

8. Implementation of Mbkm Continuously In Humanities Social Studies Program at UK Maranatha

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Submission date: 29-Sep-2022 10:09AM (UTC+0700)

Submission ID: 1911780128

File name: IMPLEMENTATION_OF_MBKM_CONTINUOUSLY_IN.pdf (154.32K)

Word count: 4832

Character count: 28479



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European Journal of Humanities and Educational Advancements (EJHEA)**Available Online at:** <https://www.scholarzest.com>**Vol. 2 No. 12, December 2021****ISSN: 2660-5589**

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IMPLEMENTATION OF MBKM CONTINUOUSLY IN HUMANITIES SOCIAL STUDIES PROGRAM AT UK MARANATHA

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Article history:	Abstract:
Received: October 8 th 2021 Accepted: November 10 th 2021 Published: December 21 th 2021	Abstract: MBKM policy set by the Government has changed the education system of universities in Indonesia. Maranatha Christian University is certainly obliged to adjust the government's policy education system through the MBKM program by changing its education system. The Humanities Social Studies Program at UK Maranatha is required to involve students, lecturers, and students in each MBKM system program. Joint involvement between lecturers, education staff, and students in improving the implementation of MBKM in students, especially in the study program in the field of social humanities is considered still needs to be improved so that the university through taking the initiative to conduct population survey action on the implementation of this MBKM to continue to be sustainable for career preparation in the academic and non-academic fields and develop leadership, concepts of logical and practical ways of thinking in the context of MBKM Implementation for Prepare students in the real world with a Case Base and Project Base Learning approach outside of the Study Program and outside the College. The fundamental question (which arises in this study is whether the implementation of MBKM has gone well by knowing how much knowledge, interest, involvement, and impact of MBKM implementation in this Social Humanities study program on students, supported by the involvement of Lecturers and education staff. And what is an obstacle and needs to be improved in improving the implementation of this MBKM in the Humanities Social Studies program? The research analysis is divided into several parts, namely situation analysis/level of understanding, socialization analysis, and analysis of success/implementation of research actions that have been achieved. Hypothesis testing uses several appropriate statistical analyses. The research population is all students in the social humanities study program at Maranatha Christian University. Data is primary data obtained by spreading questionnaires online.

Keywords: MBKM Sustainable and Social Humanities

PENDAHULUAN

Merdeka Belajar Kampus Merdeka Program (MBKM) aims to achieve the learning process of students approaching the real world, namely by learning outside the study program for 3 semesters, one semester outside the study program is still in college, and 2 semesters outside the College, with the number of credits 20-40 credits. There are three benefits at once that can be achieved, namely an increase in the number of research, the results of studies that benefit the community, and community service that can also improve community welfare. In addition, through this program, it is expected that private universities are encouraged to improve the culture of science and technology and play a role in socio-economic activities towards a prosperous Indonesia.

To support the process of down streaming research products and community service conducted by Private Universities, a Program Funding Program Fund Scheme was launched that is oriented to Research and Community Service, especially the management of M BKM learning activities by the Sekretariat of the Directorate General of Higher Education (Dikti) starting in 2021.

Output from the results of a population survey on the implementation of mini MBK is expected to be a policy for universities. High and government especially Dikti in the acceleration of MBKM program, especially on further analysis in more depth on students of humanities social studies program in the UK. Maranatha. students, lecturer, and education staff data in the social humanities are attached.

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Our lecturer surveys include the S2 Program because some S1 lecturers are recorded in S2 lecturers for human resource leveling, although teaching at S1. This motivates the author to conduct a study entitled **"Implementation of Sustainable MBKM on Humanities Social Studies Program in the UK. Maranatha."**

