

Research Article

The Effectiveness of the Implementation of the Independent Learning Program-Independent Campus in Garut Regency

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Abstract: Merdeka Learning-Independent Campus or known as MBKM, is the latest policy issued by the Ministry of Education and Culture to give birth to a superior generation. Campus Teaching is a form of student concern for the education of elementary school (SD) students both in rural and urban areas. This study aims to determine the effectiveness and constraints when implementing the Independent Learning Campus Teaching (MBKM) program in Garut Regency. The research method used is a qualitative research type. The results of research that have been carried out regarding the effectiveness of the implementation of the Independent Learning Campus Teaching (MBKM) program in Garut Regency in its implementation have not been effective enough. The lack of socialization and supervision indicates this during the implementation of the MBKM program.

Keywords: *Effectiveness, Program, Independent Learning, Independent Campus.*

A. INTRODUCTION

Education is an essential part of life and must align with the times. Education will be a provision for humans in facing the challenges of a changing era (Istiarsono, 2016). As the concept in Islamic teachings is that seeking knowledge is lifelong. And as Muslims, apart from being commanded to seek knowledge, we are also commanded to practice and teach knowledge. If you look at the current situation, where times have increasingly changed with the flow of globalization, and technological advances are increasing (Aspi & Syahrani, 2022). Therefore, in this case, education must not be outdated; education must go hand in hand with every phase of life that continues to change, namely one of them is the education system that is changing for the better to meet human needs in facing the challenges of a changing era (Natalia & Sukraini, 2021).

The government's efforts to create superior human resources, both soft skills, and hard skills, are aligning the university curriculum by changing several forms of curriculum implementation in the field with the initiative of the Merdeka Learning Campus Merdeka (MBKM) program, which is based on PERMENDIKBUD No. 3 of 2020 concerning National Standards. Higher Education Article 18 (Mariati, 2021) The purpose of implementing this MBKM program is so that students can gain knowledge and skills from outside the campus, such as in the community, as well as in the world of work, so that they have readiness in facing the development of the natural world of work (Sopiansyah et al., 2022). The MBKM program was launched with eight excellent programs: independent internships/practices, community service projects, campus teaching, student exchanges, research, entrepreneurship, independent projects, and humanitarian programs. These eight programs are expected to strengthen students' knowledge and skills (Suryaman, 2020).

The Independent Learning Campus Independent Program (MBKM) is one of the breakthroughs of the Ministry of Education, Culture, Research and Technology in spurring

quality and human character resources because through the program launched, and it is hoped that both students and lecturers will have different experiences which will ultimately lead to different outcomes. Enriching insight, networking, and character excellence (Rodiyah, 2021). Minister of Education and Culture Nadiem Makarim, in the MBKM guidebook issued by the Director-General of Higher Education of the Ministry of Education and Culture (2020), stated that learning independence is "giving freedom and autonomy to educational institutions, and independence from bureaucratization, lecturers are freed from complicated bureaucracy, and students are free to choose their fields of interest like." Implementing MBKM through partnership and collaboration programs between universities is one way to improve the competence of lecturers and students (Fuadi, 2021). The design of this program expects students and lecturers to gain new experiences, which can increase insight, character excellence, and networking.

The Independent Learning Program is specifically for students in semesters 5-8 for all study programs. Registration for the Class I Teaching Campus program in February 2021 with special requirements, namely, getting a minimum GPA of 3.00 out of a scale of 4; being active in organizations or having teaching experience, and a permit or letter of recommendation from the campus (Ardini et al., 2021). These requirements also apply to registration for other Merdeka Campus programs. After preparing the requirements, students can open the Kampusmerdeka.kemdikbud.go.id page to register and activate an account and choose the "Teaching Campus" category. The student registration process will be selected on administration and diversity (Vhalery et al., 2022).

Based on the selection results of the Independent Learning Program for Teaching Campus I in 2020/2021, there were around 25,539 students who registered, and only $\pm 15,000$ students were selected. They will be assigned to 3,400 elementary schools (SD) throughout Indonesia that are accredited C or those that have not been accredited. After filing, students follow the guidance of all competent parties to be ready to assist in learning services. There are about 200 students who live in Garut Regency who pass the selection and will assist in education governance. All of these students are members of several universities who collaborate in helping schools survive in the development of learning by utilizing the technology they have mastered. The trial started in all 3T Elementary Schools in Indonesia that became partners and implemented the Teaching Campus program, one of which was in Garut Regency. The learning process in Garut Regency currently uses the blended learning method where learning is divided into two sessions, some are offline or online, and some are in the morning or afternoon class—following government policies to reduce the spread of the Covid-19 virus.

Based on the background of the problems and phenomena that were found during the implementation of the Teaching Campus, there were several problems, including in terms of the accuracy of the program targets, namely schools located in the 3T area and students seen from these targets there were problems such as program participants, namely non-educational students where they did not have experience. Or teaching supplies but requires them to be ready to go into teaching. Besides, the lack of socialization in the MBKM program makes schools and students confused during its implementation. Almost 80% of the schools that are partners/targets in the MBKM program do not know anything about this program, which requires students to explain in advance about the MBKM program. And lastly, the lack of supervision during the implementation of the MBKM program; supervision was only carried out by the school by the organizers, only monitoring through daily and weekly reports.

