

Analysis of the Aptitude of Teachers and Students of Economic Education in Facing the Challenges of Implementation of MBKM Curriculum

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Abstract: The implementation of the Free Learning Program of Free Campus (MBKM) in higher education is a significant focal point today. This study aims to assess the readiness of both educators and students for the MBKM curriculum. Conducted qualitatively, the research engaged faculty and students from the PGRI University of Wiranegara Economic Education Studies Program. Regarding lecturers, preparedness involves multifaceted aspects. They must enhance comprehension of MBKM's objectives and advantages, alongside understanding the curriculum alterations. Furthermore, managing augmented workload due to additional MBKM courses becomes imperative. On the other hand, students' preparedness is equally pivotal. They must grasp the benefits of MBKM, comprehend their responsibilities in time management and study planning, adapt to new settings, and nurture the motivation for self-development. The readiness factors for both educators and learners in the MBKM implementation are interconnected and mutually reinforcing. Educators, equipped to handle MBKM changes, can offer effective guidance to students. Simultaneously, well-prepared students can fully leverage MBKM opportunities. Consequently, lecturers need to refine their understanding, pedagogical prowess, and workload management. Students, on the other hand, must cultivate awareness, self-learning abilities, adaptability, and intrinsic motivation for personal development. Adequate preparation for the MBKM curriculum can yield maximum benefits, enabling faculty and students to explore interests, talents, and expertise beyond the confines of their prescribed course of study. This readiness aligns teachers and students to make the most of the MBKM curriculum, fostering comprehensive growth and skill development.

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Introduction

PGRi University Wiranegara (Uniwara) is a metamorphosis of STKIP PGRI Pasuruan through the Ministry of Education and Culture of the Republic of Indonesia number 259/M/2020. The change in the form of this college comes along with the birth of the Merdeka Learning Free Campus (MBKM) policy launched by the Ministry of Education, Culture, Research and Technology (Haryanto & Widyaningsih, 2022; Kholik et al., 2022; Ratna Puspitasari, 2021; Zahra Khusnul Lathifah*, Radif Khotamir Rusli, Teguh Prasetyo,

Mega Febrianisya, Abdul Kholik, 2022). Merdeka Learning Curriculum and Merdeka Campus are two related concepts in the development of education in Indonesia.

Free learning curriculum is a new approach in the development of curricula at the college level. This approach aims to give students freedom in deciding which courses they want to take, flexibility in determining educational paths, as well as the opportunity to engage in activities outside the classroom such as internships, research, or community dedication. Merdeka Learning curriculum highlights aspects of self-development, skills, and knowledge relevant to the interests and needs of students.

Meanwhile, the Merdeka Campus represents a broader vision in the development of higher education. The Merdeka Campus concept aims to give the college freedom in managing itself, including in terms of curriculum development, financial management, improved teaching quality, and research. The campus is expected to be a hub of innovation and creativity, as well as capable of producing graduates who are ready to face global challenges.

Overall, the Free Learning Curriculum and the Free Campus aims to transform the education paradigm in Indonesia to be more adaptive, innovative, and relevant to the needs of students and society. By giving freedom to students and colleges, it is expected that higher education in Indonesia can produce graduates who are competent, creative, and ready to contribute to the development of the nation. The MBKM programme provides an opportunity for students to improve their competences according to their respective talents and interests through the MBKM programmes provided by the Ministry in order to prepare graduates who are ready for the world of work. This, of course, makes all colleges in Indonesia no exception PGRI University Wiranegara obliged to develop its curriculum and model of learning in accordance with the MBKM policy. The implementation of the Curriculum MBKM should be developed by the respective colleges and the study program itself (Arifin & Muslim, 2020; Baharuddin, 2021; Kamalia, Putri Ulfa; Andriansyah, 2021). These challenges need to be met by adapting the MBKM guidelines to prepare for the development of curricula of study programmes and include aspects of planning, learning process, evaluation, and evaluation of learning. In addition, when creating a course curriculum, it is necessary to consider the profile and learning outcomes of graduates, as well as balancing the learning content with future challenges. The MBKM curriculum should provide meaningful learning experiences for students as learners by providing academic and non-academic learning freedom, and should be used by managers, teachers, students, alumni, users (Baharuddin, 2021; Firmansyah & Suwadi, 2021; Krishnapatria, 2021; Krisnanik et al., 2021).