LIBRARY REVIEW

Rapid and massive technological development requires the education sector to be able to adapt to digital learning systems. The challenges of learning in the era of Social 5.0 (*Super Smart Society*) must be packaged in a mature and meaningful manner so that it will be in harmony with the times. Where the challenge of education in the social era 5.0 is the implementation of a curriculum that emphasizes the following basic substances: 1. Social-emotional learning. 2. Critical and innovative thinking skills; and 3. Skills applying technology were in the era of Social 5.- this emphasizes innovative skills. Therefore, educators must master and understand the skills and competencies that must be owned by both students and students. In addition, educators must master learning and innovation skills as well as the randomness of information technology, life, and careers such as critical thinking and overcoming problems, creativity, and innovation. The fundamental question (question addressed) that arises in this study is whether the implementation of MBKM has been running well and sustainably at Maranatha Christian University, especially in the Study Program. Humanities to develop critical logical thinking insights on Case Base and Project Base Learning in this MBKM program related to IKU 7 in addressing real-world problem solutions. Project-based learning (PBL) is an inquiry-based educational approach in which students explore real-world problems through individual and group projects. These teaching and learning methods encourage students to understand why content is useful and how it can be applied. To achieve the relevant design and answer the conditions of disaster solutions such as the Covid-19 pandemic that threaten economic and environmental aspects and other aspects of the social humanities, there are four main design principles detailed in this that support good PBL instructions.

Purposeful and authentic experience

An effective PBL requires a purposeful and authentic experience generated by students engaged in relevant questions. The main question should encourage a unit of study, and that question should be worthy of consideration, valuable, contextual, meaningful, and ethical. These questions should be related to student life, the communities in which young people live, and the real-world problems that occur outside the classroom, and how to organize. Financial management, and addressing social problems and social behavior of the community during the Covid 19 pandemic so that the analysis of Covid transmission and economic activity remains normal and good.

In-depth integration with course content in the classroom

The project should feature in-depth integration with the course content in the classroom and be rooted in core subject areas, helping deepen and build student knowledge on important topics. The multi-dimensional nature of PBL makes it a strong approach to interdisciplinary learning, so that the project can simultaneously build students' understanding of mathematical concepts, scientific phenomena, and improve their skills. Literacy skills, for example.

Meaningful and supportive relationships

Meaningful and supportive relationships are important in education in general and certainly with project-based learning. Schools with a strong culture of collaboration and that value risk-taking, see mistakes as learning opportunities and emphasize students' social and emotional learning skills encourage a strong PBL environment. rich. PBL quality benefits from peer-to-peer interaction and trusting the student-lecturer relationship.

Evidence-based teaching and assessment practices

Learning from research and relying on evidence about what works is critical. The report looks at PBL-related studies and highlights evidence-based teaching and assessment practices that can have a positive effect on student outcomes. Some of these practices include providing feedback to students strategically and on time, creating opportunities for reflection, and empowering students to share their learning with others. There's still a lot to learn, but research has led to a lot of information about the practices that benefit PBL instruction. When educators are supported in using this approach – through professional learning opportunities, collaborative teaching environments, and quality resources – they can feel confident in their ability to bring rigorous PBL into their classrooms.

Goal

The target of the research is the students of Maranatha Christian University by measuring the success rate or effectiveness of IKU 7 related learning related to learning. Student and emphasized Project Base Learning and Case Base Method from efforts to obtain grants that have been made so far related to the MBKM program by Maranatha Christian University as Comprehensive efforts to accelerate the downstream process in the community and improve the culture of science and technology towards a prosperous Indonesia for the entire Maranatha Academic Community which focuses on social studies programs. Humanities.

METHOD OF IMPLEMENTATION

Research Implementation Methods, lecturers and educators, students and education staff who have asked by Qualitative questionnaire measure as a sample of the population in the field of social-humanities, differences in perception and achievement, as well as the pattern of thinking of students who follow and do not follow getting MBKM, how MBKM affects cognitive, affective, PJBL perception, Behavior (expertise) and adjust to the applicable MBKM :

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10. Peraturan Menteri Desa, Pembangunan Daerah Tertinggal, dan Transmigrasi Nomor 18 Tahun 2019, tentang Pedoman Umum Pendampingan Masyarakat Desa

COGNITIVE RESULTS

In 17 studies, student content knowledge, conceptual understanding, and course achievement were reported as a result of PjBL. For example, biological knowledge, such as cloning and DNA isolation (Regassa & Morrison-Shetlar, 2009), psychological knowledge relevant to healthy living habits and pressure management (Lucas & Goodman, 2015), and technical knowledge related to space engineering (Rodriguez et al., 2015), investigated. The academic performance of students of programming courses is measured in Celik, Ertaş, and İlhan, (2018). Four types of instruments (i.e. self-report questionnaires, tests, rubrics, and technological infrastructure) were adopted to measure students' knowledge, where self-reported questionnaires were the most widely reported. Applied. Both scales Likert (Rodriguez et al., 2015; Torres, Sriraman, & Ortiz, 2019) and qualitative questionnaires with open-ended questions (Garcia, 2016; Luo & Wu, 2015) adopted. For example, Katsanos, Tselios, Tsakoumis, and

