

## Perception of PGSD FKIP UPR Students on the Independent Campus Learning Program

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### Abstract

*The Higher Education curriculum must be in line with the demands of the World of Work and the Industrial World so that its graduates can be well absorbed by both of them, with that Minister of Education Nadiem Makarim made a new breakthrough for educational change by creating an Independent Campus Learning Program (MBKM) at PT which consists of eight programs, namely student exchange, internship/industrial practice, teaching assistance in education units, research/research, humanitarian projects, entrepreneurship, independent studies/projects and building village/college thematic real work. This study uses a qualitative descriptive approach with online questionnaire distribution techniques via google form and online interviews through Gmeet. The research analysis uses Miles & Huberman analysis, namely data reduction, display data and draw data conclusions. Respondents who filled out the questionnaire were 87 respondents while those interviewed were 8 students from semester 5 and semester 7. The results showed that the majority of students knew about the MBKM program whose information was mostly obtained from social media, namely WhatsApp groups, YouTube and Instagram and some students received information from friends, banners and lecturers. Students who take courses outside the study program on campus and outside the UPR campus have one student each, namely class management and research methodology courses. Most of the students have not participated in internship programs, teaching assistance in education units, research/research, humanitarian projects, entrepreneurship, independent study/project but most of the students have done village building programs/Thematic Community Service Program. Of the eight MBKM programs, most students agree with the existing programs.*

### Keywords

Perception; independent learning; independent campus.



### I. Introduction

The 21st century is marked by the era of the industrial revolution 4.0, known as the century of openness, globalization and digitalization, which was then followed by a new era, the era of society 5.0. In the industrial era 4.0, the focus is more on six pillars, namely digital society, sustainable energy, smart mobility, healthy living, civil safety and technology in the workplace so that the use of the Internet of Things (IoT) has become entrenched throughout the world while in the era of society, 5.0 is more focused on the concept of a human-centered and technology-based society so that there is harmony between technology and humans. These changes make the demands of the world of work and industry also change according to

needs which ultimately have an impact on changes in the world of education, one of which is the change in education in higher education (PT). The Higher Education Curriculum must be in line with the demands of the World of Work and the Industrial World so that graduates can be well absorbed by both of them. Therefore, the Minister of Education, Nadiem Makarim, has made a new breakthrough for educational change by making the Independent Campus Learning Program (MBKM) at Higher Education (PT).

In the development of the world of education, especially after the rolling reforms, new phenomena have arisen in educational institutions, which are schools that use the term Integrated Islamic Schools (Titik, 2010: 42). The school is essentially aimed at helping parents teach good habits and add good character, also given education for life in society that is difficult given at home. Thus, education in schools is actually part of education in the family, which is also a continuation of education in the family (Daulay in Ayuningsih, W. et al. 2020).

Education is the foundation of a successful career, financial freedom, the ability to think and reason critically and to make informed decisions. Without education we will be limited to perform tasks and we will be ignorant to the things that are happening in and around our surrounding, and according to Martin Luther King, a people without knowledge is like a tree without roots. For education to be of great value, curriculums should be implemented. (Philips, S. 2020)

This MBKM policy is based on Permendikbud No. 3 of 2020 concerning the National Standards for Higher Education Article 18 which explains that the fulfillment of the period and learning load for undergraduate and applied undergraduate students can be carried out through: 1) following the entire learning process in the study program at PT according to the period and learning load ; 2) participate in the learning process in the study program to fulfill part of the time and learning load and the rest follow the learning process outside the study program. With this policy, students have the right or opportunity for 1 (one) semester or equivalent to 20 (twenty) credits of studying outside the study program at the same Higher Education; and a maximum of 2 (two) semesters or equivalent to 40 (forty) credits of studying in the same study program at different universities, learning in different study programs at different universities; and/or learning outside of Higher Education.

## **II. Research Methods**

The type of research used is qualitative research. The purpose of this study was to describe the perceptions of students from the PGSD FKIP Study Program at the University of Palangka Raya towards the MBKM (Merdeka Belajar Merdeka Campus) program. This research was conducted by distributing questionnaires to research subjects and online interviews through Google Meet. The research subjects were students of PGSD FKIP UPR semester 5 and 7 with a total of 87 students as respondents. The questionnaire is made in the form of a google form containing a semi-open questionnaire. The aspects asked in the questionnaire consist of 8 indicators based on the MBKM program, including: (1) student exchange, (2) internship, (3) teaching assistance in education units, (4) research/research, (5) humanitarian projects, (6) independent projects, (7) entrepreneurship, (8) building villages/Thematic Community Service Programs. Analysis of research data was carried out using the analysis model of Miles & Huberman (1994) which consisted of three stages, namely data reduction, data display, and conclusion drawing and verification.