In the era of transformation of higher education in Indonesia, the implementation of independent learning on independent campus (MBKM) became the main focus for colleges in particular Wiranegara PGRI University in order to improve the quality of education by giving greater availability and freedom to students. Students can take courses outside the curriculum, undertake community service activities, internships, research, or independent study, both inside and outside the campus, both at home and abroad. The program also encourages colleges to innovate and collaborate in the preparation of curricula that are tailored to the needs of the world of work and the development of science and technology, the Economics Education Studies Program as one of the study programmes at the Faculty of Pedagogy and Psychology at PGRI University Wiranegara has a central role in equipping students with economic knowledge as well as skills relevant to success in the workplace, because MBKM

demands a paradigm change in learning approach, encouraging independence, creativity, and innovation in the teaching learning process. Therefore, the preparedness of teachers and students becomes an important foundation in ensuring the successful implementation of MBKM. The Economic Education Studies Programme needs to prepare faculty and students in the face of the challenges of implementing MBKM. The teachers need to have a deep understanding of the concepts able to adapt to a flexible learning model and give room for student initiatives. In this context, this article aims to analyze the readiness of faculty and students of Economic Education in adopting MBKM, identify the obstacles that may arise, as well as consider the prospects for successful implementation of MBKM in the study program.

Some research has studied the MBKM program, as shown (Arifin & Muslim, 2020; Kholik et al., 2022; Saputra, 2016). This research suggests that students will acquire additional skills as a result of the MBKM program. ability to analyze, problem-solving, better soft skills, and professional ethics. Besides, they will learn how to enter the world of work after graduation. The results of (Riyadi et al., 2022; Sopiansyah et al., 2021) show that the study programme faces a number of challenges. Research (Haryanto & Widyaningsih, 2022; Kamalia, Putri Ulfa; Andriansyah, 2021) shows that student perceptions of the MBKM program are 80.3%. According to student questionnaire analysis, participating in the MBKM program has many benefits, including learning experiences outside the study program that can improve abilities or skills, both hard skills and soft skills..

Research by (Rizal, 2014; Sudaryanto et al., 2020) suggests that students can introduce learning technology, socialization stunting, and covid-19 through campus activities. More than 60% of students believe that studying outside the classroom will give them the ability to analyze and solve problems.

In early 2020, the Minister of Education, Culture, Research and Technology (Kemristekdikti) officially announced the Free Learning Programme of the Free Campus (MBKM). Through this policy, students are expected to be prepared to adapt to the needs of the times to be able to cope with social, cultural, technological, and workplace changes. There are eight (eight) forms of MBKM provided by the Ministry and can be followed by students, students can take the MBKM program a maximum of 2 times or the equivalent of 40 credits. Eight forms such MBKM are, internship or work practice, village project, teaching in school, student exchange, research / reset, entrepreneurial activities, independent study / project, and scholarship project. Forms of learning activities on the MBKM program followed by students for 1 (one) semester can be converted 20 credits.

Based on the results of interviews with some students in the Economic Education Studies Program of the Faculty of Pedagogy and Psychology of the University of Wiranegara PGRI, that the initial implementation of the MBKM curriculum is not running well. The faculty designs and prepares changes to its curriculum every year to adapt to the teaching and learning processes in order to impact on the effectiveness of the implementation of the MBKM program. PGRI University Wiranegara makes joint guidelines for the implementation of independent campus learning curricula. The university must also make guidelines and cooperation agreements with other colleges, other institutions, companies, and industry. In addition, PGRI University Wiranegara must also socialize the MBKM curriculum to lecturers and students (Daryono, Mochamad Bayu Firmansyah, 2021; Satriawan et al., 2021).