Avouris (2012) require students to evaluate their knowledge of web accessibility on a Likert scale of 1 (very low) to 5 (very high). The test is the second tool often used to assess a student's academic knowledge (e.g. Celik et al., 2018; Katsanos et al., 2012; Mohamadi, 2018). For example, students' independent knowledge is measured by written tests with knowledge-based, application-based, analysis-based, and synthesis-based questions (Chua, 2014; Chua, Yang, [Leo, 2014]). In the study, English learners' presentations were evaluated through six criteria, such as how authentic the words they used and how well they organized facts and opinions.

Goal

The target of the research is Maranatha Christian University students by measuring the success rate or effective rate of achievement of IKU 7 related to learning that focuses on students. And emphasize Project Base Learning and Case Base Method from efforts to obtain grants that have been made so far related to the MBKM program by Maranatha Christian University as an effort to Comprehensive accelerate the downstream process in the community and improve the culture of science and technology towards a prosperous Indonesia for the entire Community of Maranatha Academician which focuses on the Humanities Social Studies Program.

METHOD OF IMPLEMENTATION

Research Implementation Methods, lecturers, and educators who exist with qualitative questionnaires to several samples of the field of social-humanities, differences in perception and achievement, as well as the thinking patterns of students who follow and do not follow cognitive strategies. Nine study programs measure cognitive learning strategies that students adopt in PjBL. For example, students in Wu, Hou, Hwang, and Liu (2013) adopted seven strategies, including remembering, understanding, applying, analyzing, evaluating, creating, and deviating from topics.

AFFECTIVE RESULTS

Affective results are differentiated into evaluations by students of what they learn (i.e. whether PjBL is effective) as well as how they perceive the learning experience.

PERCEPTION OF PjBL BENEFITS

Thirty-seven study programs report evaluations by students of what they gain from PjBL. Several studies explore students' perceptions of improved knowledge and content skills (Chung, Lou, & Tsai, 2013; Mou, 2019; Rodriguez et al., 2015). Some studies report student attitudes (e.g. Genc, 2015), motivation (e.g. Terron-Lopez et al., 2017), and self-efficacy toward subjects (e.g. Bilgin, Karakuyu, & Ay, 2015; Brennan, Hugo, & Gu, 2013; Costa-Silva et al., 2018; Ocak & Uluyol, 2010; Tseng, Chang, Lou, & Chen, 2013; Wu, Huang, Su, Chang, & Lu, 2018). For example, Assaf (2018) investigated the impact of PjBL through the creation of a video about students' attitudes towards English courses. Belagra and Draoui (2018) measured the orientation of student mastery to electronic power courses after three months of PjBL. Beier et al. (2019) assess the ability, skills, and motivations students feel to master STEM courses. Helle et al. (2007) explore the impact of PjBL on learners' intrinsic motivation. Other benefits of PjBL that students feel, such as help with their horizons (Celik et al., 2018) and future careers (Beier et al., 2019;

Papastergiou, 2005), juga dilaporkan.

BEHAVIORAL RESULTS

Skills

Nine studies explore the core skills (hard skills) and soft skills of students at JPL. Hard skills, such as marketing skills for hotel administration students. In addition to hard skills, some soft skills are reported, such as problem-solving skills and critical thinking collaboration and teamwork skills, and lifelong learning skills. (For example, Brassler and Dettmers (2017) emphasize students' problem-solving skills interdisciplinary perspective: (a) consider and apply different views, (b) reconsider the Used strategies.

Engagement

Four studies focused on the student learning process at JPL. Perceived involvement of learners was reported in Cudney and Kanigolla (2014). Three aspects of student engagement, namely the general level of engagement in semester projects, the level of participation in class discussions, and whether they apply the concept of the course to practice are investigated. At Fujimura (2016), educational activities that students participate in during the entire project, such as creating research plans and collecting and analyzing data, are explored.

