
Action Plan Curriculum Freedom To Learn- Independent Campus Field Social Science Islamic Higher Education Institution (PTKIN) In Indonesia

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Abstract

This study aims to study and analyze how it works, and the timely achievement of targets for implementing the independent curriculum for learning independent campuses at Islamic religious colleges in Indonesia. This research was conducted with a descriptive qualitative approach using SWOT analysis: Strengths (S), Weaknesses (W), Opportunities (O) and Threats (T). The results of this study indicate that PTKIN's strength is as an extension of the government and collaborating in managing universities funded by the state through the ministry of religion. However, the budget provided cannot be managed properly due to a lack of human resources, both in the field of management and technology that has the ability to manage an efficient and effective learning system and is coordinated with other institutions. The economic condition of students, who are on average lower middle class, becomes an obstacle in implementing the Merdeka Learning Curriculum at the Merdeka Campus. The readiness of the incumbents to collaborate with the industrial sector has not been maximized, so that students cannot be distributed to various companies or industries and existing government institutions/agencies. The leadership's inability to build networks with the industrial world and other institutions/agencies will give birth to alumni who are not professional and competent in their fields.

Keywords: *Action Plan, Curriculum, Freedom of Learning, Islamic Higher Education*

INTRODUCTION

Ministry of Education, Culture, Research, and Technology Nadiem Anwar Makarim made a new breakthrough in the world of education by launching an freedom to learn on campus (MBKM) which was legalized on January 24, 2020. This system will be implemented in all universities in Indonesia totaling 4500 campuses. Freedom to learn is a series of policies that provide freedom to students and universities to criticize education outside campus.

The MBKM concept initially raised the pros and cons among universities. After the emergence of various seminars and guide books on this system, universities began to understand the purpose and benefits of this MBKM for students and universities towards accelerating better accreditation (Sasikirana & Herlambang, 2020).

The Covid-19 disaster that has plagued the world, especially Indonesia (Halal et al., 2021) thus limiting the community's space in carrying out their activities, as well as in the teaching and learning process directly experiencing obstacles so that offline learning appears. With an independent learning system, an independent campus can be used to study outside of school (Suhartono et al., 2020) can be carried out freely and in a structured manner such as the exchange of student interns, social workers, research and community service. Freedom to learn is a positive solution during the pandemic and post-pandemic so that students can improve themselves with various practitioner skills according to market demand.

Facing social changes in the 4.0 generation in the world of work and technological progress, universities must prepare the potential of their students with various kinds of knowledge that are in accordance with the needs of the industrial world, Link and Match with the world of work and society (Indarta et al., 2022) it is a challenge for academic institutions. Academic institutions are required to be able to make curriculum designs that are in accordance

with the demands of the development of communication technology and industry. The rapid development of information technology has become an opportunity and a challenge for educational institutions towards an independent, independent learning campus that goes international.

Academic institutions are required to make a road map for implementing the curriculum in each study program they care for, otherwise this becomes a big challenge in facing an increasingly sophisticated technological revolution. Academics are required to have soft skills as well as hard skills (Cahyadi, 2017). This is not too difficult to do if it has been programmed from the start and the funds have been budgeted according to the size of the number of students at the university concerned. An unfettered campus autonomy culture will create scholars who are creative, innovative and compatible. Freedom to study an independent campus is the best solution in answering the intellectual problem of unemployment which is always increasing in number from year to year.

Analysis of the relevance of college graduates to the world of work shows that 75 percent of university graduates work incompatible with scientists. This is an important note to adapt market needs to the curriculum, (Muhson et al., 2012). Komang Gede explained that the indicators for the length of time undergraduates were unemployed were due to the fact that the curriculum did not match the needs of the market, the cumulative achievement index obtained and the economic ability of parents (Gede et al., 2021) (Hidayatullah et al., 2021) (Nofia, 2020) learning in the industrial era 4.0 can be done with a blended learning system which is done with various technologies and media that are relevant to the development of student needs.

The curriculum is the main instrument in carrying out a quality teaching and learning process (Richard, 2001, McNeil, 2006). The process of changing the curriculum requires maximum adaptation and effort and is adjusted to the abilities and interests of students in order to be able to compete with other universities, and do internships in companies (Hidayatullah et al., 2021) (Halal et al., 2021). Intelligence in acting and acting as well as contributing to the community is the end of the knowledge that students gain by studying in higher education (Suryaman, 2020). The above is also in accordance with the Vision of higher education in 2030 is to create a society that has the ability in the fields of technology and literacy. The literacy ability of Indonesian students is still among the lowest, it can be seen from a study conducted by the Program for International Student Assessment (PISA) in 2015 that the reading ability of Indonesian students is ranked 62 out of 72 countries. UNESCO released the order of countries with literacy skills in the 2016 World Most literate nations program, placing Indonesia in the last digit in the 60th rank of the 61 countries with the lowest literacy rates.

