

IMPLICATIONS OF MERDEKA BELAJAR KAMPUS MERDEKA (MBKM) AT JENDERAL ACHMAD YANI UNIVERSITY

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Abstract: This research has the aim of how the readiness of both students and the campus of the Study Program (Prodi) and the Faculty of Economics and Business (FEB) of Jenderal Achmad Yani University in welcoming, implementing and evaluating linearly. The advantages offered are not only aimed at increasing student skills but there are still shortcomings in their implementation, starting with the fact that there are still many students who lack information about MBKM. A total of 279 students filled out an online questionnaire and answered according to what they knew. The majority of students are interested in this MBKM program as evidenced by 66% choosing it. This is not in line with the readiness of students and the campus. Through this research, it is hoped that the evaluation of both parties can be the basis for future corrections.

Keywords: Implications, MBKM, Student

1. INTRODUCTION

In early 2020, the Ministry of Education and Culture implemented a new policy in the field of higher education through the Merdeka Belajar Kampus Merdeka (MBKM) program. The purpose of this program is to improve the alignment between higher education graduates with the business world and industry and an increasingly fast-changing future. The output produced from an input and process as long as students carry it out is expected to get the outcomes needed in the business and industrial world.

As a university that has a high commitment in developing the quality of education, General Achmad Yani University, hereinafter UNJANI, especially the Faculty of Economics and Business (FEB), welcomes the MBKM policy and has implemented it in the form of learning activities in accordance with the applicable provisions in Permendikbud No. 3 of 2020 concerning National Higher Education Standards (SNPT). A total of 279 FEB students, namely Management and Accounting Study Programs, filled out the questionnaire which was the 2020-2022 batch.

Before this MBKM learning activity is felt, it is necessary to analyze the impact of the implementation of Merdeka Belajar Kampus Merdeka at UNJANI, especially in FEB. This is what prompted the author to express the idea and idea of this research is to see how big the implications of Merdeka Learning Independent Campus at UNJANI are on FEB.

Article Type

This research uses descriptive analysis by calculating data on student respondents who answer online. The data is calculated and then analyzed in the form of a graph and then explained into a narrative.

2. METHOD

This research was conducted in May 2023 at FEB UNJANI, Bandung. This study uses primary data sourced from survey results. The data collection method is based on the data source of primary data sources, namely student respondents directly filling out a questionnaire in the form of a Google Form sent to each FEB student consisting of Management and

Accounting Study Programs. This data collection is to obtain variable data on student responses regarding knowledge, plans and those who have carried out MBKM activities. Literature studies from previous research results and other writings related to the purpose of this survey were also applied. These sources are to complement and confirm the primary data; and the population is all FEB UNJANI students who are actively registered and fill out the questionnaire. Activities in data analysis were carried out by grouping data based on problem variables. Tabulating data based on variables. Then perform descriptive calculations and analysis. Using the results of the questionnaire and the results of previous research, recommendations were made to solve problems and anticipate problems.

3. RESULTS AND DISCUSSION

3.1. Results

This section will explain the description of the data collected from respondents. Based on this data, the profile of the research data and the relationship between variables in the study will be seen. Respondents in this study were UNJANI students, especially FEB as many as 279 students who filled out questionnaires.

Knowledge of Management Study Program Students about MBKM

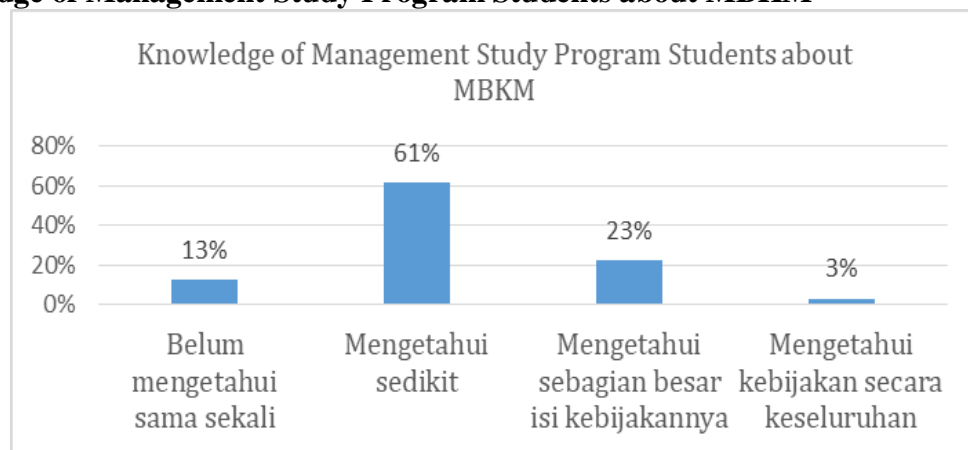


Figure 1.

