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# Program Implementation Merdeka Belajar Kampus Merdeka Through The Implementation of IKU I PTN Standards of The Ministry of Education and Culture (Case Study at University of Indonesia)

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| KEYWORDS | ABSTRACT |
|---|---|
| Ministry of Education, Culture, Program, MBKM | Education is an important element in the development of human civilization from time to time to be able to make adjustments to all needs both situational and dispositional. The rapid development in aspects of science and technology requires all of us to go towards changes that also run rapidly in various aspects of life. The demands for these changes include the way of mindset, outlook on something new, social, economic and cultural changes that simultaneously occur significantly, related to these dynamics, universities must provide a quick response in responding to all challenges which of course must be done appropriately, and based on Based on Evidence. The Minister of Education and Culture of the Republic of Indonesia under the leadership of Nadiem Makarim issued a new policy, namely the Independent Learning Program – Independent Campus (MBKM), in this policy there are four core policies that will be targeted from this program, namely, granting autonomous authority to universities related to the addition of new study programs, automatic reaccreditation process, facilitating procedures for changing the status of universities from universities The Public Service Agency (PTNBLU) became a Legal Entity State University (PTNBH), and the latter gave freedom to its students to study outside their study program and even outside their campus. The four programs are basically intended to provide universities with ease to be more independent, autonomous, less bureaucratic, and innovative. |

## Introduction

In this modern era where everything runs very dynamically, especially in terms of creativity and innovation which is one of the provisions for ensuring the quality of human resources in sustainable development in Indonesia, students in higher education must have the readiness to become independent and innovative learners to develop all ideas

and creativity without a limited point of view based on principles Independent learning This is also in line with what (Bliss & Blessinger, 2016) mentioned that openness of learning in an education is one of the keys to maximizing the impact of educational development on society and can be an indicator of success. In line with this (Biraimah, 2003) explains the practical development of strong learning that is able to change schools and students' lives. And the field of comparative education and international quality has significant growth and development values, but must remain connected to its cultural roots.

To prepare for all social, cultural, world of work changes and rapid technological advances, acceleration in several student competencies must be increased to be better prepared in the demands of the needs of the times which of course is also balanced with changes in the goals of national education which not only aims to educate the nation and liberate humans but also demands mastery of materials and curricula based on science, Technology, and Art (IPTEKS). In another definition (Kupe, 2022) Explaining Changing institutional culture in particular has become the focal point of higher education transformation in recent years, Transformation must include coverage of Inclusivity in aspects of learning, curriculum, research agenda, multilingual, and also Culture.

There are four important points from the first MBKM policy, namely the autonomy of establishing new study programs for qualified universities, In planning new study programs involving cooperation with industrial organizations, it is necessary to use a structured analytical framework while taking into account local needs and conditions as well as industrial developments that occur (Chen & Meggers, 2020) second is automatic reaccreditation of study programs, third, the freedom of PTN to become a legal entity and fourth, the right of students to study three semesters outside the study program. MBKM is an independent and flexible form of learning to promote an innovative, unlimited and learner-centered learning culture in higher education. This policy has been accommodated in the Regulation of the Minister of Education and Culture Number 7 of 2020 concerning the Establishment, Change, Dissolution of State Universities, and the Establishment, Change, Revocation of Private Higher Education Licenses (Rustandi, 2020).

Accreditation improves the quality and competitiveness of universities, as well as encourages evaluation and continuous improvement in Indonesia, related to the National Accreditation Board for Higher Education. The accreditation system has proven to have a positive impact on universities in general, namely with changes in the areas of teacher performance, curriculum programs, academic and support staff performance, and student quality and satisfaction (Alenezi et al., 2023).

This is also in line with (Chabibie, 2020) that to encourage the education quality development program to run smoothly, steps are needed such as building a technology-based education ecosystem, collaborating with cross-stakeholders and validating data because it is important to use data and technological innovation for policy reference and learning patterns, in addition to this Collaborative actions from several institutions are needed to solve various problems that are in each policy implementation (Kusumastuti et al., 2023).

