion pulpit in the development of offline and online entrepreneurship for students.

Humanitarian Project. Humanitarian projects are organized so that students can develop a project based on a special social topic and can be done together with other students. Students are institutionally involved in humanitarian projects and prepare students with volunteer spirit. Social activities for a foundation or humanitarian organization approved by universities, both at home and abroad. Students of P LS Study Programcan actively participate in humanitarian projects at institutions such as PMI, Mercy Corp, BNPB and others. This form of activity is carried out by NFE Study Program on handling social problems in the community in collaboration with Non-Governmental Organizations (NGOs) such as the NGO Kalandara. These activities include; fulfillment of children's human rights, fulfillment of education for marginalized children, HIV/AIDS counseling for commercial sex workers and LBT in the Port area.

Independent Study/Project. Independent projects are carried out in accordance with the program of the Directorate of Higher Education. So that its implementation follows the provisions regulated in the Directorate of Higher Education program. Independent project activities are structured according to equal subjects. These 20 credits are expressed in the form of equivalence with the courses offered whose competencies are in line with independent project activities.

Teaching assistance. Teaching assistance in the Education unit is a student activity inteaching activities in elementary, middle, and high schools for several months. This school can be in a city or remote location. NFE Study Programcarries out this activity through teaching assistance programs in early childhood education of non-formal, non-formal education units, learning activity centers (SPNF SKB) and Community Learning Activity Centers (PKBM).

The curriculum with the OBE concept in supporting independent learning-independent campus in the NFE Study Program reflects a paradigm shift in educational philosophy and practice because it requires specifically identifying learning outcomes, which show the development or growth achieved by students after completing a planned skill competency (Shefeeque, 2020). Learning outcomes (LO) must combine curriculum, learning, and assessment of learning outcomes (Kennedy & Birch, 2020). Today, these changes have created a broad interest in educational outcomes in higher education programs and a clear attainment trend for higher education institutions to follow global and national educational standards (Rajae et al., 2013). This curriculum must be socialized to students first because not all students know the curriculum with MBKM that requires innovation and this is needed to support quality education and produce graduates (Oksari et al., 2022; Tjaija, 2022).

Higher education institutions are expected to develop and facilitate the implementation of the Merdeka Belajar program by creating academic guidelines. The programs implemented should be prepared and agreed upon jointly between universities and partners (Suwandi, 2020). The Merdeka Belajar Program can be in the form of a national program that has been prepared by the Ministry or a program prepared by universities registered in the Higher Education Database. The MBKM program gives freedom and autonomy to educational institutions, is free from bureaucratization, lecturers are freed from complicated bureaucracy, and students are given the freedom to choose the fields they are interested in. Kampus Merdeka is a form of learning in universities that are autonomous and flexible so as to create a learning culture that is innovative, not restrained, and in accordance with student needs.

CONCLUSION

The essence of Kampus Merdeka is the freedom and autonomy of educational institutions, and freedom from bureaucracy, lecturers are given freedom from bureaucracy, and students are given the freedom to choose the preferred field. The Merdeka Campus in the NFE study program of Semarang State University is believed to be an effort to free up an education system that is more supportive of students and lecturers, in achieving quality meaningful learning to face the current era of disruption. In addition, this step is a form of responding to the demands of graduate competitiveness in the world of work market. The most decisive first step in the effort to be independent is a form of curriculum that measures graduate success based on learning outcomes or OBE concepts. The realization of learning with freedom of learning in providing freedom to students for 3 semesters starting in semester 4 seeks to provide access by collaborating with partner universities, government institutions, and the industrial and business world that are relevant to NFE science. Freedom of Learning in the NFE Study Program is expected to be able to produce changes in students, both the quality of thinking, personal quality, social quality, quality of independence, and quality of society.

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