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Implementation of The Independent Learning - Independent Campus Policy at Universitas Negeri Manado

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Abstract. The objective of the Independent Learning - Independent Campus (MBKM) policy is to improve the competence of graduates, both soft skills and hard skills, so that they are more prepared and relevant to the needs of the times, preparing graduates as future leaders of the nation who are superior and have good personalities. The aims of this research are to 1) describe, analyze and interpret the implementation of the MBKM policy at Universitas Negeri Manado; 2) Describe, analyze and interpret the inhibiting and supporting factors for the implementation of MBKM policies at Universitas Negeri Manado. This research was conducted using a qualitative approach. The research location is Universitas Negeri Manado. Data collection techniques used are observation, interviews and document studies. The results of the study show that 1) Student Exchange Activities through MBKM have been carried out at Universitas Negeri Manado since 2020. However, only a few students at Universitas Negeri Manado have participated in the MBKM program, not all of them due to limited funds; 2) Many students from the Faculty of Engineering have participated in the MBKM Internship activities. The implementation of the MBKM Internship/Work Practice Activities has problems because the MBKM program is government-based and lecture in nature, in fact it can only be attended by students in semesters V and III; 3) The inhibiting factor in this MBKM policy is that the program is still new so it must be fully studied or it is still in the process of being developed. However, there are supporting factors for the MBKM policy, namely having many benefits for students and there are even awards given to students, namely giving a reward of 20 credits for all courses that have been determined by the study program.

Keywords. Implementation, Policy, Independent Learning- Independent Campus (MBKM)

A. Introduction

Policy is a means to achieve goals (Masengi et al., 2023) [1]. Usually the policy is contained in programs that are directed at achieving goals, values, and practices (Tarore and Supit, 2023) [2]. Policy implementation in its sense refers to what activities are actually carried out, both those carrying them out from official government organizations and other parties that have been determined in existing policies. Policy implementation is the most important stage of an existing policy (Dilapanga et al., 2023) [3]. At this stage it determines whether the policies that exist and have been pursued by the government or organization are appropriate and

successful in the field to produce outputs and outcomes as planned in the future, all conditions and circumstances may change (Masengi et al., 2023) [4].

One of the policies made by the government through the Ministry of Education, Culture, Research and Technology in 2020 is that there is a policy regarding Independent Learning-Independent Campus (MBKM). The MBKM program is in accordance with the Regulation of the Minister of Education, Culture, Research and Technology Number 3 of 2020 concerning National Higher Education Standards, in Article 18 it is stated that fulfilling the time and study load for undergraduate or applied undergraduate program students can be implemented: 1) participate in the entire learning process in study programs at tertiary institutions according to the period and study load; and 2) following the learning process within the study program to fulfill part of the learning period and load and the remainder following the learning process outside the study program [5].

The 2020 MBKM Guidebook explains that through MBKM, students have the opportunity for 1 (one) semester or the equivalent of 20 (twenty) semester curriculum units (SKS) to study outside the study program at the same university; and a maximum of 2 (two) semesters or the equivalent of 40 (forty) credits studying in the same study program at different tertiary institutions, studying in different study programs in different tertiary institutions; and/or learning outside of Higher Education [6].

The learning process in MBKM is one of the manifestations of student-centered learning which is very essential (Romla, 2021) [7]. Learning in MBKM provides challenges and opportunities for developing innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through field realities and dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, demands performance, targets and achievements (Hudjimartsu et al., 2022)[8]. Through the well-designed and implemented MBKM program, students' hard and soft skills will be strongly formed.

The objective of the MBKM policy according to the guidebook, the program "the right to study three semesters outside the study program" is to improve the competence of graduates, both soft skills and hard skills, so that they are more prepared and relevant to the needs of the times, preparing graduates as superior future leaders of the nation and personality. It is hoped that experiential learning programs with flexible pathways will be able to facilitate students in developing their potential according to their passions and talents.

In implementing the MBKM policy according to the guidebook, there are several general requirements that must be met by students and tertiary institutions including the following: 1) Students come from an accredited study program; 2) Active Students who are registered in the Higher Education Database. In the guidebook it is explained for its implementation in Higher Education: 1) Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards: Higher Education is required to facilitate the right for students (can be taken or not) to: Be able to take credits outside of college maximum 2 semesters or the equivalent of 40 credits. Can take credits in different study programs at the same university for 1 semester or the equivalent of 20 credits; 2) Develop academic policies/guidelines to facilitate learning activities outside the study program; 3) Create cooperation documents (MoU) with partners. This also applies to Universitas Negeri Manado.