The MBKM program is intended with the essence of centralizing the learning process where students have several options related to the time when students complete their education and to obtain indicators of learning achievement targets that have been stipulated by several parties involved in the implementation of the study program. This is also in line with what was stated (Purwanti, 2021) The Three Semester Learning Rights

Program Outside the Study Program can be said to be an experiential learning program that aims to facilitate students in exploring the potential that exists within them according to their interests and talents. According to (Wicaksana & Santoso, 2022) with the MBKM Program, students have relevance to their interest in carrying out functional units and extra-campus activities

Apart from the MBKM Policy Program in a number of universities that has been systematically arranged with various regulations does not mean that the MBKM Policy can be implemented optimally without any problems, there are still pros and cons to the MBKM program policy of Three Semesters of Study Rights Outside the Study Program, the program needs to be viewed objectively not only from the point of view of the government and academics but also from students whose voices are no longer heard when new policies are being planned, drafted, and implemented. Therefore, to prepare and implement the program well, knowing the interest of students to join the program is very important (Uddin et al., 2022). This also has relevance to students related to the MBKM Main Performance Indicators specifically IKU 7, as has also been explained (Febrianto et al., 2020), that the MBKM Program can also be a trigger for students to improve students' creative abilities and independence in realizing innovative knowledge and changes for scientific renewal.

In the National Higher Education Standards as outlined by Permendikbud 03 of 2020 which is also the Decree of the Minister of Education and Culture of the Republic of Indonesia No 754/9/020, the implementation of the Independent Learning Campus policy is expected to transform with reference to the Main Performance Indicators of State Universities (IKU-PTN). Where each Higher Education Institution can represent related to 8 IKU References. The 8 IKU References include; (1) IKU 1: Graduates get decent jobs; (2) IKU 2: Students Get Off-Campus Experience; (3) IKU 3 Lecturers with Off-Campus Activities; (4) IKU 4: Practitioners Teaching on Campus: (5) IKU 5: Lecturers' Work Used by the Community or Recognized: (6) IKU 6 Study Programs in Collaboration with World-Class Partners; (7) IKU 7 Collaborative and Participatory Classes; (8) IKU 8: International Standard Study Program.

The calculation of points and scores based on the standards of the Directorate General of Higher Education, the system of calculating points for achieving targets and improving performance from year to year is divided by three point criteria, namely: (1) Target Achievement Points; (2) Achievement growth points; (3) Deduction Points for audit findings.

| Points Tally | |
|---|---|
| Target achievement points | +10 points for each IKU that reaches gold standard target |
| Reach growth points | +1 point for every 1p increase.p. (points percentage) in each IKU<br><br>There are no negative points for a decrease access |
| Deduction of points for audit findings | -10 points for each Iku that does not qualify audit |

**Figure 1 : Table of calculation of target achievement and performance improvement. Source: IKU Guide of the Directorate General of Higher Education of the Ministry of Education and Culture**

In the Governance of the MBKM Program at the University of Indonesia, the application in meeting the achievement of the IKU target in the Evaluation through the achievements of IKU I from 2021 to 2022, by synergizing from the collaboration of both internal units of the University of Indonesia and with institutions from external partners. This collaborative step is carried out continuously in accordance with relevance to the development of Ministry of Education and Culture policies through 3 aspects of the budget implementation scheme, namely competitive funds, matching funds, and IKU incentives.

In some of these aspects, the author is interested in exploring factors and several concepts where the conformity of IKU 1 standard policy standards applied at the University of Indonesia can be implemented top down as the role of PTN-BH which plays an autonomous role in its internal institutional system both technically and administratively. It is also intended as a comparison of the application of MBKM in various state universities that have different statuses, namely: (1) PTN-BH; (2) PTN-BLU; (3) PTN-Satker has been reviewed from various literacy sources and previous research, from the three differences in the status of universities, there are related fundamental differences, in terms of: (1) Status determination; (2) Management references; (3) The basis for determining service fees; (4) Financial reporting patterns; (5) Implementation of Study Program; Human resource management both Educators and Tendik. Which of course must have conformity with the MBKM policy mandated in the Ministry of Education and Culture Regulation by several internal factors in state university institutions so that this research is intended to answer what are the determining and inhibiting factors in the implementation of the MBKM program through standard performance indicators at one of the PTN-BH, namely the University of Indonesia?

## Research Methods

The methods used by researchers are descriptive methods and literature studies. Where in the literature review method the author explains, identifies and evaluates a study from previous researchers and practitioners, as also explained by Okoli and Schabarm (2011), namely in addition to providing a theoretical basis also studying in depth the scope of research to be studied. Data collection is obtained from several data sources, namely journals, books, news articles, and the internet. This is also in line with what was stated by (Zed, 2008: 3) that the literature study method is a series of activities related to library data collection methods, reading, recording and processing research materials. Then after the data is collected from various sources, the author analyzes the data from various information obtained and identifies the data by selecting the information that has been collected which the author then reprocesses it into a literacy study.