B. METHOD

The method used in this study is a qualitative descriptive research method, namely, a method used to describe ongoing processes or events in the field used as research objects and solve problems by analyzing data or information (Sugiyono, 2011). This type of qualitative descriptive approach is intended to reveal how effective the implementation of the Independent Learning-Teaching Campus program in Garut Regency is in-depth and comprehensively and to find out what obstacles were found during the implementation of the MBKM program.

C. RESULT AND DISCUSSION

1. The Concept of an Independent Campus and Free Learning

The independent campus is an extension of the independent learning program, which is still hotly discussed in education; it's just that the independent campus gives students the freedom for three semesters to seek learning experiences outside of their majors. Apart from that, this statement is a step toward improving the quality of education initiated by the minister of education, Nadiem Makarim. (Widiyono et al., 2020).

Education always strives for the creation of students who consistently make updates for the sake of renewal at all times. Not only able to be highly educated but able to become agents of change in small and immense scope. The educational unit that has the most influence on change is the university. Why is that? Because this is where maturity in taking education is expected to be a change in thinking and acting. That is why universities are expected to be able to innovate in every learning process, namely student-centered learning to support the achievement of quality graduates who are ready to face the changing times (Purike, 2021).

The government also takes on a function in educational reform, and this is where the government creates the concept of an independent learning campus. One of these concepts is to give three-semester freedom to take actions requiring learning experiences and social experiences without neglecting technology. These three semesters are carried out outside the study program. This is done to produce the best graduates from universities who will become the most significant agents of change in the progress of civilization (Asia, 2020).

Students are not only the best graduates who are good at theorizing but can realize the theory. Plunge into the field with the provision of in-depth knowledge for relevant breakthroughs. The progress of education never ends. To be involved in this policy, the student in question must come from an accredited study program and be actively registered with PDDikti. The general forms of activities with an independent campus are student exchanges, internships, teaching assistance in education units, research, humanitarian projects, entrepreneurial activities, independent projects, and building villages/thematic actual work lectures (Suhartoyo et al., 2020).

An independent campus can be concluded with the following description, related to the right to study three semesters outside the study program; the Minister of Education and Culture gave an analogy by saying more or less, "imagine that all our students one day have to swim to an island in the open sea, at this time all of our swimmers it is only trained in one style, (that one style is his study program). And also he only trained in the swimming pool (the swimming pool is a campus)". Therefore, in this case, how can the student swim well or adapt to swimming in the open sea while the open sea has varied conditions and the student (swimmer) is trained in the swimming pool (campus). Therefore, what can be concluded in this case is that students should not only be trained on campus because conditions or problems in real life will be more diverse. As the Minister of Education and Culture stated more or less that there are almost no professions in the real world that only use one clump of knowledge, all professions in the real world require a combination of several disciplines. (Andine, 2020).

Then in an interview, when asked more or less about how the correlation between study programs in higher education and the careers of students, the Minister of Education and Culture stated more or less that, according to him, with today's changes so fast, the essential thing in the period of higher education is to find the thirst to continue learning. Fall in love with the learning process. And start to grope about the area where we have a passion. There are several reasons stated by the Minister of Education and Culture regarding why the higher education system in Indonesia, which only focuses on one study program, is not sound. The first is in terms of finding the child's identity. There are still students who feel they do not fit into their study program. He revealed that "we can't find a meeting point for a student's heart to find his passion. Secondly, all skills for a profession eventually have to be learned again in that profession because the working conditions are very different from the conditions on campus.

He said more or less, "so that our children do not drown in the open sea when they leave campus, do not train only in swimming pools, occasionally go to the beach to practice in the sea." According to him, this is the concept of three semesters on an independent campus. The essence is that an adequate S1 degree is a hybrid (mixed), a combination of which he is trained in the academic community and occasionally trained in a community outside of campus, such as working on village projects, social services, entrepreneurship, internships in companies. According to him, S1 cannot only be the university's responsibility; S1 must be a cooperation program for civil society, universities, private sector, and between universities, the barriers must be broken down. Because within universities, there are still extraordinary barriers, and what is best for students is a collaboration between faculties both within the university and outside to create cross-disciplinary subjects. He argues more or less than the strategy is that there must be a mix of diversification from the undergraduate curriculum.

