

Research Article

Transformation of Higher Education: The Strategy of MBKM

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Abstract.

The freedom of learning contained in the MBKM Guidebook is intended to give freedom and autonomy to educational institutions, and freedom from bureaucratization, lecturers are exempt from bureaucracy, and students are given the freedom to choose their field. In the context of students, they are freed to carry out campus activities through 9 Merdeka Belajar-Kampus Merdeka programs, namely; student exchanges, internships/work practices, teaching assistance in education units, research, humanitarian projects, activities, entrepreneurship, independent studies/projects, and building thematic real work villages/lectures. One of the issues that arises as the program progresses is the issue of conversion grades, which are viewed as unfair by some lecturers and students because they must convert courses from the original study program. This research uses qualitative research methods, using the types of strategies according to Kooten, namely corporate strategy, program strategy, and resource support strategy. This research found that Unila has strategies in 4 dimensions according to the Kooten, in the program strategy there are obstacles to the technical conversion of the internship program, but Unila continues to improve by designing the curriculum, technical guidance, and workshops of the MBKM program so that the initial objectives of this program can be achieved.

Keywords: transformation, higher education, MBKM

1. Introduction

The idea of a national movement born in higher education institutions when viewed from a colonial perspective is an anomaly because the initial idea of establishing higher education in Indonesia was to support colonial power itself. However, with the increasing number of students produced by various early universities, it has given birth to the awareness that the welfare of the people, which was originally the basis for the establishment of various educational institutions in Indonesia, was not achieved [1]. The orientation of education in Indonesia so far since the Old Order period has successively been nationalism, pragmatism, and the reform era until now globalism in the era of globalization. Thus, education must be designed in such a way that it allows students

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Published 6 March 2023

Publishing services provided by Knowledge E

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Selection and Peer-review under the responsibility of the IAPA 2022 Conference Committee.

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to develop their potential naturally and creatively in an atmosphere full of freedom, togetherness, and responsibility [2]. This freedom is also the basis for the Government through the Minister of Education and Culture Nadiem Anwar Makarim to transform higher education. Transformation can be interpreted as change, that is, a change in a thing or situation. The rapid development of technology today, indirectly makes many sectors experience changes in the order of life, one of which is the education sector. The Minister of Education and Culture made changes in higher education by expanding the MBKM program policy. With this policy, students are given the freedom to take courses and do course activities outside the study program and convert Semester Credit Units (SKS).

Universities are required to provide the right for students to take or not take credits outside the study program as much as 20 credits. In addition, students can also take credits in other study programs on campus for as much as one semester of the total semester that must be taken. However, this policy does not apply to health study programs or the Faculty of Medicine. Furthermore, the Minister of Education and Culture explained that there was a change in the understanding of credits. Each credit is defined as 'activity hours', no longer 'study hours'.

The transformation of higher education is currently being carried out by the University of Lampung in the context of implementing the Merdeka Campus policy, which is implementing several MBKM schemes. Successively starting from 2020, the number of students who take part in the MBKM program from the Certified Internship and Independent Study (MSIB) scheme is as follows:

TABLE 1: The number of students who take part in the MBKM program.

Years	2021 (batch 1)	2022 (batch 2)	2022 (batch 3)
Number of students	56	301	324

Source: LP3M Unila, 2022

From the data above, the increase in the number of students who are interested in and take part in the Independent Campus program of the Certified Internship Scheme has increased very high. Students are very inclined to join the program. However, the many problems that arise as the program progresses are the problem of value conversion which is considered by some lecturers and students to be considered unfair because they have to convert courses in the original study program. Students are very inclined to join the program. However, the many problems that arise as the program progresses are the problem of value conversion which is considered by some lecturers and students

to be considered unfair because they have to convert courses in the original study program.

According to Septiya, students of the Department of State Administration, class of 2018 who resigned from the certified internship program, are the absence of a relationship between learning outcomes in internships and learning outcomes in study programs. Thus, institutions in this case the University of Lampung must have a strategy to run the Merdeka Campus program on the Learning Outcomes of the study program. Based on the above problems, the researcher felt it was important to conduct further research on the Higher Education Transformation Strategy in the MBKM Policy.

