Development and Implementation of Distance Education (PJJ) with Credit Earning System at The Universitas Andalas Agribusiness Study Program

Zednita Azriani¹*, Rika Hariance¹, Rini Hakimi¹, Nuraini Budi Astuti¹

¹Agribusiness Study Program Universitas Andalas
*zednita.agr@gmail.com

ABSTRACT
One of the Merdeka Learning programs at Merdeka Campus is the implementation of Credit Earning activities. The credit earning system can be applied with face-to-face learning and distance learning. The Agribusiness Study Program is conducting credit earning activities with Distance Learning with 4 private universities in West Sumatra. This is also supported by the Covid-19 condition which causes lectures to be conducted online. Activity Distance Learning is carried out in 3 courses in the Agribusiness Study Program, namely Organizational Behavior, Agribusiness Communication, and Gender and Agricultural Development. The purpose of implementing PJJ is to provide opportunities for other tertiary students to gain experience studying in the Agribusiness Study Program, Faculty of Agriculture, Andalas University, to encourage the team of course supervisors at the Agribusiness Study Program to develop and administer unique and quality PJJ courses. The learning method used is a combination of virtual synchronous and asynchronous virtual. For the virtual synchronous method, zoom meeting and whatsapp group platforms are used, while for the virtual asynchronous method, it is done using the ilearn platform. The generally applied learning methods are student center learning such as: small group discussion, case based learning, class discussion in general, PJJ activities went well. The results of the evaluation that have been carried out show that partner students can easily attend lectures held at the Agribusiness Study Program. There is a slight difference in learning methods between the Agribusiness Study Program and the university of origin, but the activeness of students in following the learning materials and assignments is still low. This PJJ lecture program needs to be continued with several improvements, including: 1). Improved coordination between home universities, study programs, and course lecturers. 2). It is necessary for each course to socialize the rules of lectures and RPS to PJJ students, 3). PJJ lectures are better done not only with private universities around West Sumatra but also with other equal state universities.

Keywords: Distance Learning, Credit Earning, Agribusiness Study Program
1. INTRODUCTION

Permendikbud No. 3 of 2020 has set the Merdeka Learning - Merdeka Campus (MBKM). Article 15 paragraph 2 stipulates the form of learning outside the Study Program where the learning process consists of: (1) learning in another study program at the same university; (2) learning in the same study program at different universities; (3) learning in other study programs at different universities; and (4) learning at non-university institutions. With the MBKM, universities need to facilitate students who want to take part in the MBKM program, one of which is the Agribusiness Study Program, Faculty of Agriculture, Andalas University, to encourage the team of course supervisors at the Agribusiness Study Program to develop and organize unique and quality PJJ courses so that they can increase the attractiveness of students to study. studying in the Agribusiness Study Program, supporting learning across study programs with a collaborative and collective approach and utilizing science, technology, and understanding more complex systems. This program is expected to provide benefits in the form of a learning experience in the Agribusiness Study Program, Faculty of Agriculture, Andalas University for private university students in West Sumatra, providing opportunities to develop collaborative and participatory learning programs in order to improve the quality of PJJ learning by recognizing credit earning by other universities and increasing networking and collaboration with partner universities.

2. IMPLEMENTATION METHOD

The methods of implementing the PJJ program in the Agribusiness Study Program are as follows:

2.1. Determination of Potential Partner Colleges

The study program determines potential partners who will work together in PJJ lectures. The target students who are planned to take PJJ lectures in the Odd semester 2021/2022 are from five private universities in West Sumatra, namely: a. Tamsis University, b. Eka Sakti University (Unes), c. Nahdlatul Ulama University (UNU), d. UMMSY Solok, and e. Muhammadiyah University. The planned target of students is 30-40 per class. Because the planned number of PT Mitra is 5 and the PJJ courses offered are 3 courses, it is targeted that at least each PT Mitra can send 18 students (6 per course) so that the target of 30 students per class can be met.

To achieve this target, the PJJ preparation committee will encourage the Head of Study Program from PT Mitra to conduct socialization and tutorials to students. The socialization, if necessary, can present the Head of Agribusiness Study Program or an appointed representative to represent the Head of Study Program. In addition, a cooperation agreement will be made beforehand to ensure that the courses offered at PJJ are recognized in the PT Mitra study program curriculum.
2.2 Courses Offered

The courses offered in this PJJ program are elective courses in semesters 3, 4 and 7, namely:

a. Organizational Behavior (3 credits)
   This course can be taken by students who have passed the Management Fundamentals Course or another name that is equated with the course. This course can be taken by students sitting in semesters 3, 5 and 7

b. Gender and Agricultural Development (2 Credit Points)
   This course discusses the sociological review of gender on development and social change, understands the concept of gender and feminist theories that underlie the concept of gender, analyzes the impact of gender in various fields of life and research related to gender and analyzes cases of gender research in agribusiness development. The prerequisite course is Agricultural Sociology, which can be taken by 5th and 7th semester students

c. Agribusiness Communication (3 Credits)
   This course aims to improve knowledge and skills as well as individual abilities in communicating in the business world as well as providing a clear understanding of real-life business situations and utilizing a lively writing style and communicating across cultures. This course can be taken by 3rd, 5th and 7th semester students

All of the courses offered are already using the i-learn platform in the implementation of learning (as shown below) and RPS that has been prepared using casebase learning methods and project base learning (attached).

2.3 Distance Learning Implementation Time

The Agribusiness Study Program plans to open opportunities for students from universities outside Unand to register for distance learning (PJJ) in the odd semester of 2021/2022. Just like other courses, courses in the PJJ program will be held for 16 weeks (including UTS and UAS). Lectures themselves will start at the same time or follow the lecture schedule at Unand.

