

## **The Implementation of MBKM at FKIP Muhammadiyah University Bengkulu**

**Ira Yuniati<sup>1</sup>, Onsardi<sup>1</sup>, Sri Ekowati<sup>1</sup>, Meilaty Finthariasari<sup>1</sup>, Andi Azhar<sup>1</sup>, David D. Perrodin<sup>2</sup>**

<sup>1</sup>Universitas Muhammadiyah Bengkulu, Bengkulu, Indonesia, <sup>2</sup>Mahidol University, Thailand

Corresponding author e-mail: [irayuniati@umb.ac.id](mailto:irayuniati@umb.ac.id)

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**Abstract:** The Minister of Education and Culture's policy through Minister of Education and Culture Regulation Number 3 of 2020 concerning Higher Education Standards regarding Independent Learning on Independent Campuses (MBKM) seeks to give students the freedom to study in higher education as a form of learning innovation to obtain quality learning. The aim of the research is to find out how the existence of independent learning campus management education at the Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu, can be implemented well and what is the theory and practice in the learning process as seen from the four management functions, namely planning, organizing, implementing, and monitoring, which is usually abbreviated as POAC. This research is research with social and dynamic problems so that the researcher determines the use of descriptive qualitative research to search, collect, process, and analyze research data. The data sources in this research or those referred to as informants, are Deputy Dean 1 of FKIP UMB, Head of Study Program within FKIP, and students. Then non-human data sources include field notes, documents, and recorded interviews. Based on the results of the research and discussion, it is known that overall, it has gone quite well. However, from the evaluation results, there were still several problems encountered, especially regarding the conversion of grades from the MBKM program that students participated in. This is material for evaluation to improve in the future, especially in terms of the implementation of the MBKM Curriculum which is currently running.

**Keywords:** Implementation, Management, MBKM Curriculum

### **A. Introduction**

To determine the relevance of teaching, training, and education at universities in response to the advancement of the times and the difficulties of the workplace, the government is presently working with universities on several policies and studies (Meke et al., 2022). Education cultivates personal values and prepares people for further education, making it a tool for national development (Michael et al., 2014). One

way to define education is as an endeavor to make learning activities a reality for students to help them actively study and reach their full potential in terms of intellect, knowledge, and personality. The interaction between students and learning materials in a purposefully controlled setting with certain predefined objectives is known as the learning process (Mitchell & Manzo, 2018). By granting students the freedom to learn in universities as a form of learning innovation, the Minister of Education and Culture's Permendikbud Number 3 of 2020 concerning Higher Education Standards regarding Independent Learning Independent Campus (MBKM) policy aims to ensure that students receive high-quality education (Sopiansyah et al., 2022). It is envisaged that the Independent Learning Curriculum will be able to alleviate the load of education, work toward motivating students to acquire a variety of practical knowledge to enter the workforce or business and enable them to resolve social life issues (Kholik et al., 2022).

The curriculum is the heart of education that determines the progress of education means that the application of the curriculum will demonstrate the correctness of the educational policy (Munandar, 2017). Law No. 20 of 2003 states that the curriculum is a collection of learning plans that address the goals, subject matter, instructional strategies, and resources used. These plans serve as a framework for planning learning activities to meet a national education goal. The objectives, content, teaching materials, and methods used as guidelines in organizing learning activities to achieve a national education goal (Madani, 2019). Indonesia's curriculum, which has been autonomous since 1947, has been updated to reflect changes in society and education. The goal of the Independent Learning-Independent Campus Curriculum is to generate graduates who are ready for the demands of industry, business, and society (Christwardana et al., 2022). It gets pupils ready for changes in technology, society, and culture. The goal of the Independent Learning-Independent Campus Policy is to create and execute cutting-edge learning procedures that guarantee the best possible results in terms of attitude, knowledge, and abilities (Prihantoro, 2021). The campus provides independent, adaptable higher education that meets the needs of its students. The Independent Learning Independent Campus Program is designed to help universities prepare their students to graduate as capable individuals with strong moral qualities, aptitude for science and technology, and the ability to handle the demands of the workforce (Puspitasari & Nugroho, 2021).