2. Theoretical framework

Every company or organization, especially service-oriented, aims to provide good service for its customers. Every organization must have goals to be achieved, both short-term goals and long-term goals, in achieving these goals an organization needs to implement a strategy, and the type of strategy of each organization is different. Kooten [3] mentioned that there are 4 types of strategies which include: a. Corporate Strategy, the close relationship between the strategy and the formulation of goals, vision and mission, and initiatives of an organization in achieving the goals and objectives of the long-term organization, which is fundamental which requires that there are restrictions that are needed to ensure that the strategy is carried out for whom and who the goals are; b. Program Strategy, Program strategy is more towards the implications of an organization's output program, in other words, the program strategy must be able to know how a program will impact if the program is launched or implemented; c. Resource Support Strategy, The strategy of supporting resources is very important because in this strategy the organization must focus or pay attention to existing resources such as human resources or essential resources in the organization so that these resources can be expected to be able to improve organizational performance so that organizational goals will soon be achieved. These resources include finance (budget), technology, human resources, and so on; d. Institutional Strategy, the institution focuses its attention more on the organization to carry out or implement a strategic initiative that is based on the vision and mission of the organization. The variety of existing strategies can make the organization survive environmental conditions to provide maximum results for the organization.

3. Methods

This research is qualitative research, Bogdan and Taylor (1975) in Moleong define "qualitative methods" as research procedures that produce data descriptive in the form of written or spoken words of people and observable behavior. [4] This research will be conducted at the University of Lampung. The focus of this research is the transformation strategy of higher education in policy Merdeka Belajar-Kampus Merdeka (MBKM).

The data in this study came from primary and secondary data. Primary data were obtained interviews with relevant informants. Secondary data were obtained from various books, government websites, proceedings, and research journals. Then, the data collection techniques in this study used documentation and interview techniques that focused on collecting data.

4. Results and Discussion

4.1. Corporate Strategy

Wheelen and Hunger [3] [5] mentioned that Corporate Strategy is closely related to the mission of the organization which covers the areas below it and how the mission is carried out which causes the organization to have strategic planning. Corporate Strategy sees the relationship between vision and mission formulation as an effort to achieve organizational goals or objectives, according to Jack Kooten [3] to measure success in the formulation of an organization's vision and mission can be seen in the accuracy of goals with program outputs and goals that have been formulated in the strategic plan. One of the objectives in the Strategic Plan of the University of Lampung is the realization of cooperation with the central government, provinces, regencies/cities, the business world, NGOs, and other stakeholders, both at home and abroad [6]. Through the MBKM Program, the opportunity for the University of Lampung in achieving its goals has become very open, as evidenced by the increasing number of collaborations between Unila and public and private organizations in the framework of independent campus program activities, especially in the internship scheme.

According to the chart above, the number of Unila Cooperation with various organizations, both national, international, and NGO, has increased very significantly until 2021. Several partners work together to implement MBKM activities in various schemes. This is in line with Unila's goals and objectives in increasing cooperation and can exceed the targets contained in unila's strategic plan for 2020-2024. In the field of education

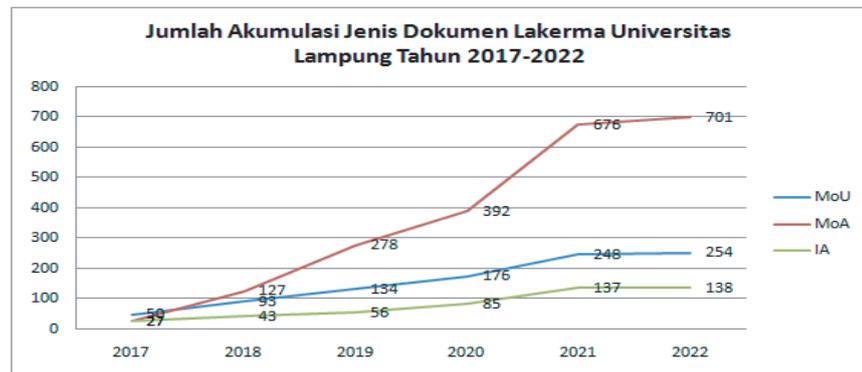


Figure 1: Unila Cooperation Document Graphic. Source: UPT PKLI, 2022.

and teaching, the University of Lampung also places the implementation of the lecture curriculum based on the Merdeka Campus – Merdeka Learning (MBKM) as a strategic issue in the Strategic Plan for 2020-2024.

4.2. Program Strategy

Program Strategy is more towards the implications produced by an organization's output program, in other words, the program strategy must be able to know how a program impacts the organization's goals if the program is planned. Therefore, there are several indicators in the Strategy Program such as organizational goals and Program outputs.