The challenges and obstacles faced by the Economic Education study program in the implementation of the MBKM program are the background of this research article. PGRI University of Wiranegara, located in Jl. Ki Hajar Dewantara No. 27-29 Kelurahan Tembokrejo City of Pasuruan is a private college under the umbrella of the Institute of College Services (LLDikti) Region VII East Java that has implemented the MBKM program designed by the Government. The activity and participation of the University of PGRI Wiranegara can be seen from the MBKM grants followed by lecturers and students of the Economics education study program. The focus of this research is to analyze the readiness of faculty and students of the Economic Education study program in the face of the implementation of the MBKM curriculum that has been running for about 3 years.

Research Method

This research is carried out through a qualitative approach by way of case studies. The case studies are taken about the implementation of MBKM which has been implemented by the study program of Education Economics of the Faculty of Pedagogy and Psychology of the University of PGRI Wiranegara based on the perspective of lecturers and students. Qualitative research, according to (A. Muri Yusuf, 2016), focuses on the nature or value of the symptoms of objects rather than their conditions or properties. Education Economics has implemented MBKM for about 3 years since 2020. The research procedure is carried out through in-depth interviews with the lecturers and students of the Economic Education study program. The results of these interviews are preliminary data that are processed according to the focus of the research.

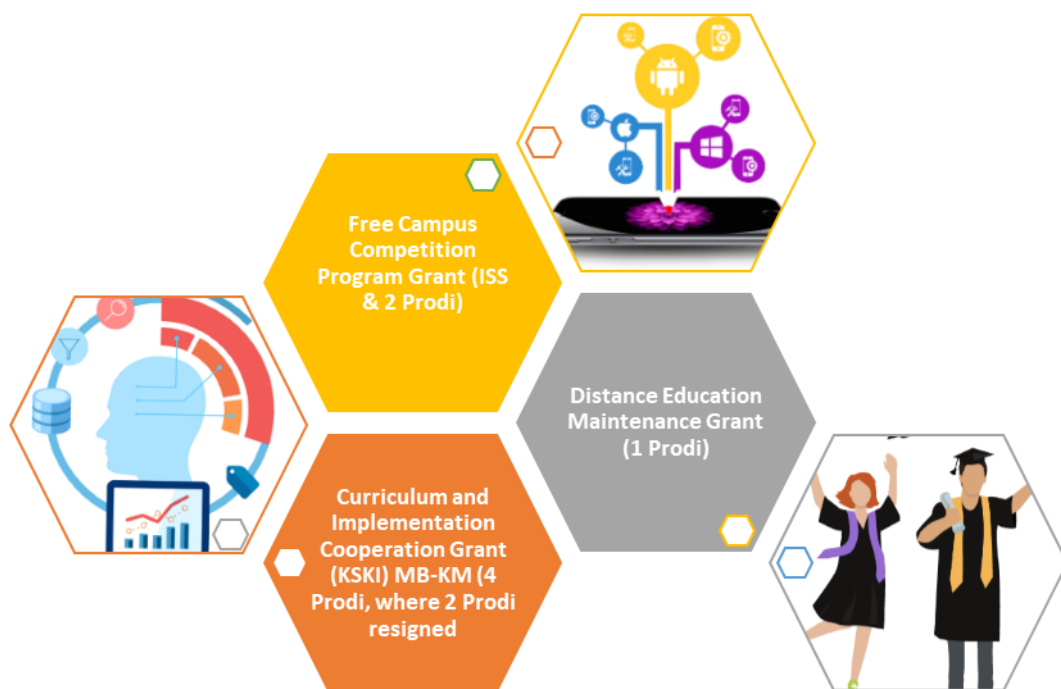
The Chairman of the Study Program and the student of Economics Education as key informants, and several lecturers of the Prodi Education Economics as accompanying informants on this research. The research was conducted in the Ganjil 2023-2024 semester of December 2023 until January 2024. Data collection techniques conducted interviews with research sources. Interviews were conducted to analyze their level of readiness, perception, and assessment related to the implementation of MBKM. The data collected was then analyzed thematically to identify the obstacles and prospects of implementation MBKM in the study program of Economic Education.