The Ministry of Education, Culture, Research, and Technology has made significant progress in developing and enhancing human resources with superior hard and soft skills, as well as formative personalities that can rival those of their competitors, with this program. It is therefore envisaged that this program will encourage instructors or students to engage in a variety of activities to expand their networks, horizons, and character advantages (Rodiyah, 2021). Independent campuses are fresh ideas that developed from the "Independent Learning" concept. It is anticipated that this novel idea will give students more flexibility to pursue their studies in higher education. A

learning innovation that can result in high-quality instruction and the development of unique people is the Independent Campus concept's planning and design (Sopiansyah et al., 2022).

The main programs of this MBKM are the ease of opening new study programs, changes to the university accreditation system, the ease of state universities becoming legal state universities, and the right to study three semesters outside the study program. Students are given the freedom to take credits outside the study program, the three semesters in question are 1 semester of the opportunity to take courses outside the study program and 2 semesters of carrying out learning activities outside the university. In this instance, collaboration and the integration of academic information systems are the primary components of the Independent Learning Independent Campus Policy. The involvement of the industrial sector in the academic environment can increase capacity and identification to improve student skills (Intan et al., 2023). Based on Permendikbud No. 3, 2020, the Independent Learning Independent Campus Policy permits a range of extracurricular activities including research, internships, volunteer work, and independent study in addition to the Study Program. Through the use of real-world dynamics, this student-centered learning approach cultivates creativity, innovation, capacity, individuality, and independence in the pursuit of knowledge (Permendikbud, 2020).

The development of students' hard and soft skills for competitiveness will be impacted by the introduction of Independent Learning and Independent Campus curriculum management (Suastika et al., 2022). The implementation of the MBKM curriculum presents challenges for Private Higher Education Institutions in developing innovation, creativity, capacity, personality, and student needs. The program offers eight programs, including Independent Study Certified Internship, Teaching Campus, Indonesian International Student Mobility Awards, Independent Student Exchange, Village Development, Humanitarian Projects, and Research or Studies (Hodriani et al., 2024). The Faculty of Teacher Training and Education at the University of Muhammadiyah Bengkulu has participated in three programs. With several programs that have been followed by study programs at the FKIP, Muhammadiyah University of Bengkulu, it will be seen how study programs plan, organize, implement, and supervise the MBKM program which is certainly related to the MBKM Curriculum management that has been used in each study program. Based on the above, the author conducted a study to find out how the existence of the MBKM education management at the Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu can be implemented properly and how the theory and practice are in the learning process. Based on the explanation that has been explained above, it is deemed necessary to conduct a study entitled "Implementation of the MBKM Curriculum Management at the Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu".

## **B. Methods**

Sugiyono (2017) defines qualitative research as an approach grounded in the postpositivist philosophy that investigates the inherent qualities of objects, with the researcher serving as the primary instrument through data collecting. A qualitative method was used to carry out this investigation. Human and non-human data sources are used in research (Rukajat, 2018). Informants, such as the Head of Study Program in the FKIP environment, students, and Vice Dean 1 of FKIP UMB, can be considered human data sources. The implementation of the Independent Learning Campus Independent Curriculum Management at the Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu” is the subject of this research study. This study employed a case study research design. A case study is a qualitative research methodology that examines real-world situations, modern limited systems (cases), or a variety of limited systems through meticulous and thorough data collection involving a variety of information sources (such as observations, interviews, and documents) and the reporting of case descriptions and case themes. According to Moleong (2016), qualitative research aims to comprehend the phenomena that study participants encounter.

In this study, we used several techniques in data collection as follows:

1. In-depth interviews

Defines an interview as a conversation between two individuals in which meaning is created on a certain subject through the exchange of ideas and information through questions and responses (Sugiyono, 2014).

