Research Paper

Independent Learning-Independent Campus (MBKM) Policy: Perceptions and Attitudes of Private Universities

Tantri Wika Yuni[1], Illah Sailah[2], Nurmala K. Pandjaitan[3]

[1]School of Business, IPB University, Jl Padjadjaran, Bogor, Indonesia 16151
[2]Department of Agroindustrial Technology, Faculty of Agricultural Technology, IPB University, Jl Agatis, IPB Dramaga, Bogor, Indonesia 16680
[3]Department of Communcation Science and Community Development, Faculty of Human Ecology, IPB University Jl Agatis, IPB Dramaga, Bogor, Indonesia 16680

Corresponding Author: Tantri Wika Yuni

ABSTRACT

The challenge faced by college graduates is how to get a job that suits their interests and talents while meeting industry needs. With the increasing number of job seekers, university graduates must have adequate soft skills. The MBKM policy with a three-semester study rights program outside the study program is to improve graduate competence so that it is relevant to industry needs. The descriptive research aims to identify the private universities (PTS) work network for the business world industry and provide an overview of PTS attitudes and perceptions towards the MBKM Policy. Data was obtained from non-health PTS under the auspices of LLDikti Region I North Sumatra, through a questionnaire. Data processing techniques were analyzed quantitatively using a questionnaire on a Likert scale, which was then processed using SPSS 20.0, which was further described qualitatively and descriptively. The results showed that 91.5% of respondents had a working network with the world of business industry (DUDI) and had established MoUs with various strategic partners. All respondents knew about the MBKM policy, 83% of respondents understood it, and 85% of respondents believed the MBKM policy had a positive impact on PTS. MBKM is a solution for improving the quality of education, but in its implementation, there are still various obstacles that need to be the attention of the government.

INTRODUCTION

Education contributes to sustainable development, especially in preparing competent and superior human resources, but currently, educational units are being faced with many challenges and changes in the era of society 5.0 and the industrial revolution 4.0 as the main gate in preparing superior human resources and impacting the existence of its graduates. Education plays an important role in improving graduates' quality; a high level of education does not guarantee the ease of getting a job. To produce competitive graduates, it must be in line with improving the quality of the places where these graduates acquire knowledge. According to (Kemenristekdikti, 2016) Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 32 of 2016 and (Kemendikbud, 2020) Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education, the quality of higher education institutions can be seen from the level of accreditation they have namely accredited A, B, C, Excellent, Very Good, and Good. Quality higher education is

higher education that produces graduates who can actively develop their potential and produce knowledge and/or technology that is useful for society, the nation, and the State. (LLDikti I, 2022) North Sumatra Region I Higher Education Service Institution as an institution that oversees 206 PTS and is spread across several Cities and Regencies of North Sumatra Province, only has 1 PTS accredited A, 2 PTS accredited Very Good, 42 PTS accredited B, 21 PTS accredited Good and 38 PTS accredited C, and 5 PTS whose validity period has expired while 97 other PTS or 47.08% have not been accredited or are still in the process of applying for accreditation.

In response to these challenges and problems, the Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim, created a policy "Independent Learning on an Independent Campus (MBKM)" which was presented at the Higher Education Policy Coordination Meeting on January 24, 2020. This research focuses on implementing the MBKM policy by the right to study three semesters outside of the study program which can be given to active students and tertiary institutions from study programs that are accredited and registered with PDDikti, where students have the right to study in other study programs and the university's obligation to provide choices and facilitate it. The policy of voluntarily studying outside the study program and outside the campus will make students more flexible in studying. Likewise the policy of apprenticeship for two semesters this policy is to give students the experience of how the real world of work is and for universities to be able to build a wider network of business and the industrial world (DUDI).

This policy, coupled with the demands for 6C competencies (communication, collaboration, critical thinking, creativity, compassion, and computational skills) that college graduates must possess, of course, requires PTS to be more adaptive to all changes. Besides that, the role of LLDikti as a facilitator for improving the quality of

PTS needs to be paid attention to, especially in bridging the cooperative relationship between PTS and elements of education and DUDI. Given the importance of cooperation from all stakeholders, it is deemed necessary to examine how the PTS perceptions and attitudes towards the new policy and how the PTS network works against DUDI so that it is known whether or not the policy is effective in its implementation.