Artifact Performance

Three types of artifacts — physical objects, documents, and multimedia — were most often measured in the ten studies reviewed. All products are graded by rubrics. For example, Chua (2014) and Chua et al. (2014) rated the dryer made by the student by a 5-point rubric made by the instructor. Assessment criteria include, for example, original design and product quality. Papastergiou (2005) evaluated Web sites created by students with five criteria, including topics, content and aesthetics, pedagogy, technology, and usability. Rajan, Gopanna, and Thomas (2019) rated student project reports with 5-point rubrics (from excellent to poor) for some writing tasks, such as literature review, analysis, and presentation. Torres et al. (2019) evaluated student offer reports based on three aspects, including report accuracy (40%), report completeness (40%), and report neatness (20%).

OUTPUT ACHIEVED

Examples of Implementing MBKM Programs in Humanities Social Studies Programs

The study and change in the content of the teachings and materials that adopt the concept of an independent campus are carried out by each Group of Expertise Fields (KBK) respectively in the Study Program. For example, the Accounting Study Program has five KBK according to the graduate profile, namely the fields of Internal Accountants, Internal Accountants and External Accountants, Tax Accountants, Public Sector Accountants, and Entrepreneurs. In the process of reformulating the curriculum, competencies, and learning methods by the independent campus involving also various stakeholders both from academia and industry. The specificity of Maranatha Christian University is also elaborated in the process of this change, namely the application of NHK-ICE values, namely Christian Values of Life (NHK) and *Integrity, Care and Excellent* or abbreviated to ICE into the process of preparing RPS and implementing the process. learning in the classroom with NHK ICE reflection. In addition, Maranatha Christian University (UKM) also revised the Strategic Plan (Renstra) especially related to the Main Performance Indicator (IKU) several eight indicators, namely: 1. Graduates Get Decent Jobs 2. Students Get Experience Off-Campus 3. Faculty of Activities Outside Campus 4. Practitioners Teach on Campus 5. The work of lecturers is used by the community 6. Study Program In Collaboration with World-Class Partners 7. Collaborative and Participatory Classes 8. International Standard Study Program. Both of these changes will help accredit the Civil Engineering Study Program at Maranatha Christian University. Organizational structure has also been changed and formed a field under the Directorate of Cooperation, Innovation, and Student Affairs, which is a special field that serves this MBKM program. The university's website has also been changed and added to accommodate the Program, MBKM's. The initial task of this field is to open opportunities for cooperation with other parties such as other study programs within Maranatha Christian University and other universities by entering into agreements. the beginning (MOU) and its derivatives.

Related to the stages of preparing a new curriculum that adopts the concept of Merdeka Belajar is divided into 3 main stages as in Figure 2. The Curriculum Evaluation Stage will be carried out after 3 stages of the curriculum preparation process that adopts the concept of MBKM. While 8 forms of learning activities outside the study program, based on Permendikbud No. 3 of 2020 Article 15 paragraph (1) can be done within the study program and outside the study program, among others:

1. Student exchange aims to increase the spirit of unity regardless of ethnicity, religion, race, and inter-group (SARA). Exchange of students in the same study program on different campuses and between study programs on different campuses.
2. Internship or Practical Work that is carried out for one to two semesters by providing experience Work to students for one semester with a minimum of 20 credits.
3. Assistants teach in educational institutions to develop the knowledge they have by becoming teachers in a school.
4. Research or research in the form of research activities in research institutions/study centers that aim to develop the science of students who follow this program in terms of conducting research.
5. Humanitarian projects are planned with official organizations to be able to be given credit assessments by universities. Once the program is a maximum of 1 semester and can take again in other semesters.

6. Merdeka Campus Policy entrepreneurial activities encourage the development of student entrepreneurial interest with learning activity programs by the syllabus of entrepreneurial activities that can meet 20 credits/semester or 40 credits/year.
7. Independent studies or projects that aim to be complementary to the curriculum that has been taken by students.
8. Building a village or real work lecture thematic (KKNT) with the main goal to provide a learning experience to students to live in the community off-campus with credit calculations equivalent to 6-12 months or 20 credits.