The target of MBKM is students who aim to provide opportunities for students to learn and develop themselves through activities outside the classroom and also to effectively mitigate learning lags during the Covid-19 pandemic (Zunaidi et al., 2021) [9].

Universitas Negeri Manado (Unima) is one of the universities in Indonesia that implements the MBKM program. Based on pre-observations, Universitas Negeri Manado still has obstacles and challenges in implementing this program.

Therefore, researchers conducted a thesis research entitled Implementation of MBKM Policy at Universitas Negeri Manado. The aims of this research are to 1) describe, analyze and interpret the implementation of MBKM policies at Universitas Negeri Manado; 2) Describe, analyze and interpret the inhibiting and supporting factors for the implementation of MBKM policies at Universitas Negeri Manado.

B. Methods

This research was conducted using a qualitative approach, because qualitative research places more emphasis on the process of finding meaning, expressing meaning, behind the phenomena that appear in the study, with the aim that the problems to be studied are more comprehensive, in-depth, natural and straightforward and without much interference. the hand of the researcher to the facts that emerge (Sugiyono, 2016) [10].

The research location is the Universitas Negeri Manado Environment with a research focus, namely 1) Implementation of the MBKM Policy at Universitas Negeri Manado for Student Exchange Activities and Internships/Work Practices; 2) Inhibiting and Supporting Factors in the Implementation of MBKM Policy at Universitas Negeri Manado.

Sources of data in this study were 1) informants, who were selected by purposive sampling, 2) places and events, namely through field observations, and 3) documents, namely in the form of manuals, operational system procedures, notes and pictures. The data analysis technique used is a qualitative data analysis technique from Miles and Huberman, namely data reduction, data presentation, and drawing conclusions [11].

C. Results and discussion

Implementation of Independent Learning-Independentt Campus Policy at Universitas Negeri Manado

Policy is a means to an end. The policy is contained in a program directed at achieving goals, values and practices (a projected program of goals, values and practices). Policy implementation in its sense refers to what activities are carried out in real terms, both those carrying them out from official government organizations and other parties that have been determined in existing policies (Angow et al., 2018) [12]. Policy implementation is the most important stage of an existing policy. At this stage it determines whether the existing policies that have been pursued by the government are appropriate and successful in the field to produce outputs and outcomes as planned in the future, all conditions and circumstances may change (Sutmasa, 2021) [13].

The implementation of public policy is considered important and profitable, even though this public policy cannot solve all existing problems, but at least it can reduce the risk of losses that occur if this public policy is not implemented. There are three forms of public policy categories in their implementation, namely policies that have been successfully implemented, policies that have not had time to be implemented and policies that have been implemented but are less concrete in achieving results (Polii et al., 2021) [14].

Mazmanian and Sabatier in Akib (2012) say that understanding policy implementation means trying to understand what happens after a program is implemented or formulated [15]. Meanwhile, according to Santoso in Polnaya (2023), policy implementation is activities carried

out to carry out a policy effectively. Policy implementation here emphasizes the proper operationalization of the stated policy objectives in the form of temporary measures [16].

The Independent Campus is one of the manifestations of student-centered learning which is very essential. Learning in the Independent Campus provides challenges and opportunities for developing innovation, creativity, capacity, personality and student needs, as well as developing independence in seeking and finding knowledge through field realities and dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements. Through a well-designed and implemented independent learning program, students' hard and soft skills will be strongly formed.

In order to find out the Implementation of the MBKM Policy at Universitas Negeri Manado, the researcher conducted interviews with several informants based on policies that had been issued by the Ministry, namely the Minister of Education and Culture Regulation Number 3 of 2020 concerning National Standards for Higher Education and also the MBKM Guidebook. The following is the research data that has been obtained by researchers in terms of the 2 forms of learning activities that exist at MBKM, namely the Student Exchange Program and the Internship/Work Practice Program.

1) Student Exchange Program

Based on the results of research through interviews with informants, the researchers obtained several findings in the field related to the Student Exchange Program at Universitas Negeri Manado, namely 1) Student Exchange Activities through MBKM have been implemented at Universitas Negeri Manado since 2020; 2) Implementors know in detail the objectives of Student Exchange through the MBKM policy; 3) The forms of learning activities that can be carried out at Universitas Negeri Manado in the MBKM learning exchange program are the same as in general based on rules and culture and the existing curriculum; 4) Only a few students at Unima joined the MBKM program, not all of them due to limited funds; 5) There are many obstacles or problems encountered in the process of implementing the MBKM student exchange at Universitas Negeri Manado.