### III. Results and Discussion

Based on the results of the questionnaire, it was seen that 67.8% of students who answered knew about the MBKM program. There were 11.5% of students who answered they were unsure about knowing about the MBKM program. Meanwhile, 20.7% did not know about the MBKM program in the PGSD study program on the UPR campus. From these data, it can be concluded that many students actually know about the MBKM program. Information on the MBKM program known to students was obtained from various sources. The most common source of information was obtained through the WA group as much as 41.4%. WAGs that have the potential to convey MBKM information are for example class WAGs, student WAGs. Furthermore, a lot of MBKM information was also obtained through friends, namely 39.1%. PGSD Study Program also plays an important role in conveying MBKM information by 24.1%, MBKM information was delivered by administrative staff (TU) as well as PGSD lecturers. In addition, banners around the campus also provided information about MBKM which was installed around the UPR campus of the PGSD study program. MBKM information was also conveyed by the UPR campus through social media webinars such as FB, Instagram. There are also students who look for information through search engines: google, yahoo, youtube, etc., also on TV. Based on the results of interviews, it shows that students know about the MBKM program mostly from social media through WhatsApp groups, friends and off-campus webinars. Based on the results of questionnaires and interviews, the most dominant information about MBKM was obtained from the WhatsApp group. MBKM information was also conveyed by the UPR campus through social media webinars such as FB, Instagram. There are also students who look for information through search engines: google, yahoo, youtube, etc., also on TV. Based on the results of interviews, it shows that students know about the MBKM program mostly from social media through WhatsApp groups, friends and off-campus webinars. Based on the results of questionnaires and interviews, the most dominant information about MBKM was obtained from the WhatsApp group. MBKM information was also conveyed by the UPR campus through social media webinars such as FB, Instagram. There are also students who look for information through search engines: google, yahoo, youtube, etc., also on TV. Based on the results of interviews, it shows that students know about the MBKM program mostly from social media through WhatsApp groups, friends and off-campus webinars. Based on the results of questionnaires and interviews, the most dominant information about MBKM was obtained from the WhatsApp group.

The results of the questionnaire showed that 42.5% of those who answered knew that the MBKM program gave students the right to take 3 credits courses outside the PGSD study program and outside the UPR campus. As many as 2.3% of students who take part in the student exchange program take courses outside the PGSD study program and outside the campus. While most of the others did not take as much as 97.7%. Based on the results of interviews, it can be seen that most of the students did not take part in the teaching exchange program to take courses outside the study program due to missing information, fear of colliding with other courses and some students chose to work while studying online. From these data, it can be concluded that there are not many interested students in courses outside the PGSD study program and outside the campus due to the lack of information obtained by students so that most students have not taken advantage of the right to take courses outside the UPR PGSD study program.

The results of the questionnaire showed that 8% of students who knew about the internship program for 1-2 semesters in MBKM. Meanwhile, 92% of students who did not know there was an internship program for 1-2 semesters in MBKM. Thus, it can be seen that

the knowledge of students in the information on the existence of an internship program for 1-2 semesters in MBKM is still low. Based on the results of the interview, it was found that out of 8 students only one knew about the internship program in MBKM through webinars held by other campuses but none of the students took part in this internship program because most students had the perception that internships were not for educational students. From the results of questionnaires and interviews, it can be concluded that most students do not know about the internship program and have not participated in the program.