Students know about the Merdeka Learning Campus Merdeka (MBKM) policy

Based on Figure 1 above, although many FEB students already know either partially or completely, only 3% about the MBKM policy. When viewed as the smallest percentage of the four percentages above. However, there are still 13% of students who do not know at all about the MBKM policy and 61% who only know a little, which is the most among others. In the future, efforts need to be made by Prodi and all parties so that the percentage can continue to be minimized and maximize the smallest percentage. The approach taken by Prodi to students can be done offline or even through social media such as making videos about MBKM knowledge. It is also possible that students are interested in making competitions regarding MBKM knowledge in the form of videos uploaded to YouTube and others so that it is easier for students to understand than reading.

Student interest in the previous program before the existence of MBKM was actually high, namely 87%, but the information obtained by students is still lacking but must be encouraged by student interest as well so that it is in line and in line with the objectives of MBKM.

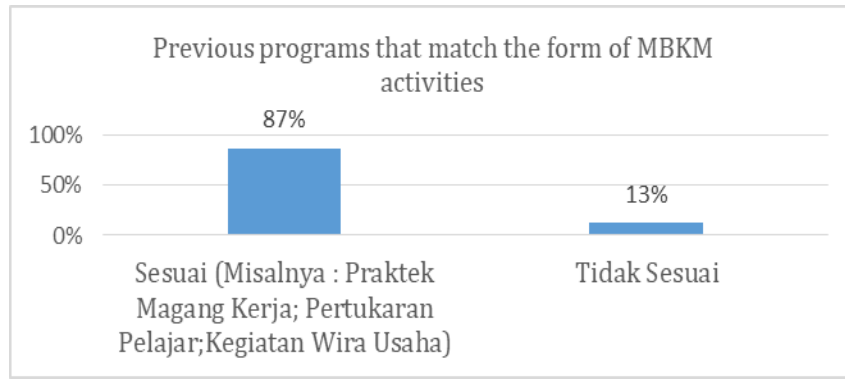


Figure 2.

Previous programs that match the form of MBKM activities

From the respondent's answer data shown in Figure 3 below, the student's choice of the form of learning activities outside the study program that is most in demand is Internships / Work Practices at 60% then student exchanges and Entrepreneurial activities which have the same percentage of 10%. The smallest interest is occupied by teaching assistance in educational units. Interesting and easy-to-understand delivery and explanation requires special time to explain what the benefits of each activity offered outside the study program are.