The MBKM scheme carried out by Unila since 2020 includes, Student Exchanges, Certified Internships, Teaching Campuses, and Independent Studies. Problems began to arise regarding value conversion, especially for certified internship programs. Reporting from the Ministry of Education and Culture's website, the Certified Internship and Independent Study (MSIB) program is one of the Merdeka Campus programs designed to ensure students get the best competencies, the latest competencies, and leading-edge competence to face the world of tomorrow. According to Henry Simamora [7], Practical Work (internship) is commonly referred to as built-in learning, apprenticeship, learning by doing, or on-the-job training/off-the-job training, where the program is designed for a higher level of expertise. Thus the internship program is more towards education (education) than training in terms of knowledge and in carrying out a skill or a series of interconnected work. In other words, ideally, the location of the internship should be related to the field of expertise or in this case the study program at the home university. However, in practice, the MSIB program through the Ministry of Education and Culture frees students to intern in places that are not in line with student learning outcomes

in their study programs. Based on these problems, several efforts were made so that students who took part in MBKM activities continued to have Study Program Learning Outcomes, one of which was by making the mapping of MBKM Learning as shown in the following table 2.

TABLE 2: MBKM Learning Mapping.

Types of subjects	Compulsory Subjects	Elective Subjects Mandatory	Course Options
Number of credits	Minimum 90 credits with MKUNI (21 credits of semesters 1-2; 24 credits for semesters 3-4)	Minimum 90 credits with MKUNI (21 credits of semesters 1-2; 24 credits for semesters 3-4)	
Semester	1-5, 7 dan 8	5,6,7	6,7
Program MBKM	Student exchanges across cognate/relevant study programs (between faculties) Student exchanges in the same study program outside the university	Student exchange (Permata Sakti Program) Research Independent Projects Internship Teaching Assistance Building a Village	Cross-study program exchanges outside the science Entrepreneurship Internship Project Independent Studies Building a Village

Source: MBKM Guidance, 2021

Based on the table, it is explained that compulsory courses that support the Core Competencies (Main Profile and Learning Outcomes of Graduates) of the study program are placed in the initial five semesters, starting from semester 1 to semester 5 and semester 8 for writing a thesis or other forms of scientific work. After that, in the 6th semester and or until the 7th semester, the study program can provide facilities as many as 20-40 credits (Elective courses / MBKM) to students to conduct lectures in different study programs inside and outside Unila and/or carry out other activities in various places according to what the student proposes and with permission and agreement with the study program leader. Thus, students will still get knowledge following the cluster of knowledge according to their study program in the initial semester and be given the freedom to take activities outside the campus in the MBKM program and still be able to meet graduate learning outcomes.

4.3. Resource Support Strategy

Resources so that the organization can improve its performance in implementing the program outputs that have been formulated so that the organization's goals will soon be achieved. Resource support strategies include financial resources (budget), human

resources, and so on. Unila regularly provides tutoring and workshops on MBKM for both educators and students.

The MBKM program through the Ministry of Education and Culture program is fully financed by the central government, The central government allocated a budget of IDR 1.913 trillion for the Merdeka Belajar-Kampus Merdeka (MBKM) program in 2021, which is an increase from 2020 of IDR 1.884 trillion. Its users include the independent campus certified internship program of IDR 578.88 billion, independent study certified independent campus of IDR 43.11 billion, teaching campus of IDR 340.18 billion, and student exchange of IDR 244.10 billion. There is also an entrepreneurial program of IDR 58.54 billion and an international mobility program of 329.8 billion while those distributed through the Ministry of Education and Culture amounted to IDR 290.4 billion. Thus, Unila has no significant difficulties in terms of budget because all the costs of the MBKM program are financed by the central government.

4.4. Institutional Strategy

In this institutional strategy, the strength of an agency's strategy on a problem lies in how the agency can make the most of the institutional elements (rules, SOPs, responsibilities, and authorities) it has to be able to support the implementation of an activity. HELTS 2003-2010 clearly states that to become an organization that is healthy and able to organize quality, efficient, productive, and accountable higher education to its stakeholders, as well as being able to adapt to changes in the roles and functions of the Directorate General of Higher Education, universities need to be managed autonomously [5]. Based on chapter 24 paragraph (2) of the National Education Law, universities have the autonomy to manage their institutions as centers for the implementation of higher education, scientific research, and community service. In line with this, University of Lampung in the implementation of the MBKM program has several regulations, guidelines, and SOPs for MBKM activities including, Rector's Regulation Number 21 of 2020 concerning Merdeka Belajar-Kampus Merdeka, and several MBKM guidance documents as shown in Figure 2.