2. Questionnaire

According to Widoyoko (2012), A questionnaire is a data collection method that is carried out by giving a set of statements or written statements to respondents to respond according to user requests.

3. Documentation

Researchers gather physical data during the documentation process, including records of the work environment, teacher performance, and research-related materials in addition to images of students and teachers engaged in teaching and learning activities.

## **C. Results and Discussion**

In the description of the research results that have been described above, the researcher then discusses the Implementation of the Independent Learning Independent Campus Curriculum Management (MBKM) at the Faculty of Teacher Training and Education, University of Muhammadiyah Bengkulu. This is described based on the four existing management functions. As stated by A.F Stoner & Freeman (1996), management functions consist of planning, organizing, leadership, and supervision. This opinion is in line with the Terry (2006) opinion in a book entitled

Principles of Management which divides the four basic functions of management, namely, planning, organizing, implementing, and supervising which are usually abbreviated as POAC. The discussion of each of these management functions is of course based on the research results that have been presented above, especially those related to the MBKM Curriculum applied in study programs under the umbrella of FKIP UMB. The implementation of the MBKM Curriculum is of course also discussed from the aspect of the eight MBKM Programs that have been initiated by the Minister of Education, Culture, Research, and Technology. The Independent Learning Curriculum was created to provide a unique learning environment that is cozy for educators and learners alike and adjusts to current trends in education (Rusilowati et al., 2024). This curriculum aims to build students' personalities to be more autonomous, gregarious, brave, and polite, in addition to improving their cognitive ability. Character development is also thought to fit the Pancasila student profile (Rachmawati et al., 2022).

Based on the research findings that have been presented in the research results section, it is known that in planning the MBKM Curriculum, each study program holds in-depth discussions with lecturers and curriculum experts to formulate the MBKM curriculum planning that will be used. MBKM Curriculum Based on Permendikbud Number 3 of 2020 concerning National Higher Education Standards (SNDikti), Universitas Muhammadiyah Bengkulu requires that it is necessary for students to design and implement innovative learning processes so that students can achieve learning outcomes covering aspects of attitudes, knowledge, and skills optimally.

Based on the results of the interviews conducted, it is known that the development and updating of the curriculum in the Study Programs at FKIP UM Bengkulu are based on the following considerations. Based on the results of interviews with the Head of Study Programs at FKIP UM Bengkulu, it is known that the formulation of the MBKM curriculum in the Study Program itself, it is carried out by compiling guidelines first. The MBKM Curriculum Guidelines have been designed by the Vice Chancellor of UM Bengkulu for academic affairs, Vice Dean 1 of FKIP for academic affairs, and the Head of Study Programs. The preparation of these MBKM Curriculum Guidelines certainly refers to the decision of the Director General of Higher Education. Based on the MBKM Curriculum Guidelines issued by the Director General of Higher Education First, related to the results of government policies regarding the Indonesian National Qualification Framework (KKNI), National Higher Education Standards (SNPT), and Independent Learning-Independent Campus (MBKM), it is known that along with changes in education policies and paradigms in Indonesia, as well as the development of science and technology in the world today, it is driving very rapid changes in various lines of life. Given that the increasingly complicated life of today emphasizes larger and more extensive features of understanding, diverse scientific collaborations—both multidisciplinary and interdisciplinary—are undoubtedly required to prepare for it (Faiz et al., 2022). It is undoubtedly uncomfortable to deal

with an increasingly complex life when science is riddled with conflict and confines itself, as stated (Abdullah, 2014).

The profession has experienced a dramatic shift, with new and diversified professions emerging. Dynamic changes in the social, educational, cultural, and economic spheres are likewise driven by the same factor. Higher education must be dynamic, flexible, and adaptable to the aforementioned developments in a timely and accurate manner (Hayter & Cahoy, 2018). To equip and prepare graduates of higher education for the modern world without undermining the foundations of their country's culture, also promotes the transformation of learning. In anticipation of these developments, the Minister of Education and Culture introduced the Independent Learning and Independent Campus (MBKM) strategy as a calculated move. Graduates from higher education must be skillful, adaptable, and persistent—agile learners—to be considered true learners (Clinkard, 2018). The curriculum has been updated and is now more in line with contemporary demands (Ellahi et al., 2019). Under the authority of Permendikbud No. 3 of 2020, which grants students the right to study outside of their study program for three semesters, regulations are being created to rebuild the previous curriculum. This plan is ready to offer more abilities or options that align with contemporary professional variations.