Student exchanges are held to shape some of the attitudes of students as stipulated in the Regulation of the Minister of Education and Culture Number 3 of 2020, namely respect for cultural diversity, views, religions and beliefs, as well as other people's original opinions or findings; as well as working together and having social sensitivity and concern for society and the environment (Muchlis et al., 2022) [17]. This is in accordance with the 2020 MBKM Guidebook which explains the objectives of Student Exchange namely 1) Study across campuses (domestic and overseas), live with families on the destination campus, students' insights about *Bhinneka Tunggal Ika* will further develop, cross-cultural brotherhood and the tribe will grow stronger; 2) Building student friendships between regions, ethnicities, cultures and religions, so as to increase the spirit of national unity and integrity; 3) Organizing the transfer of knowledge to cover education disparities both between domestic tertiary institutions, as well as conditions of domestic and foreign higher education (Sopiansyah et al., 2022) [18].

Forms of learning activities that can be carried out within the framework of learning exchange are 1) student exchanges between study programs at the same tertiary institution; 2) Student exchange in the same study program at different tertiary institutions; and 3) Student exchange between study programs at different tertiary institutions.

The duties of the Sending College are 1) To establish cooperation with domestic and foreign universities or with scientific consortiums to organize credit transfers that students can

participate in; 2) Universities can allocate quotas for inbound and outbound students (reciprocal); 3) If necessary, organize student exchange selection that meets the principles of fairness for students; 4) Monitor the implementation of student exchanges; 5) Assess and evaluate the results of student exchanges for recognition of student credits; 6) Report the results of learning activities to the Directorate General of Higher Education through the Higher Education Database. Meanwhile, the goals of Higher Education tasks are 1) Establishing cooperation with domestic and foreign universities or with scientific consortiums to organize credit transfers that students can participate in; 2) Ensure the implementation of student learning programs and student off-campus activities in accordance with the contract agreement; 3) Universities can allocate quotas for inbound and outbound students (reciprocal); 4) If necessary, organize student exchange selection that meets the principles of fairness for students; 5) Carry out periodic supervision of the student exchange process; 6) Perform quality assurance and manage the organization of student exchanges; 7) Provide grades and final evaluation results for students to be recognized at their home university; 8) Report the results of learning activities to the Directorate General of Higher Education through the Higher Education Database.

2) Internship/Work Practice Program

Based on research findings through interviews in the field, researchers obtained several findings, including 1) For the Faculty of Engineering, many students have participated in MBKM Internship activities; 2) The process of implementing the Internship/Work Practice through the MBKM policy at Universitas Negeri Manado, namely that you must first register in the MBKM account and after that you will receive a Letter of Recommendation signed by the Head of the Study Program and University and even have permission from your parents; 3) The implementation of the MBKM Internship/Work Practice Activities has problems because the MBKM program is government-based and lecture in nature, in fact it can only be attended by students in semesters V and III.

So far, students have received less work experience in the real industry/professional world so they are less ready to work. Meanwhile, short-term internships (less than 6 months) are not enough to provide students with industry experience and competence. Companies that accept apprentices also state that apprenticeships for a very short time are not useful, and even disrupt activities in the industry.

The Internship/Work Practice in the MBKM 2020 Guidebook explains the objectives of the apprenticeship program, including: 1-2 semester internship program, providing students with sufficient experience, hands-on learning on the job (experiential learning). During the internship students will gain hard skills (skills, complex problem solving, analytical skills, etc.), as well as soft skills (professional/work ethics, communication, cooperation, etc.). Meanwhile, the industry gets talent which, if suitable, can later be recruited immediately, thus reducing recruitment and initial training/induction costs. Students who are familiar with the workplace will be more stable in entering the world of work and their careers. Through this activity, industrial problems will flow to tertiary institutions so that updating teaching and learning materials for lecturers as well as research topics in tertiary institutions will be more relevant.

Learning activities carried out in collaboration with partners include companies, non-profit foundations, multilateral organizations, government institutions, and startup companies. As for the mechanism for implementing apprenticeships/work practices, they are as follows:

1) College

a. Make agreements in the form of cooperation documents (MoU) with partners including the learning process, semester credit recognition and assessment.