State Islamic Religious Universities (PTKIN) are educational units under the auspices of the Ministry of Religion, which consist of 23 State Islamic Universities (UIN), 19 State Islamic Institutes (IAIN) and 6 Islamic High Schools (STAIN) which are active in carrying out their duties, mandated role functions as stipulated in the 2012 Law implement the Tri Dharma of higher education, education and teaching, research and community service. The Directorate General of Islamic Institutions of Higher Education has designed guidelines for implementing MBKM including curriculum, quality assurance and community service. With the above guidelines, of course, the 88 Islamic educational institutions have to implement the education system that has been booming in Indonesia, namely Merdeka learning, independent campuses (Sasikirana & Herlambang, 2020).

RESEARCH METHODS

This research was conducted with a qualitative descriptive research approach using SWOT analysis: strengths (strengths), weaknesses (weaknesses), Opportunities (opportunities) and Threats (threats) prioritizing the process by observing (Bungin, 2011). The data was obtained by observing various Islamic universities under the Ministry of Religion including the State Islamic University (UIN), IAIN (State Islamic Religion Institute) and State Islamic College (STAIN). Observations were made on how the process of student exchange with other universities, the implementation of internships and community service and action plans that would be carried out in carrying out the independent learning curriculum for the independent campus.

RESULT AND DISCUSSION

The idea of an independent campus can be used as the main pillar in running a higher education system that is more competent and sensitive to change. Changing the old paradigm into a more innovative paradigm, such as independent learning on their own campus, is certainly not as easy as turning the palm of the hand. The efforts made require great struggle and sacrifice. Basically, the concept of independent learning on an independent campus is student-centered learning (student center learning) in developing innovation, creativity, capability, emotional personality questions, so that they are able to face the dynamic world of work (General et al., 2020). Besides that, this is also very much in accordance with Cybernetics theory. Cybernetic is one of the learning theories that can be done anywhere and anytime by utilizing technology at a distance. This theory is very relevant to the MBKM which has been approved by the Minister of Education. After the emergence of various seminars and guidebooks on this system, universities began to understand the purpose and benefits of this MBKM for students and universities towards accelerating better and superior accreditation.



Figure 1. Flow of the Freedom to Learn Program in Merdeka Campus

The student exchange program is the first step that must be carried out by universities to open horizons of thinking, understand other people's cultures, increase friendship, increase language skills, understand learning models from outside, build global connections, adaptability and socialization, train self-confidence, and train independence (Nofia, 2020), (Faiz & Purwati, 2021) these are all benefits derived from student exchange activities. Furthermore, student internships in the industrial world aim to increase the spirit of student independence as stated in the MBKM curriculum (Anggraini et al., 2022). Online learning during the pandemic actually matures students, where students are required to be more creative in finding sources of knowledge, whether in literature or in the world of work (Evi Hasim, 2020).

With internships, students get information about the world of work, have experience and convey to the study program what subjects are priorities to suit the job field. This can be used as a study program as a reference for changing the curriculum in addition to stakeholder assessments. Teaching assistance in education units is also a key point in MBKM. Unfortunately, the MBKM program is more prioritized in the field of education and teacher training.

On the sidelines of the learning process, students are also required to conduct interesting studies with current and updated issues for the need for quality improvement and more innovative policies. There are several advantages to the MBKM program, namely: first, Autonomy for State (PTN) and Private Universities (PTS), i.e. campuses are freed to open new study programs in accordance with the needs of the community and market share is required for universities that have excellent ratings and excel. Then build national and international cooperation in the field of curriculum preparation, field work practices and internships.

Universities that have advanced to provide assistance to campuses that are still under improvement. The collaboration that is carried out must bring outcomes and outputs for the universities below it so that in the future it can achieve superior rankings. Second, the automatic re-accreditation program. Changes in university rankings can be carried out by simultaneous reaccreditation for study programs that have prepared complete data and are proposed to BAN-PT. The name change in standard accreditation can be adjusted to the Nine criteria through the supplementary addition instrument (UTI) which is carried out on study programs that already have B and A ratings. Third; freedom for State Universities, public service bodies (BLU) and work units (Satker) to become PTN Legal Entities (PTN BH) (Islamic Higher Education, 2020).

In the MBKM system, students are allowed and given the opportunity to choose and attend lectures in different majors at their parent university or in the same department at other universities or vice versa (Vhalery et al., 2022). This is done so that students find varied learning nuances so that they are able to interact and adapt to different environments. Students also get a variety of forms of learning in improving and changing the treasures of thinking that are closed to open.

Several UIN campuses in Indonesia have implemented the MBKM curriculum long before the MBKM curriculum was established, but have not been synchronized to the Higher Education data portal, including UIN Sunan Kalijaga. Student exchange programs have been carried out by UIN Suska in various countries in Asia such as student exchanges to Malaysia, Thailand and Brunei Darussalam. Not only that, other programs are certified internships to various companies.

The implementation of certified or non-certified internships carried out by students is counted as 2 credits. This has existed since the birth of the social sciences faculty within PTKIN since 2017. In implementing the MBKM concept in Islamic tertiary institutions, there

are many obstacles. There are several obstacles and challenges faced by PTKIN. First, the lack of ready-to-use information technology tools. Second, inadequate human resources. Third, data on students who carry out MBKM must be synchronized with central data both at the Ministry of Religion and at the Ministry of Research and Technology. Fourth, unavailability of funds.