This policy opens up wide opportunities for students to improve their hard skills and soft skills according to their passion and ideals. Learning can be done anywhere, not limited to classrooms, libraries, and laboratories. But learning can also be done in villages, industries, workplaces, service centers, research laboratories, and in the community. Cooperation and relations between universities and the world of work are present as pillars supporting the progress of the nation, as well as drivers of the progress of world civilization (Kohl et al., 2022). An urgent academic program is to encourage each study program to have a standardized curriculum, namely based on KKNI and SNPT. Conceptually, this KKNI has four scientific parameters, namely science, knowledge, practical knowledge (know-how), and skills.

The curriculum for autonomous learning also considers students' manners and proficiency in particular scientific domains, in addition to gauging their knowledge and abilities just based on grades (Sánchez Carracedo et al., 2018). Students are allowed to pursue their interests freely. This encourages student creativity and will materialize on its own under the direction of instructors. It will also become necessary for lecturers to be able to create creative learning concepts for their pupils. Under the autonomous learning curriculum approach, instructors and students will collaborate to develop concepts (Manalu et al., 2022).

**Organization of Independent Learning Independent Campus (MBKM) Curriculum Management at the FKIP, Muhammadiyah University of Bengkulu**

Organizing is the identification, grouping, and arrangement of various programs needed to achieve goals, allocating members for a purpose, providing physical elements according to job needs determining authority relationships, and ensuring the authority of each member about the performance of each targeted program. Organizing in educational institutions, leaders determine the portion of tasks, authority, and detailed responsibilities based on sections and fields so that they are synergistically integrated into a working relationship, creating cooperation, harmony, and in line to achieve mutually agreed goals (Connolly et al., 2019). The MBKM program is implemented as a learning activity. According to Permendikbud No. 3 of 2020, Article 15 paragraph 1, learning can be carried out within the Study Program and outside the Study Program (Junaidi et al., 2020).

The aforementioned learning activities may take the shape of PMM, or Independent Student Exchange. Universities within the nation or universities overseas might participate in this activity. For pupils to learn independently, the educational process must foster a positive, upbeat environment that benefits all parties involved – lecturers, students, parents, and others (Saleh & Handayani 2020). The stages that need to be prepared by universities for the implementation of Independent Learning Campuses have general requirements, namely, students who come from accredited study programs, active students registered with PD-Dikti. Specific requirements are in the form of programs that are implemented arranged and agreed upon between universities and partners. The Ministry may have created a national program called the Independent Learning Program, or universities enrolled in the Higher Education Database may have created one. An independent campus is essentially a novel idea that gives university students more flexibility in their learning. Nadiem Makarim claims that the fundamental idea behind his decision to pursue autonomous learning is that he was influenced by K.H. Dewantara's emphasis on individuality and freedom (Fuadi, 2021).

The Ministry of Education and Culture has launched the Independent Learning Campus Independent Policy, aiming to prepare students for the workforce. The policy focuses on preparing students for tough graduates, relevant to the times, and leaders with a high national spirit. It includes programs like student exchanges, internships, and work practices, as well as quality assurance. The policy also provides students with opportunities to participate in a three-semester learning rights program, enhancing their soft and hard skills. The flexible learning programs aim to help students develop their potential according to their passions and talents. The purpose of the Independent Student Exchange Program is that students are expected to appreciate the cultural diversity, perspectives, religions beliefs, and opinions of others and can work together and have social sensitivity and concern for society and the environment (Susilawati, 2021). In addition to PMM, the MBKM Program was initiated by the Minister of Education, one of which is the Certified Internship Program. During the internship, students will gain hard skills (skills, complex

problem-solving, analytical skills, etc.), as well as soft skills (professionalism/work ethic, communication, cooperation, etc.).