Result and Discussion

Implementation of MBKM in the educational program of the Faculty of Pedagogy and Psychology of the University of PGRI Wiranegara began with a change in the curriculum. The previous curriculum was based on KKNi, with the birth of this MBKM, the curricula of the study program of economic education adjusted to the Curriculum of MBKM. The change of curriculums of prodi Education Economics involved elements of lecturers, students, alumni, and stakeholders. (ASPROPENDO). Curriculum changes are structured in conjunction with matricular grouping based on matricular criteria of institutions, faculties, and study programmes. This is done to map any mathematics that can be converted in the form of learning activities on the MBKM programmes followed by students. Besides, another purpose of mathematical grouping is to give compulsory mathematics to students in the early semesters, so that learning access to the economic education study program remains inherent in the profile of graduates of the economics education program. Based on the results of the interviews showed that the majority of Economic Education lecturers have a good

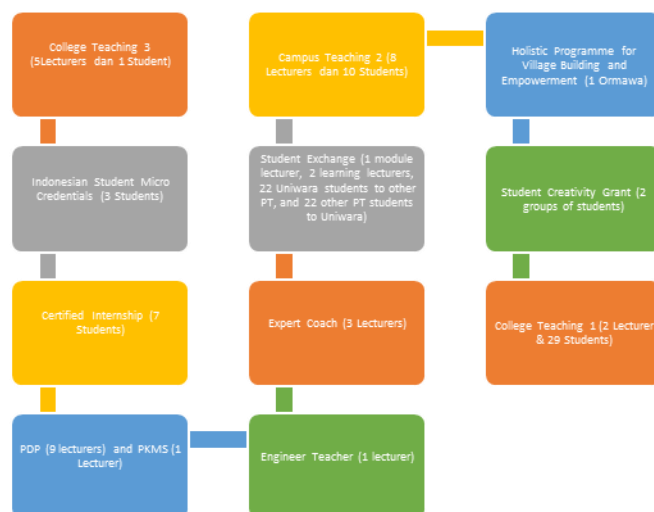
understanding of MBKM and are aware of its benefits to students. In addition, there is interesting information such as the struggle of the head of the Economic Education study programme in implementing the MBKM policy, the policy of any MBKM that has been implemented by the study programme, the University's support for the policy MBKM of the economic education study program, the socialization of MBKM carried out by the studies of economic education to students, as well as the challenges that are faced by economic education studies program in applying the policies MBKM along with its innovations. In order to fully support the implementation of the MBKM implemented by the Economic Education study program, all the lecturers in the Education Economics study program are involved in the development of the curriculum, socialization as well as implementation MBKM. In the course of the application of this MBKM there are obviously obstacles that are passed, one of the elements of the preparedness of the lecturer. MBKM implementation allows students to take courses outside of the curriculum, which requires lecturers to manage and guide students from a variety of backgrounds. This can increase the workload of lecturers in terms of material preparation, teaching, and supervision of students. Teachers need to manage their time and resources wisely in order to provide a quality learning experience for all students. The adaptation of the curriculum also requires cooperation between the faculty and the administration of the University of Wiranegara to ensure the sustainability and compatibility of the Curriculum of Economic Education with the vision of the MBKM. Although facing challenges in the implementation of MBKM, faculty can take a number of steps to overcome this. Teachers need to continue to develop their pedagogical skills, collaborate with colleagues, participate in training and professional development, as well as leverage available resources to support the successful implementation of MBKM. With the cooperation and commitment of all parties, the challenges in the implementation of the MBKM can be overcome, and the program can provide significant benefits for students in developing their potential beyond the established curriculum. The first workshop is the workshop of the curriculum matakuliah cor of the study program which presents the sources of the State University of Malang, and the second workshop is a workshop of curriculums matuliah entrepreneurship also presents sources of State University Malang The workshop is aimed at developing curricula of the program of studies of Economics based on MBKM. Even the Chairman of the programme of studies and several lecturers of Economic Education are also involved in the grant of the Competition Program of the Free Campus (PKKM) organized by the Ministry of Education, Culture, Research and Technology. (Kemdikbudristek). The programme aims to improve the quality, relevance and innovation of higher education to respond and anticipate future developments in Science and Technology (IPTEK) in accordance with the excellence of the curriculum, in addition to enhancing cooperation with the World of Industry (DUDI) as a supporter of the management of the implementation of the MBKM program of study at the College. As a result of PKKM grants at the institutional level, PGRI University of Wiranegara has developed several applications as Institutional Support System (ISS) – MBKM such as WiraMerdeka and WiraAkademik. At the level of the study program, Economic Education has also succeeded in building a Business Incubation Laboratory, this laboratory not only as a facility for students in creating and developing the potential they have but can also serve as a medium of promotion of the campus in particular the study programme Economic education.