## Results and Discussions

As one of the BH PTNs in Indonesia, now the University of Indonesia has made various efforts to implement what is mandated by Permendikbud No.3 of 2020 through the Directorate of Cooperation as a Unit that implements collaborative governance in implementing MBKM with University Partners or UI External Partners, CIL (Center for Independent Learning) Unit as a strategic unit in carrying out SN-Dikti and in order to meet the Key Performance Indicators (IKU) Higher Education and Academic Quality Assurance Agency (BPMA) Units as Policy Compilers and Independent Campus Program Manuals.



*Source: Center Independent for Learning Universitas Indonesia Accessed via: https://cil.ui.ac.id/program-mbkm*

**Implementation of MBKM Program at University of Indonesia**

The commitment of the University of Indonesia in implementing the mandate of Permendikbud No. 3 of 2020 has been pursued in various programs in accordance with the mapping of the concept of Key Performance Indicators (IKU) which refers to the Decree of the Minister of Education and Culture Number 754 / P / 2020 as one of the strategic steps for the implementation of MBKM Policy at PTN-BH while the various objectives of IKU are as follows:

1. Increasing the relevance of Higher Education by what is needed by Industry, the Business World, and the World of Work, in this case IKU is intended to invite practitioners to become lecturers and encourage study programs to invite partners

and industry, the business world, or the world of work to participate in development and implementation.

2. Granting authority to universities to determine the superior programs to be developed, with the definition that the Key Performance Indicators do not restrict PTN from excelling in all programs but are given freedom in choosing superior programs on a certain indicator achievement.

3. Making the achievement of priority targets so that program changes in higher education become more focused.

Obstacles in the effective implementation of the MBKM Program in several universities in Indonesia are generally bureaucratic, there is no socialization of technical agreements between Internal Units, and the lack of top-down socialization structurally related to its implementation. So that the layers of the Academic Community from the Elements of Students, Lecturers, Educators, and Higher Education Leaders have different paradigms because there is no unification of the vision and mission, as well as the Process Flow related to how the MBKM Program is implemented within the internal scope of higher education.

In the Process Flow, several Cooperation Documents and guidelines for the implementation of MBKM Activities are needed to unite related parties who have cooperative involvement to carry out or not carry out activities that are outside the procedure. This does look simple but functional at the beginning of the MBKM Activity implementation process



**Figure 2 The flow of MBKM cooperation process at the University of Indonesia. Source: MBKM Guidebook, University of Indonesia**

Process Flow Top-Down System Model which describes a collaborative implementation model that cuts down on some overly bureaucratic flows where the partner/proposer directly provides an application letter to the Rector and continues with the Disposition Process from the Rector to several Processes to the Vice Rector 4, Directorate of Cooperation, then ends up to the Legal Services Legislation Agency (BLLH) for the formulation of a policy in the form of a Rector's Decree, MoU text, and Cooperation Agreement. The implementation of MBKM still refers to the control of the central government, namely the Ministry of Education and Culture, vertically to several BH state universities. According to (Agranoff & McGuire, 2003), central government control over regional and local governments sometimes raises several dilemmas related

to the implementation of national government programs through local governments that are legally independent. Because this is also closely related to budget management that has been determined by the central government. And It is hoped that it will be able to control the budget and be accountable for its finances in a transparent manner, equivalent to the main commitment in the era of new public management financial management (Rahayu & Juwono, 2019).

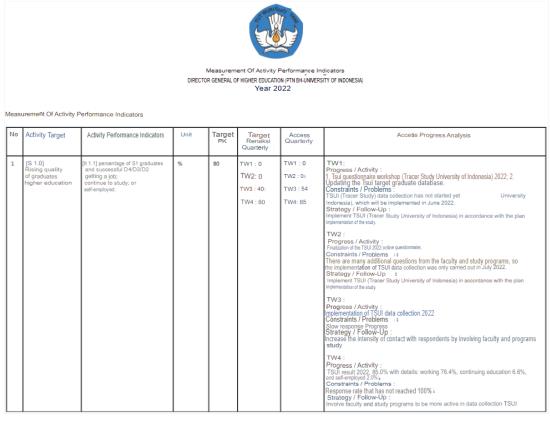**Evaluation of Program Implementation through IKU I**

The MBKM Program at the University of Indonesia is targeted to achieve the target objectives including: (1) Improving the Quality of Higher Education; (2) Improving the quality of higher education lecturers; (3) Improving the quality of curriculum and learning; (4) Improving the governance of work units within the Directorate General of Higher Education from these targets Concepts classified in activity Performance Indicators, PK Targets, Quarterly Action Plan Targets, Quarterly Achievements, Progress Analysis Achievements collected through SAKIP Measurement of Performance Indicators of Activities of the Directorate General of Higher Education (PTN BH – University of Indonesia) from 2021 to 2022 The composition of SAKIP from Performance Activity Indicators is evaluated through 3 (three) stages, namely with Details of Progress / Activities, constraints faced problems, and the application of strategic steps to follow up. Because the level of evaluation is a fairly complex concept that refers to the most important perspective to be measured through evaluation. For example, a program that is being evaluated at the local level involves stakeholders and actions that are different from the current (Zimmerman & Holden, 2009).