The MBKM program can run optimally if work partners provide support in implementing these activities. This support, for example, in educational institutions can provide opportunities for students who take courses in educational research programs and non-educational study programs to participate in teaching and deepen their knowledge by becoming teachers in teaching units. The implementation of the MBKM Curriculum is based on Permendikbud No. 3 of 2020, namely learning activities are carried out within the Study Program and outside the Study Program through the Student Exchange Program, Teaching Campus and Certified Independent Study Internship, where the three programs are programs that have been followed by the Study Programs at FKIP UM Bengkulu.

### **Implementation of Independent Campus Learning Curriculum Management (MBKM) at FKIP Muhammadiyah University Bengkulu**

Based on the results presented previously, the Independent Learning Independent Campus Curriculum (MBKM) is a policy from the Ministry of Education, Culture, Research, and Technology which aims to provide freedom in learning for students and provide more space for creativity and innovation. At the Faculty of Teacher Training and Education, University of Bengkulu, the MBKM Curriculum is implemented without forgetting that one of the visions of FKIP UMB is to produce prospective teachers who can compete and have high insight. The implementation of the MBKM Curriculum in the Study Program within the Faculty of Teacher Training and Education, University of Muhammadiyah Bengkulu is carried out by prioritizing several aspects. Learning is carried out with an interactive and collaborative approach. Students are invited to actively participate in the learning process, such as group discussions, presentations, and independent assignments. Communication skills, creativity, and student innovation in the learning process.

The parties participating in the implementation of the Independent Learning Independent Curriculum are not only from universities but also many from outside Universities. The parties participating are the parties that carry out the MBKM process, namely students, then the facilitating parties, namely lecturers, instructors, education personnel, managers of Higher Education Institutions, Government Institutions, Research and Community Service Agencies or Institutions, the business world and industry, and partners of Higher Education Institutions. The regulator for the implementation of the Independent Learning Independent Curriculum is the Director General of Higher Education, Ministry of Education, Culture, Research and Technology of the Republic of Indonesia.



Regulations for the implementation of the MBKM Program for studying outside the study program or Higher Education Institution, namely (1) Students register for internships by selecting courses on the KRS system that can be taken outside the university, such as: internships or studying outside the department/study program; (2) Students take part in administrative and academic selection in accordance with the mechanism of the company where they registered for the internship or the mechanism of other Higher Education Institutions; (3) Students receive an announcement of the selection results; (4) Students carry out internships or study at other Higher Education Institutions/Study Programs; (5) Students carry out internships or other activities outside, then the assessment process is carried out by the supervising lecturer together with supervisors from the industry or lecturers from the recipient Higher Education Institution/Recipient Study Program; (6) Students then receive grades from the relevant external party; (7) The university or campus converts the value and recognizes the credits; (8) The value is then inputted into the relevant student's KHS; and (9) The university reports to the Higher Education Database (Ministry of Education and Culture, 2020).

The Study Program at Muhammadiyah University of Bengkulu has implemented the MBKM curriculum, allowing students to take credits outside the university for up to two semesters or 20 credits. Assessments are comprehensive and project-based, focusing on academics, religion, and morals. The program has been implemented since 2021, with many students participating. One program, Kampus Mengajar, assigns students to work in the program for a full semester on Literacy and Numeracy. This aims to develop critical and creative problem-solving skills and improve material mastery.

Kampus Mengajar is in line with the objectives of the Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu, one of which is to produce prospective teachers in the future, where with this Teaching Campus program, students do not have to wait for the PLP program to be able to go to school, but students can have the opportunity in the third semester to work at school. Apart from the Teaching Campus, another appropriate program is the Independent Student Exchange, where students can study in the same major but at different universities so that the selection of courses can still be in line with the study program at their home university. The implementation of independent learning at the Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu can be carried out optimally using learning that must be able to provide 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.