LITERATURE REVIEW
Independet Learning-Independent Campus (MBKM)

MBKM is a form of independent and flexible learning in tertiary institutions to create a learning culture that is innovative, not restrictive, and meets student needs. There were four policies launched by Minister Nadiem, namely:

1. Universities accredited A and B will get permission to open study programs directly, except for educational clusters, with the condition that they cooperate with third parties such as well-known universities, world non-profit organizations, BUMN and BUMD as well as the top 100 universities according to the QS World University Rankings;

2. Re-accreditation is automatic and voluntary for universities and study programs that are ready to rank up;

3. Freedom for PTN, BLU, and Satker to become PTN-BH without being bound by accreditation status;

4. The right to study three semesters outside the study program (except for the health sciences group) where students are given the freedom to take credits outside the study program, three semesters which is meant in the form of a one-semester opportunity to take courses outside the study program and two semesters carrying out learning activities outside of tertiary institutions, this aims to provide experience to students of how the real world of work

is and for tertiary institutions to be able to build a wider network of DUDI.

The implementation of the MBKM policy is contained in Permendikbud Number 3 of 2020 concerning SN Dikti where students have the right to study in the form of 1 semester or the equivalent of 20 credits taking courses outside the study program and 2 semesters or the equivalent of 40 credits carrying out learning activities outside the college. in this case, it becomes an obligation for universities to provide choices and facilitate them. The purpose of this policy is to increase the competency of graduates, both soft skills and hard skills, and to prepare graduates as future leaders of the nation who are superior and have personalities so that they are better prepared and relevant to the needs of the times. Therefore, tertiary institutions must develop academic policies/guidelines for learning outside the study program and create

cooperation documents (MoU/SPK) with university partners as related parties, be they government agencies, research and community service agencies/institutions, and DUDI.

The form of learning activities in the MBKM policy is contained in Permendikbud No 3 of 2020 Article 15 paragraph 1 (Kemendikbud, 2020) includes Student Exchanges, Internships/Work Practices, Teaching Assistance in Education Units, Research/Research, Humanitarian Projects, Entrepreneurial Activities, Studies /Independent Projects, and Building Villages/Thematic Real Work Lectures. All types of activities must be supervised by a lecturer/teacher determined by the tertiary institution. The list of activities students can take can be selected from (a) programs determined by the government, and (b) programs approved by the chancellor. More details can be seen in the table below:

Table 1. Student Learning Activities

	Activity	Explanation	Notes
1	Student exchange	Taking classes or semesters at foreign and domestic PTs based on cooperation agreements that have been entered into by the Government	Semester Credit Scores and Units taken at foreign universities will be equated by each university
2	Internship/Work Practice	Internship activities at a company, non-profit foundation, multilateral organization, government institution, or startup	Must be guided by a lecturer / teacher
3	Teaching Assistant in the Education Unit	Teaching activities in educational units located in cities and remote areas, be it elementary, middle and high schools for several months	Facilitated by the Ministry of Education and Culture
4	Research	Academic research activities, both science and social humanities, are carried out under the supervision of lecturers or researchers	Can be done for research institutions such as LIPI/BRIN
5	Humanity Project	Students are involved in humanitarian projects (natural disaster relief) and development both at home and abroad	Must be guided by a lecturer / teacher
6	Entrepreneurial Activities	Students develop entrepreneurial activities independently as evidenced by explanations/proposals for entrepreneurial activities and evidence of consumer transactions or employee payslips	Must be guided by a lecturer / teacher
7	Independent Study/Project	Students can develop a project based on a special social topic and can work on it together with other students	Must be guided by a lecturer / teacher
8	Thematic Real Work Lectures	Social projects to assist people in rural or remote areas in developing the people's economy, infrastructure, and others	This can be done with village officials, BUMDes, cooperatives or other village organizations

Source: Ministry of Education and Culture (2020)

Perception and Attitude

Kotler (2010) argues that perception is the process by which a person selects, organizes, and interprets incoming information to create a meaningful picture of all that information. Meanwhile, Saputra and Samuel (2013) in (Permadi et al., 2018) state that perception is the process by which individuals select, organize, and interpret information input to create a picture of life.

