Challenges and Expectations in the "Freedom to learn - Independent Campus" Program for Higher Education Managers

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ABSTRAK
Freedom to learn - Independent Campus (Merdeka Belajar Kampus Merdeka, MBKM) activity program must be immediately implemented by universities, this activity program provides its own challenges for university managers. Is the Higher Education Manager ready to carry out the MKBM activity program? The method used in this study is the library research method. The results of the study show that the MBKM program provides its own challenges for higher education managers, but apart from the challenges there is hope that it can encourage the implementation of MKBM with the MBKM grant from the Ministry of Education and Culture. The conclusion of the MBKM program provides a challenge for higher education managers to be able to compete but also provides positive hope for higher education managers to manage higher education wisely.

Keywords: MBKM, challenges, hopes

INTRODUCTION
The "Freedom to learn - Independent Campus" (Merdeka Belajar Kampus Merdeka / MBKM) program has been launched by the Minister of Education and Culture which must be carried out by all universities in the form of Colleges, Institutes and Universities, this has an impact on the management of Higher Education. This MKBM program refers to the Key Performance Indicators (KPI).

The policy of taking the right to study for 3 semesters outside the study program is a visionary policy from the Minister of Education and Culture to provide freedom for students in scientific development efforts, but some problems arise in private universities or universities that are geographically remote, outermost and left behind (Permendikbud, 2020, Arifn S, et al, 2021).

The MKBM activity programs include humanitarian projects, internships, independent project studies, teaching assistance in education units, research/research, entrepreneurial activities, village building/thematic KKN, student exchange (Directorate General of Higher Education, Ministry of Education and Culture, 2020). These programs are expected to prepare graduates
to be ready to work in accordance with the main work indicators that have been set, the question is whether all higher education managers are ready? The following will discuss the challenges and expectations of MKBKM for university managers.

RESEARCH METHODOLOGY

This study uses the library research method, data obtained from the library in the form of books, articles, documents and online literature then used for discussion according to the themes discussed (Lexy J Maleong, 2002).

RESULT AND DISCUSSION
The Challenge of “Freedom to learn - Independent Campus” (Merdeka Belajar Merdeka Campus / MBKM) for Higher Education Managers

Universities are now faced with various MBKM grants, both grants for lecturers and students both at home and abroad. The College must compete with other Colleges to win the grant. Higher education managers must prepare to be able to participate in these grants but the problem is that this change has not been fully accepted by students and lecturers because this mindset change is still gradual because this is a new thing so they are just trying to understand the socialization of the programs that have been planned. by the ministry of education and culture, especially higher education institutions which are in the developing stage because apart from these programs there are internal programs such as accreditation, student recruitment which in the midst of the COVID-19 pandemic experienced many obstacles due to the socio-economic decline so that it had an impact on students' interest in further studies at universities. In addition, the problem of reporting on institutional, educational, research, community service and student performance which must be reported periodically is a challenge in itself because declining performance reports will have an impact on the Higher Education cluster.

So far, the Merdeka Campus policy is determined by the rector or campus policy when referring to Permendikbud No. 3 of 2020 concerning National Higher Education Standards. In addition, learning activities outside the study program are carried out through collaboration between universities (PT). The problem is when the quality of higher education is still unequal, only universities with good quality can collaborate with each other (Kompas.com, 2021). The MBKM activity program is a challenge that must be faced by higher education managers, namely:
1. Humanitarian projects

Humanitarian projects are social activities for a humanitarian foundation or organization approved by universities both at home and abroad. In order to do this, universities must be able to collaborate with existing humanitarian foundations or organizations both at home and abroad. This collaboration becomes a challenge if it is not prepared as early as possible because it demands measurable outputs and outcomes and refers to the learning outcomes to be achieved, so that the learning outcomes of graduates must be determined first before determining course outcomes because of the results of this humanitarian project will be converted to courses.

2. Internship work practice

Internship in a company, non-profit foundation, multilateral organization, government institution or start-up company. The technical intern internship program must be prepared as early as possible. Higher education managers must have prepared a curriculum and mapping as well as guidelines for technical intern internships so that the technical intern internship program is scheduled for the semester so that students just have to carry out, besides that, the link of cooperation for the internship internship program must be established, for example in companies, government, BUMN, BUMD.

3. Independent project study

In this activity program, students develop a project based on a specific social topic and can be done with other students. Higher education managers must be able to make policies for lecturers to identify issues related to special social topics that have the potential for projects that can be done by students or a group of students, this activity can be collaborated with Real Work Lecture (Kuliah Kerja Nyata / KKN) activities.

4. Teaching assistance in education units

This activity program is a social activity for a foundation or humanitarian organization approved by universities both at home and abroad. In order for this program to be implemented, university managers must conduct a mapping of foundations, school humanitarian organizations both at home and abroad that need a teaching assistance program which is then carried out in collaboration (MOU) which is followed up in real activities (MOA).

5. Research
Academic research activities, both social and humanities, are carried out under the supervision of lecturers or researchers.

In order to program research activities to be carried out properly, the university management forms study groups related to research in accordance with the lecturers' field of expertise so that lecturers can supervise student research as well as collaborate on research with students.