Thus, the efforts of the Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu to produce graduates who are by the development of the times, the progress of science and technology, the demands of the business world and the industrial world, and the dynamics of society can be achieved. One of the efforts is to provide opportunities for students who are interested in education to participate in learning and deepening their knowledge by becoming teacher assistants in schools and helping to improve the equality of education quality and the relevance of elementary and secondary education with higher education according to the development of science and technology, the Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu facilitates the MBKM program. The implementation of the MBKM is carried out with careful planning, able to improve the quality of Indonesian education, and can prepare graduates who excel and can compete globally.

### **Supervision of Independent Campus Learning Curriculum Management (MBKM) at FKIP Muhammadiyah University Bengkulu**

Based on the results of observations and interviews, it is known that obstacles still exist in the implementation of the MBKM program. The obstacles that occur, for example, related to value conversion, students do not confirm to the department or academic supervisor regarding the value of the course that will be converted. So far, the solution given to students who want to take the MBKM program is to be asked to adjust to the Study Plan Card (KRS) that will be taken that semester. Learning assessment is a minimum criterion for assessing the process of student learning outcomes to fulfill learning outcomes. In the independent learning program activity, the study program refers to a structured assessment where each activity has an SKS weight that refers to the calculation of competencies and duration of the activity. Meanwhile, learning evaluation in MBKM activities is through monitoring activity evaluations and activity result reports. Evaluation of learning outcomes comes from accompanying lecturers and mentors from the program implementation location.

### **D. Conclusion**

Based on the results of research and discussion regarding the Implementation of Independent Learning Independent Campus Curriculum Management (MBKM) at the Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu, which is seen from four management functions, namely planning, organizing, implementing, and supervising which are usually abbreviated as POAC, it can be concluded that:

1. Management Planning for the Independent Campus Learning Curriculum (MBKM) at FKIP Muhammadiyah University Bengkulu

The Faculty of Education and Research at the University of Muhammadiyah Bengkulu is implementing a well-structured program to provide comprehensive learning about the MBKM curriculum. The program involves discussions with various stakeholders, including the curriculum's relevance to the Prodi Prodi project, and aims to ensure students' satisfaction with the MBKM programs.

2. Organization of Independent Learning Independent Campus (MBKM) Curriculum Management at the FKIP, Muhammadiyah University of Bengkulu

The MBKM program involves universities, students, and partners to implement it. Universities must comply with national standards for higher education and prepare academic policies for learning activities outside the program. Faculty and Study Programs also play a crucial role in the program, developing courses and preparing cooperation documents. Students must prepare thoroughly for the program, including planning extracurricular activities, registering for extracurricular activities, and fulfilling requirements. Partners prepare cooperation documents with universities and study programs, implementing extracurricular activities by the provisions stipulated in the documents.

3. Implementation of Independent Campus Learning Curriculum Management (MBKM) at FKIP Muhammadiyah University Bengkulu

Since 2021, the Faculty of Teacher Training and Education at the University of Muhammadiyah Bengkulu has implemented the MBKM program, which includes programs like Teaching Campus, Independent Student Exchange, and Certified Independent Study Internships. The program aims to provide students with opportunities to gain knowledge and experience outside the university. The Independent Learning Campus Merdeka Program includes policies for opening new undergraduate programs, changing university accreditation systems, facilitating university conversions, and allowing students to study three semesters outside their degree program. This student-centered learning approach aims to develop innovation, creativity, self-competence, personality, and technical skills.

4. Supervision of Management of the Independent Campus Learning Curriculum (MBKM) at FKIP Muhammadiyah University Bengkulu

The MBKM program faced challenges such as inadequate preparation, inadequate planning, faculty confusion, lack of understanding among educators, unstructured HR preparation, limited university partners for internships and entrepreneurship

programs, and simultaneous implementation of multiple programs. The funding system for students was also not on time, and adjustments needed time to be made.

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