According to Robbins et al. (2008:175), perception is a process by which individuals interpret and classify their sensory impressions in a meaningful way in the surrounding environment. However, the information captured or received may differ from reality. The perspective will determine the impression resulting from the perceptual process. The interaction process cannot be separated from the point of view or

perception of one individual towards another individual, giving rise to what is called public perception. Community perceptions will produce an assessment of one's attitudes, behavior, and actions in social life (Listyana & Hartono, 2015).

Attitude has a close relationship with the interests or values that are owned by individuals. A person's attitude and behavior are determined by how he views something, therefore attitude is closely related to how the individual will behave according to the situation. Attitudes will be formed when perceptions are awakened (Listyana & Hartono, 2015). If something is seen as useful then attitudes and behavior towards something are more respectful. Conversely, if something is considered as something that has no benefits and tends not to be useful, then the attitudes and behavior that appear are more of a neglect. Therefore perceptions and attitudes interact and influence one another (Suryani, 2017).

According to Azwar (2003) attitude consists of three mutually supporting components, namely:
1. The cognitive component is a representation of what is believed and believed (belief) by individuals;
2. The affective component is the individual component of the object of attitudes and feelings that contains emotional problems;
3. The conative component, the tendency to do something within the individual consistently will be in harmony with feelings and beliefs, is closely related to the object of the attitude which then forms the individual's attitude

METHODS
The types and sources of data used in this study consist of:
1. Primary data, obtained directly from respondents through questionnaires and in-depth interviews with several key informants including authorized officials at LLDikti Region I North Sumatra, Heads of PTS Academic Affairs, HRD of several companies, and the Directorate General of Higher Education;
2. Secondary data, obtained in the form of archives, reports, previous research, and literature studies.

Data collection techniques used in this study consisted of:
1. Questionnaire, which contains general data of respondents as well as structured questions related to research material conducted online;
2. Literature study, carried out by means of literature review and policy review, referring to reference books, previous research, journals, and so on.

According to Arikunto (2003) the sample is part or representative of the population. Meanwhile Sugiyono (2019:127) states that the sample is part of the number and characteristics possessed by the population. The sample in this study uses a non-probability method with a purposive sampling technique where this technique is carried out by selecting data sources according to the specified criteria so that they are relevant to the research question. According to Sugiyono (2019: 143) the purposive sampling technique is a sampling technique with certain considerations.

Respondents in this study were all non-health PTS at the bachelor's degree level. Respondents filled out a questionnaire via the google form link which was published on the LLDikti Region I North Sumatra page, disseminated through the PDDikti group and PTS leaders. However, because researchers experienced difficulties in obtaining feedback on the questionnaire, the authors decided to take a sample according to the number of forms that were returned, which was around 30% of the population. Referring to Arikunto (2010), if the subject is less than 100, it should be taken entirely, but if the subject is more than 100, it can be taken at least 10-15% or at least 20-25%.

STATISTICAL ANALYSIS

This research is descriptive research with a quantitative approach to the survey method. Quantitative analysis was used through a questionnaire with a Likert scale and several open-ended questions to illustrate the tendency of PTS attitudes and perceptions of the MBKM policy and to identify PTS networks. The data obtained from the questionnaires were processed using SPSS 20.0 software.

RESULT

Respondent Characteristics

This study involved 47 respondents in the form of PTS leaders in the academic field with characteristics of male sex (69%) and female sex (31%) with tenure <1 year (8.5%), 1 to 5 years (83%) and >5 years (8.5%). The following characteristics are based on the number of active students <1000 people (25%), 1000 to 5000 people (34%) and >5000 people (13%). Based on the form of higher education, respondents were divided into three, namely: Universities (77%), Institutes (17%), and High Schools (28%). The respondent's data based on the form of tertiary institutions and accreditation achievements can be seen in the image below:
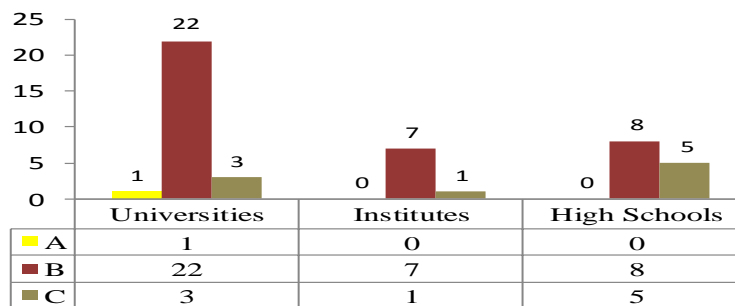