**Measurement Of Activity Performance Indicators**
**DIRECTOR GENERAL OF HIGHER EDUCATION (PTN BH-UNIVERSITY OF INDONESIA)**
**Year 2021**

Measurement Of Activity Performance Indicators

| No | Activity Target | Activity Performance Indicators | Unit | Target PK | Target Renaksi Quarterly | Access Quarterly | Access Progress Analysis |
|----|----------------|--------------------------------|------|-----------|--------------------------|------------------|--------------------------|
| 1 | [S 1.0] Rising quality of graduates higher education | [It 1.1] percentage of S1 graduates and successful D4/D3/D2 got a job; resume study; or become self-employed. | % | 80 | TW1 : 20 TW2 : 40 TW3 : 60 TW4 : 80 | TW1 : 0 TW2 : 0 TW3 : 0 TW4 : 90 | TW1 : Progress / Activity : The implementation phase of tracer study on TW 1 is preparation workshop TS questionnaire. Constraints / Problems : The implementation of data collection was carried out in May 2021. Strategy / Follow-Up : Implement tracer study on schedule. TW2 : Progress / Activity : Tracer study UI 2021 is still in the process of collecting data until the quarter 4. Constraints / Problems : Preliminary data. Strategy / Follow-Up : Implement tracer study on schedule. TW3 : Progress / Activity : Tracer study UI 2021 is still in the process of collecting data until the quarter 4. Constraints / Problems : Preliminary data. Strategy / Follow-Up : Implement tracer study on schedule. TW4 : Progress / Activity : TSUI results 2021 (5836/6079)x100% Constraints / Problems : The response rate can still be increased even higher; there are still differences perception of the definition of graduate years, especially for the profession; UMP as a standard needs to be reconsidered. Strategy / Follow-Up : Further and more intense involvement of faculty and study programs; need discussion and workshop with higher education for common perception. |

**Source: Progress of Measurement of Performance Indicators of Activities of the Directorate General of Higher Education (PTN BH-Universitas Indonesia), Data Processed**

The Target of Activities through IKU 1 is for achievement, as well as analysis of various Progress to improve the Quality of Higher Education graduates.where this has obstacles in the first quarter of 2021, namely in the implementation / collection of new data carried out around mid-2021 so that tracer study optimization is carried out programmatically and comprehensively so that steps for data collection can be scheduled, so that delays in data collection can be minimized.

This is immediately followed up for the Development of Indicator Achievement Progress in 2022 as the follow-up results in the 2022 achievement progress analysis by implementing TSUI (University of Indonesia Tracer Study) in accordance with the study implementation plan, as well as increasing the intensity of respondent contact by involving faculties and adding study programs, Involving Faculties and study programs to be more active together in data collection



Measurement Of Activity Performance Indicators
DIRECTOR GENERAL OF HIGHER EDUCATION (PTN BH-UNIVERSITY OF INDONESIA)
Year 2022

Measurement Of Activity Performance Indicators

| No | Activity Target | Activity Performance Indicators | Unit | Target PK | Target Renaksi Quarterly | Access Quarterly | Access Progress Analysis |
|---|---|---|---|---|---|---|---|
| 1 | [S 1.0] Rising quality of graduates higher education | [It 1.1] percentage of S1 graduates and successful D4/D3/D2 getting a job; continue to study; or self-employed. | % | 80 | TW1 : 0<br>TW2: 0<br>TW3 : 40<br>TW4 : 80 | TW1 : 0<br>TW2 : 0<br>TW3 : 54<br>TW4: 85 | **TW1:**<br>Progress / Activity :<br>1. Tsui questionnaire workshop (Tracer Study University of Indonesia) 2022; 2. Updating the Tsui target graduate database.<br>Constraints / Problems :<br>TSUI (Tracer Study) data collection has not started yet University Indonesia), which will be implemented in June 2022.<br>Strategy / Follow-Up :<br>Implement TSUI (Tracer Study University of Indonesia) in accordance with the plan implementation of the study.<br><br>**TW2 :**<br>Progress / Activity :<br>Finalization of the TSUI 2022 online questionnaire.<br>Constraints / Problems :<br>There are many additional questions from the faculty and study programs, so the implementation of TSUI data collection was only carried out in July 2022.<br>Strategy / Follow-Up :<br>Implement TSUI (Tracer Study University of Indonesia) in accordance with the plan implementation of the study.<br><br>**TW3 :**<br>Progress / Activity :<br>Implementation of TSUI data collection 2022<br>Constraints / Problems :<br>Slow response Progress<br>Strategy / Follow-Up :<br>Increase the intensity of contact with respondents by involving faculty and programs study<br><br>**TW4 :**<br>Progress / Activity :<br>TSUI result 2022, 85.0% with details: working 76.4%, continuing education 6.6%, and self-employed 2.0%.<br>Constraints / Problems :<br>Response rate that has not reached 100%<br>Strategy / Follow-Up :<br>Involve faculty and study programs to be more active in data collection TSUI |