- b. Develop an internship program with partners, both the content of the internship program, the competencies students will acquire, as well as the rights and obligations of both parties during the internship process.
 - c. Assign supervisors who will guide students during the internship.
 - d. If possible the supervisor makes a visit to the internship site for monitoring and evaluation.
 - e. The supervising lecturer together with the supervisor compiles a logbook and evaluates student achievements during the internship.
 - f. Monitoring of the apprenticeship process can be done through the Higher Education Database.
- 2) Apprentice Partner
- a. Together with Universities, develop and agree on an internship program that will be offered to students.
 - b. Ensuring a quality apprenticeship process according to cooperation documents (MoU).
 - c. Providing supervisors/mentors/coaches who accompany students/student groups during internships.
 - d. Providing rights and guarantees in accordance with laws and regulations (health insurance, work safety, internship fees, apprentice employee rights).
 - e. Supervisors accompany and assess student performance during internships, and together with supervisors provide assessments.
- 3) Students
- a. With the approval of the academic supervisor, students register/ apply for and take part in the internship selection according to the provisions of the internship place.
 - b. Get the approval of the Academic Advisor (DPA) and get the internship supervisor.
 - c. Carry out internship activities according to the direction of the supervisor and internship supervisor.
 - d. Fill in the logbook according to the activities carried out.
 - e. Prepare activity reports and submit reports to supervisors and supervisors.
- 4) Supervising Lecturer and Supervisor
- a. Supervising Lecturer provide debriefing for students before leaving for internships.
 - b. Supervising Lecturer direction and assignments for students during the internship process. Supervisors become mentors and guide students during the internship process.
 - c. The supervising lecturer together with the supervisor evaluates and assesses the results of the internship.

Inhibiting and Supporting Factors in the Implementation of MBKM Policy at Universitas Negeri Manado

The implementation of public policy is considered important and profitable, although this public policy cannot solve all existing problems, it can at least reduce the risk of losses that occur if this public policy is not implemented. There are three forms of public policy categories in their implementation, namely policies that have been successfully implemented, policies that have not been implemented and policies that have been implemented but are less concrete in achieving results.

Many factors also influence policy makers or the policy itself, and every member or organization cannot guarantee to avoid the risk of failing the implementation of public policy. To see the inhibiting and supporting factors for the effectiveness of a policy can be seen by using the public policy process model. In fact, there are many models in the policy implementation process that can be used. Nugroho (2009) reinterprets the nine policy implementation models discussed by Subarsono as follows: a) Van Meter and Van Horn (2015) models, b) Mazmanian and Sabatier models, c) Hogwood and Gunn models, d) Googin, Bowman, and Lester model; e) Grindle Model, f) Elmore Model, g) Edward Model, h) Nakamura and Smallwod Model, i) Network Model [19].

The Grindle model in Fajarwati and Rahmadilla (2022) emphasizes that the content of the policy determines the success of policy implementation [20]. The contents of the policy in question include the following: 1) the interests affected by the policy, 2) the benefits generated, 3) the changes desired, 4) the position of the policy regulator, 5) the implementer of the policy, 6) the resources used. Meanwhile, Hogwood and Gun in Sunarto (2021) divide the notion of policy failure into two broad categories, namely a) Non-implementation or not implemented according to plan, b) Unsuccessful implementation or unsuccessful implementation due to external factors [21].

Based on the findings of research in the field, it was found that there were inhibiting and supporting factors for the implementation of the MBKM policy at Universitas Negeri Manado, including 1) The obstacles in this MBKM policy were that the program was still new so it had to be fully studied or still in the process of being developed; 2) The supporting factors for the MBKM policy are that it has many benefits for students and there are even awards given to students, namely the awarding of 20 credits for all courses that have been determined by the study program; 3) MBKM at Universitas Negeri Manado has a foundation and this MBKM is also divided into two, namely Mandiri MBKM and flagship MBKM; 4) In addition to ministerial regulations related to MBKM at Universitas Negeri Manado, the Chancellor issues rules regarding MBKM; 5) The target of the MBKM Policy at Universitas Negeri Manado is all existing students.

D. Conclusion

Based on the research data that the researcher has obtained and which has also been analyzed and discussed, the conclusions are as follows:

1. Student exchange activities through MBKM have been carried out at Universitas Negeri Manado since 2020. However, only a few students at Unima have participated in the MBKM program, not all of them due to limited funds..

2. Many students from the Faculty of Engineering have participated in the MBKM Internship activities. The implementation of the MBKM Internship/Work Practice Activities has problems because the MBKM program is government-based and lecture in nature, in fact it can only be attended by students in semesters V and III.

3. The inhibiting factor in this MBKM policy is that the program is still new so it must be fully studied or it is still in the process of being developed. However, there are supporting factors for the MBKM policy, namely having many benefits for students and there are even awards given to students, namely the awarding of 20 credits for all courses determined by the study program.

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