The results of the questionnaire show that student participation in teaching assistance program in schools at MBKM around 5.7%. Meanwhile, students who do not follow teaching assistance programs in schools at MBKM are around 94.3%. Based on the results of interviews, most of the students took part in the teaching assistance program at school when scheduled by the campus in PLP 2 apart from the program from the UPR campus there were two students who took part in the campus teaching program so that they could be claimed in the PLP 2 course but these students were chosen directly by the study program while the students who others do not know this information. Based on the results of questionnaires and interviews, it can be concluded that the majority of PGSD students do not know and participate in the teaching assistance program in schools in the MBKM program

Questionnaire results could known that student knowledge in student research/research programs in partnership with research/research institutes at MBKM around 13.8%. Meanwhile, students who do not follow the research/research program at MBKM is around 86.2% and all students have not participated in this program. Based on the results of the interviews, it can be seen that most of the students did not know in more detail the research program/research in this MBKM so that there were no students involved in this program. From these data it can be understood that students who know the program research/student research partners with research/research institutes at MBKM are still few and no one has been involved in this program.

The results of the questionnaire show that the respondents' knowledge of Humanitarian projects convertible in credits on MBKM about 8%. Meanwhile, respondents who do not know about Humanitarian projects convertible in credits on MBKM about 92%. student who participate in humanitarian project program around 3.4%, namely in fundraising activities for natural disasters, volunteering for COVID-19 and volunteering for flood disasters. Based on the results of interviews, students did not know that there was a humanitarian program in MBKM and most of the students who participated in humanitarian activities were only temporary volunteers. Based on the results of questionnaires and interviews, it can be concluded that most of the students did not know about the humanitarian program in MBKM so they had not been involved in the project.

Student knowledge about entrepreneurial activities that can be converted into credits in MBKM around 9.2% while students who do not know about the activity is 90.8%. Student participation in carry out entrepreneurial activities around 12.6%, namely opening ice cream outlets, selling, and becoming resellers. Based on the results of interviews, data obtained that most students do not know in detail the entrepreneurship program in MBKM, some students who have entrepreneurship are also on their own initiative not from entrepreneurship grant activities. Based on the questionnaire and interview data, it can be concluded that most of the PGSD students are not familiar with the entrepreneurship program in MBKM and have not been involved in these activities.

The results of the questionnaire show that students' knowledge related to student independent project programs that can be converted into credits at MBKM around 3.4%. Meanwhile, students who do not know related to student independent project programs that can be converted into credits at MBKM around 96.6%. At least students are aware of this

independent project program, resulting in no students joining the program. This is also supported by the results of interviews which show the same results, namely that most students do not know and participate in the independent project program in MBKM.

The results of the questionnaire show that student knowledge about thematic KKN programs or village building programs that can be converted into credits at MBKM around 44.8%. Meanwhile, students who do not know related to respondents' knowledge about thematic KKN programs or village building programs that can be converted into SKS on MBKM around 55.2%. Student participation in thematic KKN programs or village building programs around 50.6% but based on the results of interviews it is known that students who participate in KKN are students who have taken KKN courses on the UPR campus, not the thematic KKN programs taken outside the UPR campus. Based on these data, it can be seen that students who know about thematic KKN programs or village building programs that can be converted into SKS on MBKM than students who don't know about thematic KKN programs or village building programs that can be converted into SKS on MBKM.

The results of the questionnaire showed that students who strongly agreed with the 8 MBKM programs were 60.3%. Meanwhile, 37% of students agree with the 8 MBKM programs. Then the students who did not agree with the 8 MBKM programs were 2.7%. From these data, it can be seen that most of the students of the UPR campus PGSD study program were interested in the 8 MBKM programs as much as 60.3%. This is also reinforced by the results of interviews with students who show that students are very supportive of the eight MBKM programs that have been designed by the Ministry of Education and Culture and are willing to participate if the UPR PGSD study program opens opportunities and opportunities to take part in these programs.

#### IV. Conclusion

The perception of the UPR campus PGSD study program students towards the independent campus learning program is the MBKM program which is known to most of the UPR PGSD FKIP students are familiar with MBKM, the source of information that students get about MBKM is mostly from social media. Most of the PGSD FKIP UPR students do not know in detail the eight MBKM programs, namely student exchange, teaching assistance in the education unit, internships, research/research, entrepreneurship, humanitarian projects, independent projects and building villages so that most of the PGSD FKIP UPR students have not participated in the program but Most of the PGSD FKIP UPR students agree with the programs at MBKM.

#### Suggestion

Based on the conclusions as mentioned above, it can be suggested that:

1. It is hoped that the study program will immediately disseminate the MBKM program so that students have the same perception
2. PGSD FKIP UPR Study Program facilitates students to convey information related to registration of programs at MBKM



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