*Source : : Progress of Measurement of Performance Indicators of Activities of the Directorate General of Higher Education (PTN BH-University of Indonesia), Data Processed*

The involvement of related parties, namely Faculties, Study Programs is very necessary for the achievement of the Progress of the University of Indonesia Performance Indicators, some of these strategic steps are carried out together by:
**Faculty**
1. Prepare administratively related to the list of courses that students can later use across Study Programs
2. Prepare Draft Documents Administratively in the form of MoU, NKB, PKS, which have relevance to the objectives of the Partner who will collaborate

**Courses**
1. Make adjustments to the Student specialization curriculum in accordance with the concepts implemented by the Merdeka Campus
2. Pay attention to student interests and facilitate students in taking learning across study programs
3. Adjust credits and the number of students before providing tuition offers that students will later take outside the Study Program and outside of college.

**Research**

In the Research Program, it is hoped that the concept of independent learning can facilitate the interest of students who want to become researchers in the form of Research Activities in a Research institution, this allows the development of students' mindsets critically, in line with what was stated by (Nurcahyawati & Alfisyahrin, 2022)That the exploration of students' potential is encouraged to always innovate and improve learning independently through educational bureaucracy. And of course this is also very necessary at the university level, the concept of research / research implementation is as follows:

**Faculties/Study Programs**
1. Determine Supervisors to provide guidance to students and carry the responsibility of dealing with researchers in various research institutions.
2. Make regular reporting as evaluation material into the MBKM CIL (Center for Independent Learning) Unit of the University of Indonesia.

   Research activities / research both from Science, Technology and Social Humanities

Conducted by the University of Indonesia in accordance with the guidelines of higher education aims to (1) Research conducted by students is expected to experience significant quality improvement; (2) Students gain research competencies carried out through direct guidance by researchers at research institutions in collaboration with the University of Indonesia; (3) Improving the ecosystem both in quality and quantity of research in several laboratories and research institutions in Indonesia. In line with this (Messer & Wolter, 2007) argues that although each higher education system has its own characteristics, the same problems and problems are also experienced internationally by researchers, teachers, and institutional leaders. The College offers opportunities for the exchange of research results, experiences and insights, as well as providing an ongoing discussion forum among experts.

## Conclusion

In the 1-year running of the MBKM program at the University of Indonesia, namely from 2021 to 2022, the development of IKU has not increased significantly, as shown in 2021 in IKU I showing obstacles related to delays in collecting data from related units. So that it delays the process for half a year, however, it has not yet reached the expected target in the IKU Achievement in 2022.

In addition to the optimization of the University of Indonesia (TSUI) Tracer Study Instrument, the emphasis on the effectiveness of the bureaucratic system also still needs to experience various improvements for the implementation of the MBKM Program which is expected to meet the IKU target from year to year.

Judging from some of the things and conclusions above To ensure the optimization and effectiveness of the running of an MBKM in Higher Education, a regulation applied within the internal scope of higher education is expected to be not too rigid and bureaucratic, especially in realizing the concept of Independent Learning, as

well as conducting various collaborations with External Partners in order to obtain as many sources of knowledge as possible.

Through collaboration with industry and other partners, universities can develop study programs that are in accordance with the needs of employment. This policy is expected to open opportunities for collaboration between universities and industry. Improve the quality of education, and prepare graduates in accordance with industry needs.

Evaluation in a program should not always be oriented or be the only reference for improvement, improvement and achievement of the program to the next step, but must also pay close attention to the capabilities of the various stakeholders involved. In the point of view of the MBKM Program at the University of Indonesia and several State Universities in Indonesia, it must also be balanced with the calculation of the difference in how much capability Government Agencies make policy, with the Capability of Education Institutions throughout Indonesia, in other definitions the extent to which they can undergo the same Program but with different Bureaucracy, Administrative System, and Budget.

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