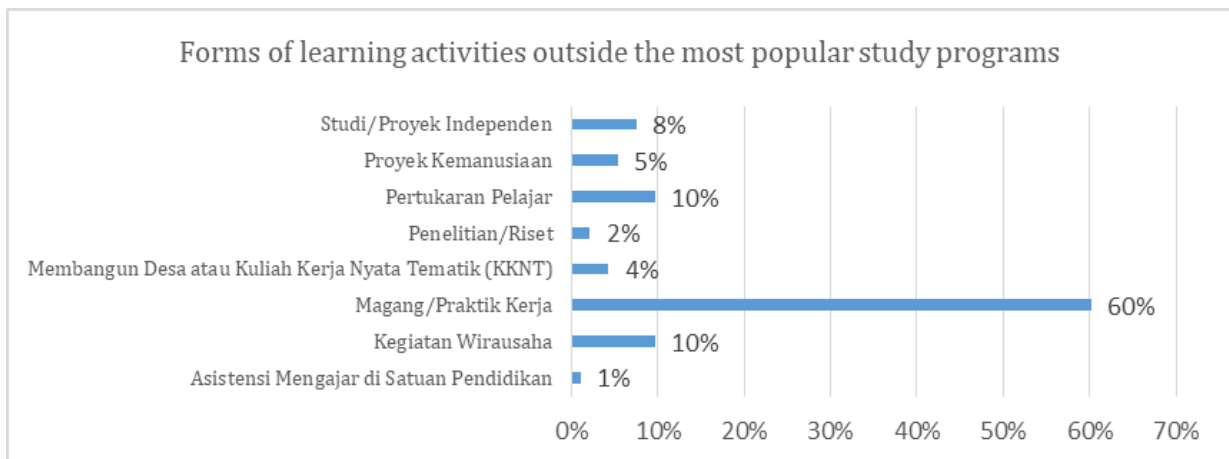


Figure 3.

Forms of learning activities outside the most popular study programs

Implications of MBKM Activity Implementation

Figures 1, 2 and 3 above still show many shortcomings, but students actually support the implementation of MBKM activities. Figure 4 below is the positive implications according to students' perspectives that encourage the importance of implementing MBKM activities. The highest percentage is students believe that MBKM activities are able to equip competencies / skills as a provision for work after graduation at 44%.

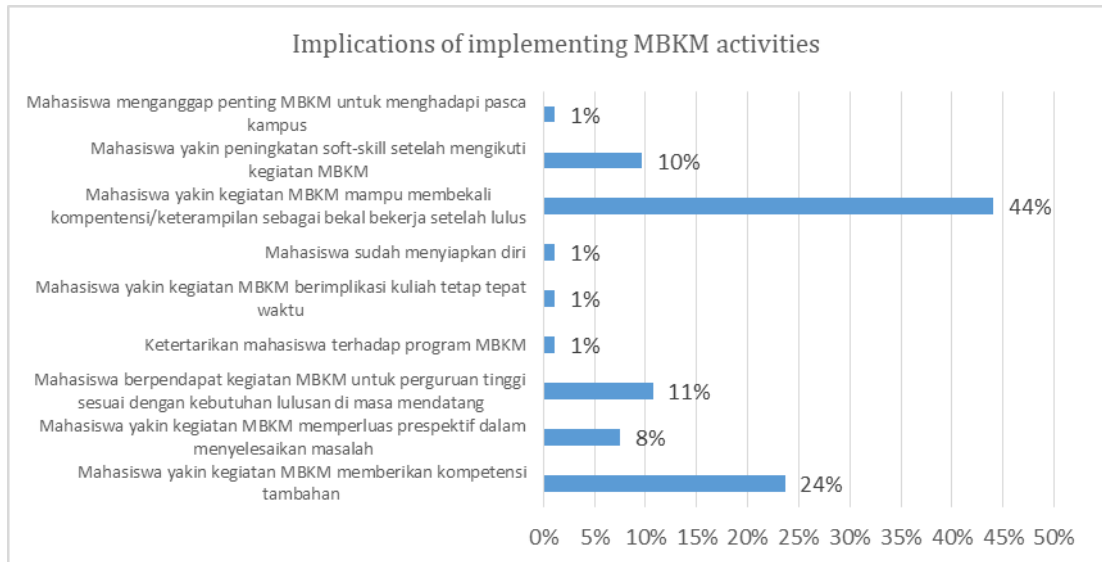


Figure 4.
Implications of implementing MBKM activities

Concerns when doing MBKM activities

MBKM activities, although they have a positive impact, must receive attention from the Management Study Program because there are feelings of concern from some students about this MBKM activity.