In the Accounting, English Literature, Law, and Other SME Study Programs, the implementation of these activities must be accommodated in curriculum changes made. Therefore, some activities have been carried out, among others:

1. Exchange students with other study programs such as Accounting, Management, Law, Psychology, Interior, DKV, and also with other universities that have Parahyangan University, Widya Mandala University. In the future, similar activities will be made with other universities both domestic and foreign under a cooperation bond formed first.
2. Internship or Practical Work English Literature Study Program, Japanese Literature Management with trade industry parties such as Alfaria, Traveloka, Telkom. Evaluation of grades is given jointly both on the part of the university in this case the Joint Study Program with external parties who guide students who follow this program from the beginning.
3. Teaching assistance is currently only carried out in the Humanities Social Studies Program within the Environment of Psychology Study Program itself in SDN Tasikmalaya, Cilegon, and SD Cahaya Bangsa in Parahyangan New City because institutions are needed. Education approved by the government. Procedural problems and unclear institutions or educational institutions appointed by the government are what make this activity is still not maximal. Some stents also qualify for internships and independent studies from the government.
4. Research in the form of internal research activities or laboratories is still not done to the maximum for activities that need computer labs related to the Covid 19 pandemic but have begun to be done with a team of lecturers. Internally, students are included in internal lecturer research conducted by *fishbone* or research framework of each KBK by the research road map of study programs, faculty, and universities.
5. Humanitarian projects, in this case, are carried out to the extent of community service activities in cooperation with external parties, but it is still not clear whether they can be categorized into part of one of the activities recognized by MBKM or not.
6. Entrepreneurial activities in the Accounting and Management Program have been incorporated into Entrepreneurship courses that must be taken by students. The end of the course will sell or demonstrate the results of their entrepreneurs in digital platforms.
7. Independent studies or projects are conducted by converting the results of the competition that has been followed by students by entering them into several courses that are by the maximum requirement of 20 credits.
8. Building a village or real thematic work lecture (KKNT) can not be done because, amid the COVID-19 pandemic, campus policy has not been able to allow students to move to the village or do lectures. Real work because it is related to health protocols.

The next discussion related to the process of changing the Achievement of Graduate Learning (CPL) related to the Profile of Graduates desired by the Civil Engineering Study Program of SMEs. It should be underlined that the utilization of digital devices must be included in changes that are by the concept of Merdeka Learning (Merdeka Belajar). Therefore, the achievement of each CPL will be disseminated and included in all courses offered equipped with the ability of students in the field of software (*software*) that supports digital processes. Related details pelaksanaannya juga didistribusikan dalam Capaian Pembelajaran Mata Kuliah (CPMK) dengan evaluasi penilaian yang diberi bobot agar CPL dapat tercapai. Carrying out various learning processes also include elements of digitalization in it.

BENEFITS OBTAINED

Some of the benefits that have been obtained through this study include:

1. To prepare students to become scholars of the Humanities Social Studies Program that is resilient, adaptive, and in harmony with the needs of the times, and ready to become a future leader with a high national spirit.
2. Open wide opportunities for students of the Humanities Study Program to be ready for a career and entrepreneurship by enriching their experiences, deepening, and improving their insights and competencies in the real world by their potential, talent, interests, spirit, and ideals.
3. Learning courses related to the field of Social Humanities can be done anywhere, unlimited learning, not only in classrooms, libraries, and laboratories, but also in industry, research centers, workplaces, places of devotion, rural, and related communities in the field of entrepreneurial enterprises and large business organizations, and government
4. Through close cooperation between universities with the world of work and with the real world, universities will be present as springs for the progress and development of the nation, as well as coloring the culture and civilization of the nation directly.

The competence of graduates will increase, both non-technical (soft skills) and technical (hard skills), so that graduates are better prepared and in tune with the needs of the times, and more capable as leaders. The future of a superior nation and personality to entrepreneurship or work as the results of this study, whether standard MBKM at Maranatha Christian University in this Social-Humanities Studies program is already good.

CONCLUSION

This program strongly supports the success of the implementation of MBKM's large program, especially in the Social-Humanities Study Program to develop and improve graduates of the Social-Humanities Study Program with effective learning collaboration. in the classroom between lecturers and students and the application of Case Base and Project Base Learning, because surveying the absorption of student involvement and obstacles to follow this MBKM Program this will be proven with the measurement both by the government, in this case, the Directorate General of Higher Education, Research and Technology in December 2021 and by the internal Maranatha Christian University.

SUGGESTION

Some suggestions that can be given include:

1. The need for active and periodic communication between stakeholders, Faculty, and Study programs in similar Study Programs such as the scope of Social-Humanities.
2. The need for elaboration of activities from various institutions such as Industry, Bond or Association of Christian College Collaboration, or Professional Association, such as The Indonesian Accountants Association, Alumni Association and other Ties involved in MBKM program.

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