Rector's Regulation Number 21 of 2020 concerning MBKM programs in the third part regarding curriculum redesign, the implementation of curriculum redesign for the preparation of MBKM policies are carried out at the Study Program level and coordinated by the head of the study program. Related to this, Unila made an MBKM implementation design which refers to the National Standard for Higher Education (SNPT), which is focused on fulfilling students' learning rights, namely following the learning process as

Title	Categories	Update Date	Download
 Panduan Singkat Pertukaran Mahasiswa Merdeka <small>📄 2 file(s) 📄 318 downloads</small>	Buku Panduan, Buku Pegangan	May 5, 2021	DOWNLOAD
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 Dokumen Panduan Sistem MBKM-Mahasiswa <small>📄 1 file(s) 📄 14 downloads</small>	Buku Panduan	August 23, 2022	DOWNLOAD
 Dokumen Panduan Sistem MBKM-dosen pj dan kaprodi <small>📄 1 file(s) 📄 12 downloads</small>	Buku Panduan	August 24, 2022	DOWNLOAD

Figure 2: Guidance document. Source: mbkm.unila.ac.id, 2022.

a whole, both the fulfillment of the learning period and the learning load. The design of the implementation of MBKM in the process of fulfilling student learning rights can be seen in Figure 3.

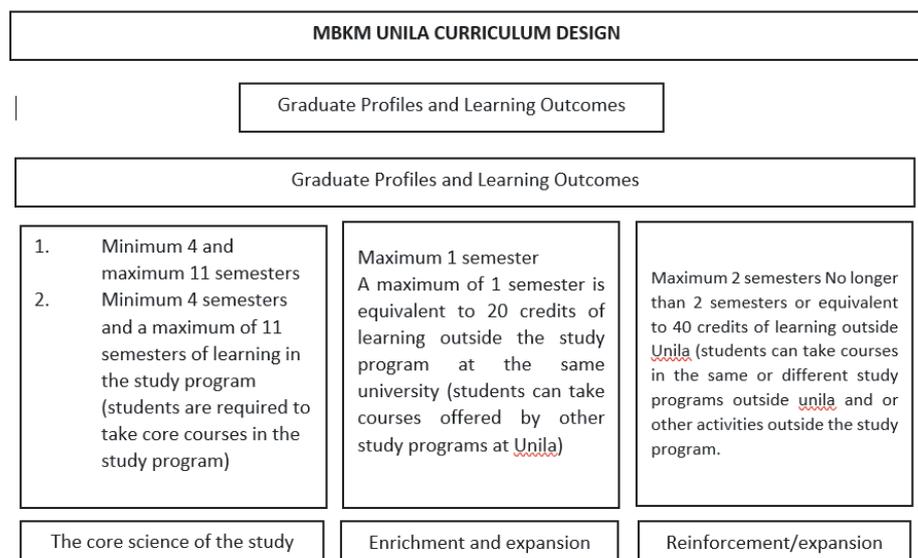


Figure 3: Curriculum Design. Source: Guidance MBKM Unila, 2021.

Several things related to the conversion of courses that have not been regulated in the MBKM guidelines and technical guidelines for the implementation of MBKM activities,

one of which is that there is no proportion of credit conversion if the MBKM Learning Activity Form (BKP) carried out has not reached the minimum conversion credit of 20 credits and there is also no solution for students who have done BKP but do not meet 20 credits. However, Unila through LP3M continues to try to revise several documents related to SOPs and MBKM guidelines through the Workshop on The Preparation of Curriculum Guidelines Compatible with BKP MBKM.

5. Conclusion

Several universities have strategies Since the Minister of Education and Culture Nadiem Makarim transformed higher education in Indonesia, practically changing the pattern of learning activities that have existed before. The presence of the MBKM program is expected to be able to answer the challenges of universities to produce graduates specifically related to transformation in the field of higher education. The strategy carried out by Unila in the context of implementing MBKM activities in 4 dimensions according to Jack Kooten, First, Corporate Strategy, the measurement of success in this strategy lies in the accuracy of goals with program outputs and targets that have been formulated in the strategic plan. Related to the MBKM program, Unila's mission as stated in the Unila Strategic Plan 2020-2024, namely increasing cooperation in the tri dharma of higher education and the implementation of the MBKM program both on a national and international scale has been achieved, as can be seen from the data of the Unila Cooperation document which has increased. Second, Program Strategy, some of the MBKM programs that have been carried out by Unila include; MSIB, Teaching Campus, and Student Exchange. The obstacle encountered is the conversion of values in the MSIB program. Thirdly, regarding the strategy of supporting resources, in terms of the budget Unila has no difficulties, since all programs are fully financed by the Ministry of Education and Culture. Fourth, Institutional strategy, Unila regulations in the MBKM program have been issued through Rector's Regulation Number 21 of 2020 concerning Merdeka Belajar-Kampus Merdeka but related to the conversion of courses has not been regulated in the MBKM guidelines or technical guidelines for the implementation of MBKM activities, in this case, Unila continues to improve the rules and SOPs in the program by holding FGDs, as well as workshops on curriculum design that can accommodate common interests.

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