	Universities	Institutes	High Schools
A	1	0	0
B	22	7	8
C	3	1	5

Figure 1. Respondent Data Based on the Form of Tertiary Institutions and Accreditation

PTS Network and Strategic Partners

The results showed that 91.5% of respondents already had a network of DUDI in the form of collaboration in the form of Internships, Industrial Practices, Teaching Assistance, Thematic Village Development/Thematic Real Work, Independent Studies/Projects, Research/Research, Humanitarian Projects and Entrepreneurial Activities. Teaching assistance activities and humanitarian projects are a form of cooperation with a low percentage, therefore PTS should improve this collaboration program.

Figure 2. PTS Work Network and Forms of Learning

Of the eight forms of cooperation carried out in the form of cooperation with various kinds of strategic partners which are dominated by collaboration with other universities (domestic and foreign), government agencies, and private companies.
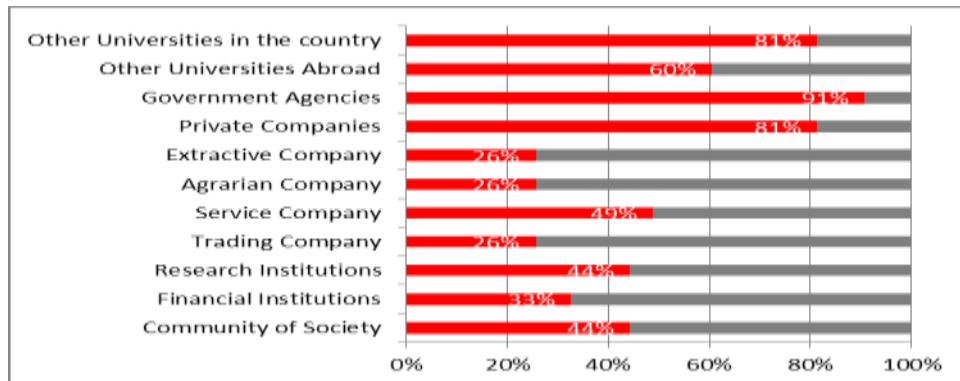

Figure 3. Strategic Partners who have Established Cooperation/MoU with PTS

Based on the research results, 95.74% of respondents had more than 100 active MoUs and as many as 68.09% of respondents collaborated with DUDI for a period of 2 to 5 years, but unfortunately most of the actual actions of the MoU have not been maximized.
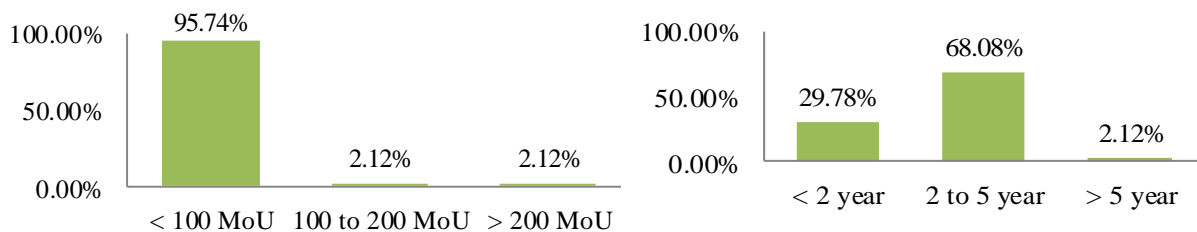