To carry out this MBKM activity, a large amount of funds is needed. The Ministry of Religion has not specifically made a budget for the implementation of the MBKM curriculum. Fifth, the unpreparedness of policy makers in carrying out this program due to different views and thoughts on the importance of implementing the MBKM curriculum.

To change the human perspective, it is necessary to be prepared to change (Sintiawati et al., 2022). The world can be changed by thinking processes, namely knowledge, attitude and skills (Halal et al., 2021). Sixth; pandemic conditions that hit the world and Indonesia. The challenges faced today are almost the same as those found by other researchers. Obstacles found by researchers in the field regarding the Implementation of the "Free Learning, Independent Campus" Policy Implementation. First, the mechanism for Collaboration between State Islamic Universities and Study Programs with External Parties that has not been realized (Indrawati, 2020) (Masnun, 2020) (Hudjimartsu et al., 2022).

The main obstacle faced is the availability of internet devices (Sabriadi & Wakia, 2021) also mentioned the challenges of implementing MBKM in PTNs is the lack of readiness of experts in the field of technology, another challenge is the lack of perseverance and inappropriate timings that hinder student lectures (Xavier & Meneses, 2022), unmotivated students and lack of accountability among group members, unable to collaborate (Guffey et al., 2021).

The suitability of the syllabus with the demands of the field, cognitive abilities, alignment of goals with the curriculum alignment learning system is very significant in determining the success of learning achievement. Learning achievement will be low in the new system because it is still in the adaptation process (Johnson et al., 2020) student independent efforts, flexibility and satisfaction in distance education, distance learning opportunities if in Indonesia called MBKM offer flexible learning opportunities, namely learning with the new system will have an impact on the sustainability of the previous education system. The education system in Indonesia does not create a long-term role model so that one system has not been implemented yet a new system has emerged.

Human resources preparation is a priority before a regulation is promulgated. The readiness of the new workforce must also be balanced with the new system that was launched). To harmonize the theory and practice of learning, there must be continuous assistance to educators. This is because every change in the education system requires adequate technological capabilities (Chandra & Lloyd, 2020).

The shift in learning in higher education to an online learning system has had both positive and negative impacts on the academic community. On the one hand, it saves routine budget costs and flexibility in the implementation of learning time, meaning that the learning process can be carried out when and where even (Sparkman-Key et al., 2021). On the other hand, students cannot absorb lessons well because of many distraction factors. Students' hard work and independence are highly demanded in online learning in order to achieve learning objectives (Alharbi & Khalil, 2022). Technological abilities are very much needed in the implementation of independent learning, but it is no less important for students to have computational thinking skills, namely problem solving methods by applying computer science techniques. This has been tested by students in China (Li et al., 2022). The policy of opening new study programs (prodi) and university accreditation are two of the visions of the Minister of Education and Culture which are appreciated by universities.

This policy gives a positive aura amidst the difficulties of bureaucracy and the requirements for submitting new study programs and accreditation in Higher Education. One of the requirements that require collaboration between universities and study programs with outside parties (service companies, industry, communities, other universities, and government and private institutions) creates confusion in the mechanism.

Small universities with limited human resources, infrastructure, and especially PTNs with remote geographical locations certainly have big obstacles to collaborate with large agencies and leading state universities. To realize productive and meaningful collaboration for scientific development and student experience. Without a clear mechanism and a shared vision between the Ministry of Education and Culture and other Ministries, this policy will not work as expected because PTNs are very difficult to implement.

This policy is expected to spur PTN to become a world class university. Currently there are only 8 state campuses that are included in the 1000 best international campuses. The best campuses in Indonesia according to the Asia University Ranking 2022 are the University of Indonesia, Bandung Institute of Technology, Bandung Education University, Air Langga University, Gajah Mada University, Hasanuddin University, IPB University, and Eleven Maret University. The WEBOMETRIC version of the best Islamic campuses in Indonesia is UII, State Islamic University Sunan Gunung Djati Bandung, Uin Syarif Hidayatullah and others. To implement the independent curriculum for independent campus learning, universities make operational plans, namely preparing facilities and infrastructure, preparing reliable human resources to provide IT equipment. Synchronization data, designing innovative curricula, building sustainable collaborations, revising work-based curricula, preparing MBKM support funds, independent campuses in the field of entrepreneurship.

CONCLUSION

Determination of a regulation in Indonesia is always done without conducting a feasibility study on the target or object of enactment of a regulation. It is ironic again that a regulation is full of political interests, the enlargement of a name. Rules that have been entrusted should be carried out as well as possible by preparing all facilities and infrastructure, financial capabilities and the availability of human resources that support the implementation of the system or law that has been set. . The implementation of regulations or decisions that have been set has not been implemented properly, new laws have emerged when the government changes. This is a constant dilemma that is considered normal by policy makers. There is a kind of assumption that every new leader will make a new rule that will unwittingly destroy the order that has passed before and the new thing cannot be implemented optimally. This includes the MBKM curriculum program that is currently being implemented in Indonesia. Universities, both public and private, have not been maximal in carrying out MBKM activities because of the various obstacles described above.

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