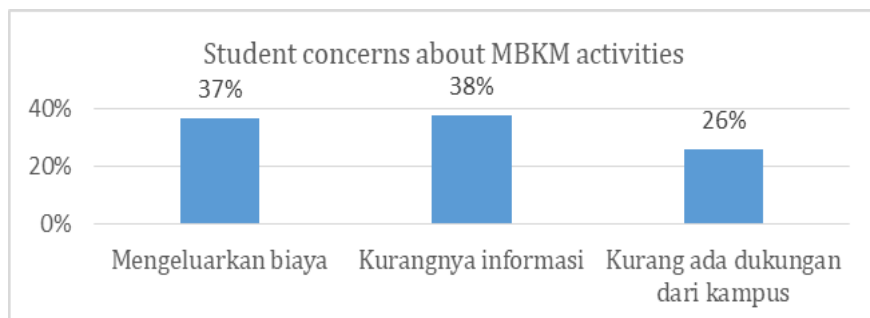


Figure 5.
Student concerns about MBKM activities

Based on Figure 5 above, in the opinion of students, the highest problem in implementing MBKM activities is the lack of information, which is the largest at 38%, then a slight difference with students worried about spending money. This is a concern for all parties that there must be movement and innovation so that the goal is achieved, namely students understand and understand what the contents and objectives of MBKM are as a whole.

Preparation for Optimal MBKM Implementation

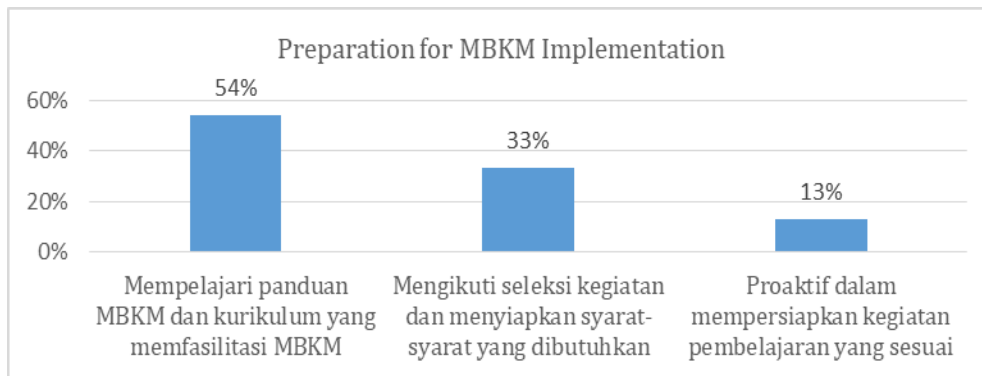


Figure 6.
Preparation for MBKM Implementation

The first thing that needs to be done is to study the MBKM guidelines and the curriculum that facilitates MBKM because later the course will be recognized according to the regulations set by the Study Program. This survey shows that most students answer about this then follow the selection and complete the requirements as much as 33%. Not finished until there, it takes proactive cooperation from both parties to be effective and efficient.

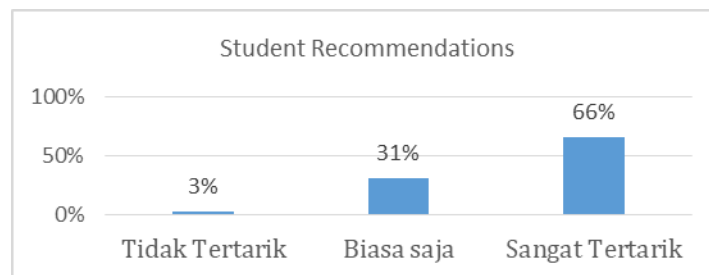


Figure 7.
Student Recommendations

Figure 7 shows that students suggest that MBKM activities should be implemented because 66% of FEB students are very interested. Students need to know the positive impacts of the implementation of this MBKM so that 31% and 3% can open their eyes about the development of the education curriculum, especially in the world of higher education.

3.2. Discussion

The MBKM program is an idea not only for universities but its implications start from kindergarten. The curriculum continues to develop along with the needs of students and students, synergy cooperation is needed so that it can be carried out well, despite the many shortcomings in practice. It does not dampen the enthusiasm of students, Study Programs, Faculty of Economics and Business, especially at Jenderal Achmad Yani University.

4. CONCLUSION

Based on the descriptions above, it can be concluded that MBKM activities in FEB will have an impact on increasing additional competencies, broadening perspectives in solving problems, in accordance with the needs of future graduates, lectures can still be on time and improve soft-skills. Suggestions for MBKM activities should be carried out through practical actions such as MBKM activities in accordance with the needs of the practical / business world today and theoretical development through MBKM activities in line with increasingly multi-dimensional theoretical developments as well as the need for joint evaluation of all parties so that the shortcomings of the implementation of MBKM become future learning.

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