Figure 4. Number of MoU and Cooperation Period

PTS Attitudes and Perceptions of MBKM Policy

This study showed that all respondents were aware of the MBKM policy through various sources such as outreach activities, print media, electronic media, social media and from colleagues. As many as 83% of respondents understood the policy and the majority of respondents believed the MBKM policy would have a positive impact on PTS. This is in line with previous research by (Wijiharjono, 2021) which stated that the MBKM policy has a number of things that need attention, but the MBKM policy can be an alternative solution for 21st century education. In line with that, the MBKM policy also received a positive response as found in research (Denny et al., 2022).
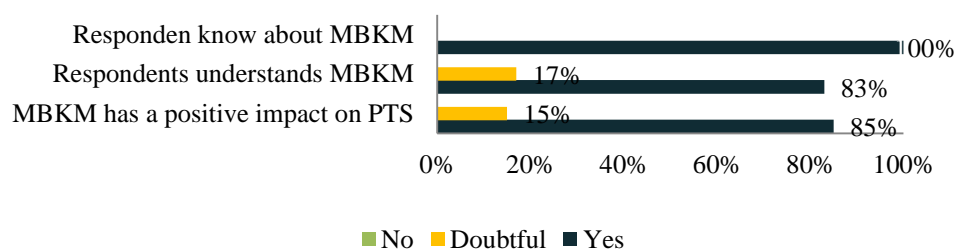

Figure 5. Respondents' Attitudes and Perceptions of the MBKM Policy

The results of the study also showed that most of the respondents agreed with this MBKM policy. The level of enthusiasm of PTS in implementing MBKM reaches 70% as shown by carrying out a number of policy outreach activities to both PTS leaders, educators and education staff, students to stakeholders. In addition, respondents expanded their network with DUDI, 61% coordinated and communicated with other tertiary institutions both domestically and abroad as well as with DUDI.

Although the majority of respondents understand and believe that the MBKM policy has a positive impact on PTS, not a few respondents find it difficult to implement it (63.8%), this is due to several things such as: (1) Limited facilities and infrastructure, technology systems, management systems , as well as limited human resources; (2) PTS geographical conditions and different PTS backgrounds; (3) The level of economic ability of students is different, while participating in learning programs requires a lot of money; (4) small PTS will be constrained in collaborating with strategic partners due to the reluctance of DUDI and superior PT to collaborate with small PTS; and (5) There is no clear regulation regarding collaboration mechanisms between tertiary institutions and DUDI, especially for small/outside private PTS. The main objective of the Ministry of Education and Culture is to create a culture of educational institutions that are autonomous, non-bureaucratic, and create innovative learning systems based on global interests and needs. The MBKM policy should be appreciated, but in its implementation it raises several problems that must be resolved immediately (Arifin, 2020).

CONCLUSION

Based on the data obtained in this study, it can be concluded that in general the MBKM policy is known and understood by PTS LLDikti Region I North Sumatra, 72% of respondents stated that MBKM is a solution to improve the quality of education in Indonesia. Respondents agreed that MBKM is a visionary policy that deserves appreciated for encouraging PTS in LLDikti Region I in preparing graduates' competencies that can link and match with industry needs. The majority of PTS in LLDikti Region I have carried out 8 programs of learning activities outside the campus with 95% of the activities supported in the form of internships. As many as 92% of PTS already have a network and 95.74% of them have more than 100 active MoUs with various strategic partners, although the realization of the actions of these MoUs is not maximized.

Respondents' enthusiasm which was quite high was faced with several implementation obstacles. As many as 63.8% of respondents thought the policy would be difficult to apply because PTS was faced with various problems at the practical level such as: differences in geographical conditions and PTS backgrounds, the level of economic ability of students, limited facilities and infrastructure, PTS management systems and inadequate human resources, as well as the difficulties of small PTS collaborating with well-known universities and industrial partners.

SUGGESTION

It is hoped that there will be regulatory collaboration mechanisms that can facilitate small PTS in establishing cooperation with education providers and industrial partners, and for PTS the MoU that has been agreed upon should be realized as soon as possible. LLDikti I for the North Sumatra Region as the facilitator for improving the quality of PTS, especially in bridging the cooperative relationship between PTS and educational elements as well as DUDI, in order to encourage the level of PTS understanding of the MBKM policy. As input, I hope that LLDikti Region I can create a forum for meetings between PTS and industrial partners and other education providers to

help establish cooperation between the two parties.

These matters need to be of concern to the Government in order to be able to listen, consider, and carry out in-depth studies of the different characteristics of education in Indonesia which in the end result in a solution policy for the problems faced by PTS. On the other hand, with the existing limitations PTS are required to be more active and adaptive to all the changes that occur.

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