The following is a track record of PGRI University of Wiranegara in the case of MBKM in the last two years since it adopted the Merdeka Learning – Campus Mrdeka policy in accordance with Permendikbud No. 3 Year 2020 on the National Standard of Higher Education Article 18. PGRI University Wiranegara is committed to reconstructing the curriculum in accordance with the guidelines of MBKM by the Directorate-General of Higher Education of the Ministry of Education and Culture and implementing it. Therefore, the achievement of Uniwara in national grants related to MBKM in 2021 can be seen in the following Figure. Uniwara received a grant of 1.5 M for the Merdeka Campus Competition Programme (PKKM) for the Institutional Support System (ISS), the Mathematical Education Study Programme, and the English Language Education Programme; the Curriculum Cooperation and Implementation (KSKI) grant for the Economic Education and Language and Literary Education Studies Programme of Indonesia; and the Distance Learning (PJJ) Grant for the Mathematician Education Program. The programmes in PKKM, KSKI, and PJJ have greatly influenced the direction of Uniwara's second year policy, namely the improvement of SDM and institutional development.



Picture 1. Grants that have been awarded by Uniwara related to MB-KM in 2021

As for the achievement of faculty and students of Uniwara in achieving national competition grants in 2020 to 2022 is as in the following picture.



Picture 2. Accomplishments of faculty and students of Uniwara in achieving grants of the National Competition

In support of the implementation of MBKM by students, the Economics Education study programme provides a policy of allowing students to choose courses outside the Economic Education study program. Therefore, students need to have good time management skills and be able to make an effective study plan in order to organize the study schedule and manage the tasks of additional courses wisely, students also need to be capable of adapting to the new environment, both in terms of learning material and social interaction. These barriers do not make students of Economic Education uninterested in the MBKM program. On the contrary, students of economic education welcome the implementation of MBKM and are aware of its benefits in improving their skills and preparation for work. This is demonstrated by the participation of a number of students of the program of Economics Education Studies in the programmes of MKBM, such as student exchanges, teaching in schools, internships or work practices and entrepreneurial activities. Then the form of campus support for the implementation of MBKM is to implement the Form of Learning Activities (BKP) Independent, available MBKM space, available the MBKM policy guidelines approved by the Rector of the University of PGRI Wiranegara.

Conclusion

Based on this research article, it can be concluded that the implementation of the curriculum of the Merteka Campus Free Learning Program (MBKM) poses a challenge to be faced by both lecturers and students.

In the face of the implementation of the MBKM, lecturers are faced with the challenge of increased workload, curriculum adjustment, pedagogical skills development, fair assessment, and interdisciplinary collaboration. Dozens need to manage time and resources wisely, conduct curriculum revisions in accordance with the MBKM, develop pedagogical skills, make fair and objective assessments, and collaborate with lecturers from other disciplines.

Meanwhile, students also need to be prepared to face the implementation of the MBKM by raising awareness of the benefits of MBKM, setting goals and personal interests,

managing time and study plans well, having self-learning skills, adapting to new environments, and having a willingness to learn and develop themselves.

Preparedness of faculty and students in the face of implementation of MBKM is crucial to ensuring the success of this program. Doen need to continue to develop their pedagogical skills, collaborate with colleagues, and leverage available resources. Students need to recognize and overcome challenges that may arise, as well as leverage existing resources to support their development outside the curriculum.

In conclusion, the study emphasizes the need for cooperation and commitment of all parties, both lecturers and students, in the implementation of the MBKM curriculum. With good preparation, faculty and students can make the best use of MBKM opportunities and positive results in developing interests, talents, and expertise beyond the specified curriculum.

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