2. The Effectiveness of the Implementation of the Independent Learning Program at the Independent Campus in Garut Regency

There are four indicators of the effectiveness of the implementation of the Independent Learning-Teaching Campus program in Garut Regency proposed (Budiani, 2017), namely:

a. Target accuracy

In this case, based on the theory of program effectiveness proposed by Budiani (2017), the accuracy of the target of this program is considered to be right on target, such as students helping schools provide optimal educational services during the pandemic. Although in terms of targets such as non-educational students, it is necessary to pay attention and improve because non-educational students must understand school material in a short time. So the process of implementing the program needs to be considered again. The research conducted by the researchers found that the target accuracy in the Merdeka Learning Program in Teaching Campus was right on target. The MBKM program also includes elementary schools, not only those that are accredited C, and schools that the center has selected are the main targets of this program. In implementing the MBKM program, the accuracy of the target is correct, although there are some shortcomings, such as non-teaching students who have to study material outside of lectures. This program also received a good response from the school so that in its implementation, it ran according to its objectives.

b. Program Socialization

The socialization of this program is considered less effective and less than optimal because the socialization carried out by the organizers or the central government is only done for students. Although after the drop-in of students, the central government conducted outreach to all school principals and explained how the MBKM program concept was. The socialization carried out by the central government to the education office in the selected regions was less effective. The Office should know about the Merdeka learning program so that later the Office

will directly provide socialization to school principals and teachers and explain the concept of learning. If the socialization carried out by the government is direct to schools. The concern is that this program is still new, so the school does not fully understand the program. It is better if the socialization is done before the students are sent. Therefore, the program implementer or the central government should improve the socialization process.

c. Program Achievements

The Teaching Campus Program has succeeded in creating facilities that help students who are hampered in learning due to the current pandemic. The students also found it very helpful to enjoy all the activities held by the students, starting from reading while playing, telling stories, and counting with a new method that can make children memorize quickly. For the success of this program, the Merdeka Learning Campus Teaching program is right on target, especially in increasing student interest in learning and helping schools, even though the implementation process has not been carried out optimally. This program requires providing literacy and numeracy learning to students through innovations that are interesting and easy to understand by students. The school felt helped because the students were very enthusiastic when the learning activities were about to begin. But at the time of online learning, students' interest in learning was very lacking, especially those constrained by facilities.

d. Program Supervision

Supervision was carried out by implementing the Independent Learning program in Garut Regency, which is a form of attention to students who take part in the Merdeka Learning program in this Teaching Campus. In addition, this is also carried out in monitoring this program to determine the achievement of target accuracy and the achievement of the MBKM program learning Campus Teaching goals. The program monitoring points have not been effective because the school and implementers only carry it out in its implementation. The school knows that because the program's implementation is carried out at the school, the school automatically knows every activity carried out by students directly. For monitoring students, DPL provides initial reporting guidelines for students, provides daily student logbook responses, provides weekly student responses every weekend during assignments, and provides a one-time sharing session for two weeks. The monitoring carried out by the implementing party is only through student activity reports that are inputted through the Merdeka learning web every day and weekly reports, even if there are no server problems.

3. Independent Learning Program at the Independent Campus in Garut Regency

Implementing the independent learning-campus program in Garut Regency did not escape various obstacles in its implementation. These barriers include:

a. There is no socialization in schools before the implementation of the program

When the MBKM program was implemented, there was no previous socialization carried out by the program. The socialization was carried out after the students were sent, and even then, the students gave a description of the program. Socialization is carried out one week after students carry out the program; socialization is done through zoom meet and live videos. This is ineffective because the outreach is only for principals, and not all schools have supporting facilities. The explanation from the organizers was not well conveyed.

b. Daily/weekly report data submission

This obstacle is internal for students in preparing daily and weekly reports. This happens because the server used often has errors. After all, many are using the site, which results in the collection of reports being hampered. Sometimes the report contents are not quite right because the preparation time is short, and no report format is set to become an obstacle for students working on weekly reports.

c. Delay in the disbursement of funds

This obstacle is essential because all the funds spent on school needs and transportation are from students' pocket money from the first activity to the end of the activity. Students feel that the government will replace everything according to the rules that have been set, where students get monthly pocket money and scholarships / UKT funds. The delay in disbursing funds here is the lack of certainty on the date and terms and conditions for the disbursement of these funds. Many obstacles occur, see some of the obstacles, including the wrong account number, the wrong account name, the report has not been acc, and the last one is a non-Bidikmisi student but is considered Bidikmisi.

d. It is challenging to get the school to make changes.

The next obstacle is the difficulty of getting schools to make changes. The school is challenging to invite to make changes in technology; during a pandemic like this, learning activities are carried out online. In this online learning activity, some schools only rely on WhatsApp groups; when we students do online learning using zoom meet media, the school refuses.

D. CONCLUSION

The results of the research that can be described in the implementation of the MBKM program are less monitoring activities only from the school and field supervisors, and even then, it is not intense because they monitor remotely and have other work outside the program; the same as the monitoring carried out by the implementing committee. Judging from the program monitoring variables by the service, it is less effective because the agency only provides assignments and closes the program and does not monitor one by one. For the organizers, it only monitors through daily and weekly reports provided by students. Other obstacles that hinder the implementation of this program include inputting daily and weekly reports, which make it difficult for students because it impacts disbursing funds and UKT. In addition, it is difficult for schools to be invited to make changes.

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