6. Entrepreneurial activities

Students develop entrepreneurial activities independently as evidenced by explanations/proposals of entrepreneurial activities and proof of consumer transactions or employee salary slips. In this program, university managers must make a policy to require entrepreneurship courses for all study programs so that students are prepared as early as possible to gain entrepreneurship knowledge before practicing business, so entrepreneurship courses must be taken in the first semester.

Thematic Village/KKN Projects,

Social projects for communities in rural or remote areas in building the people's economy, infrastructure, and others.

In the activity program II, university managers must be able to make thematic Real Work Lecture (Kuliah Kerja Nyata / KKN) policies which survey the problems faced by the village so that the Real Work Lecture (Kuliah Kerja Nyata / KKN) theme is in accordance with the problems in the village.

7. Student Exchange

Take classes or semesters at foreign and domestic universities based on the cooperation agreement that has been made.

In order for this program to be implemented, higher education managers must collaborate with domestic and foreign universities which are followed up with learning agreements.

To face these challenges, university managers must prepare:

1. Organizing and reviewing campus internal curriculum

2. Sharpening and reviewing the curriculum according to the needs of users (society)

3. The ability of Universities to establish cooperation (networking) with BUMD, BUMN, the top 100 Word Universities or institutions that have been recommended by the Minister of Education and Culture.

4. Business and Industry Trust (DUDI) towards Universities
5. Readiness of Higher Education Human Resources to face the challenge of becoming an Independent Campus

6. Students’ readiness to face the challenge of becoming an Independent Campus

(Nurtjahyani, SD, 2019. Radar Bojonegoro)

In addition, students must be able to change the mindset of students into learners who must be ready to learn in social life to face real situations and be able to find solutions to the problems they face (Nurtjahyani SD, 2021). Likewise, many lecturers must become practitioners outside the campus, research results can be used in the community.

Expectations of “Freedom to learn - Independent Campus” (Merdeka Belajar Kampus Merdeka/MBKM) for Higher Education Managers

The implementation of MKBM presents its own challenges for higher education managers to be able to carry out the program that has been launched by the Ministry of Education and Culture, but with these challenges there is hope because the Ministry of Education and Culture launches grants that encourage the acceleration of the realization of the MBKM program at the highest universities, as follows: Launched grants:

1. Campus Teaching

Campus teaching grants are teaching activities in schools that are part of the independent campus program. The purpose of campus teaching activities is first to present students as part of strengthening literacy and numeracy learning. Second, helping learning during the pandemic, especially elementary schools in the 3T area. (Nadim Makarim, 2020, Campus Teaching Guide 2021). The implementation of this program is supported by the Education Fund Management Institute (LPDP). With this program, there is hope for university managers for students and lecturers to participate in this grant because to support the independent campus program and for funding it has been supported by the LPDP so that universities just need to prepare their human resources.

2. International Credit Transfer

International credit transfers provide opportunities for Indonesian students to be encouraged to improve their hard skills and soft skills, expand and strengthen networks, as well as a better understanding of the socio-cultural aspects of foreign nations through interaction with students and communities abroad (International Credit Transfer Guidelines, 2021).

This activity program provides positive hope for higher education managers to be able to implement key performance indicators through the independent campus program so that higher education managers prepare
facilities for TOEFL tests, MOUs, Learning agreements and map out courses that will be used for international credit transfers, assessments with countries, which will be targeted as well as the preparation of sapras for online activities because this program is carried out online.

3. Independent Student Exchange

Inter-island student exchange for one semester that provides an experience of archipelago diversity in the inter-university credit transfer system equivalent to 20 credits (POB Student Exchange Merdeka, 2021). This activity program gives hope for higher education managers to carry out two (2) main performances so that the independent campus program can be supported and can be carried out properly, as well as funding at universities can be supported because it is supported by LPDP funds, the Ministry of Education and Culture, as well as other agencies. Besides that, academic programs can be developed that support the culture of diversity so as to increase unity and nationalism for both students and lecturers.

4. Indonesian Student Micro Credential Program (Kredensial Mikro Mahasiswa Indonesia / KMMI)

The KMMI program is used to prepare students through learning that presents the industrial world. This grant program provides hope for university administrators to be able to prepare graduates to be ready to face challenges in the global era. The KMMI program emerged based on three macro trends, namely: 1) The rapidly growing demand for high-quality tertiary education in the community, 2) Digital transformation occurs in many industries so that this change creates gaps in skills between university graduates and the world of work and industry, and 3) Digitalization of the higher education sector making it easier for students to access inside and outside higher education (KMMI Program, Ministry of Education and Culture, 2021).

5. Motivating School Program

This program gives hope for higher education managers to include lecturers as expert trainers so that they support the independence program and the implementation of key performance indicators in aspects of lecturers' activities outside the campus. Because in the Motivating School program, the lecturer acts as a practitioner.

CONCLUSION

"Freedom to learn - Independent Campus" (Merdeka Belajar Kampus Merdeka / MBKM) provides its own challenges for university managers but on the one hand it provides positive hope for higher education managers to manage
higher education wisely, innovatively and creatively so that they can implement performance indicators through the independent campus program.

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AUTHOR CONTRIBUTION STATEMENT
The authors are human resources at PGRI Ronggolawe University, Tuban, Faculty of Teacher Training and Education. Who contributed actively in developing various policy formulations and designs for implementing MBKM at the institution.

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