2.4 Registration Terms and Procedures

The following is the registration procedure for taking the PJJ class: (1) Registrants are students who are registered with active status from PT Mitra, (2) Participants can only choose 1 of the 3 PJJ courses offered, (3) Participants fill in the registration link by attaching a letter of approval/recommendation from the Academic Supervisor (PA), (4) Willing to follow and obey the norms and rules set by the lecturer in charge of the course, and (5) Registration will be closed if the registrant has filled the city of 40 people per class.

2.5 I-learn Page Design For PJJ. Courses

The number of students who register and take the PJJ Credit Earning program is 33 people, which are divided into classes. The learning process of Credit Earning PJJ Agri-business Study Program has been carried out starting on August 30, 2021, along with the start of lectures at Andalas University. Some PJJ student lectures are combined with regular classes and some are separated from regular classes. Organizational Behavior and Gender and Agribusiness Development the learning process is combined, while the agribusiness communication learning process is separated.

3. PJJ LECTURE IMPLEMENTATION

3.1 Participant

The number of students participating in the PJJ program is as follows:

Table 1. Number of students participating in the PJJ program

| No | Course Name                              | Participant (Person) | Origin University                                      |
|----|------------------------------------------|----------------------|--------------------------------------------------------|
| 1  | Organizational behavior                  | 1                    | Student Park                                           |
| 2  | Gender and Agribusiness Development      | 5                    | Student Park                                           |
| 3  | Organizational Communication             | 26                   | 6 people from Nahdatul Ulama University (UNU), 10 from Eka Sakti University (UNES), 7 from |
3.2. Learning methods

Table 2. The learning methods applied to the courses

| No | Course Name                        | Learning methods                                                                 | Link I-Learn                                      |
|----|------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------|
| 1  | Organizational behavior            | Student center learning such as: small group discussion, case based learning, class discussion | [https://faperta.ilearn.unand.ac.id/course/view.php?id=1968](https://faperta.ilearn.unand.ac.id/course/view.php?id=1968) |
| 2  | Gender and Agribusiness Development | Case Based Learning, Student Center Learning, Group Discussion                   | [https://faperta.ilearn.unand.ac.id/course/view.php?id=2431](https://faperta.ilearn.unand.ac.id/course/view.php?id=2431) |
| 3  | Organizational Communication       | Student center learning such as: small group discussion, case based learning, class discussion | [https://faperta.ilearn.unand.ac.id/course/view.php?id=1412](https://faperta.ilearn.unand.ac.id/course/view.php?id=1412) |

The lecture method implemented is the student center learning method such as: small group discussion, case based learning, class discussion. However, to strengthen students’ understanding of the lecture material and for the purpose of concluding the lecture material, the lecture method is still provided with a duration of no more than 20 minutes. Based on the type, the learning method used is a combination of synchronous virtual and virtual asynchronous. For the virtual synchronous method, zoom meeting and whatsapp group platforms are used, while for the virtual asynchronous method, the I-learn platform is used.

The application of the Case based learning (CBL) learning method should be more widely applied than the small group discussion and class discussion methods. Case based learning (CBL) is a method of learning instructional learning-oriented problem solving approach. Case Based Learning is an effective and interesting learning approach. CBL can involve students to be active and creative in discussions about real-life events [1]). In CBL learning scenarios or case studies are used to develop students’ reasoning knowledge and skills in solving existing problems.

For the implementation of the upcoming PJJ lectures, a learning strategy approach is needed that is more synergistic with students’ academic abilities and soft skills. [2] stated that a learning strategy approach is needed to synergize academic abilities such as understanding theory and soft skills (problem solving, independence, teamwork, independence, responsibility, honesty, and the ability to communicate ideas and convey ideas through a percentage of group projects). One of the learning strategies offered is project-based learning (project-based learning). The pressure of project-based learning provides opportunities for a student-based learning system that is carried out collaboratively and integrates real issues and teaching that is practical and effective in building knowledge and creativity. Project-based learning can stimulate motivation, process, and improve student achievement by using problems related to certain subjects in real situations.

To support students’ understanding of learning materials, the lecturers prepare lecture materials in the form of power points, apart from providing videos and related reading materials. Independent/structured assignments are also given every week and students are required to upload these assignments through the I-learn page.

![Figure 1. I-learn Courses in the PJJ Program](https://faperta.ilearn.unand.ac.id/course/view.php?id=1412)
3.3. Student grades

Assessment of the learning process is carried out in the form of: (1) Process assessment: Individual assignments, group assignments and activities, and (2) Evaluation assessment: UTS and UAS. Because this report was made before UTS, the scores that have been collected by PJJ students are the values during the mid-semester period, which is an average of 67.5 for the Organizational Behavior course and for the organizational communication course, the assessment data can be seen in the table below.

The assessment carried out on students is still a formative assessment, while the summative assessment is still limited. [3] stated that Assessment and Evaluation is a very important part in the learning process. Evaluation can provide an overview of the level of student mastery of one material, provide an overview of the student's ability to achieve existing learning. Assessment and evaluation of PJJ lectures need to be developed in the form of making an online assessment rubric.

3.3. Availability of resources in the implementation of PJJ

To organize PJJ lectures properly, it must be supported by the availability of resources, both lecturers, learning media and access to various other learning resources. The availability of subject lecturers is sufficient, but coordination between study programs and course teams needs to be improved. The willingness and commitment of lecturers to teach PJJ lectures needs to be improved. The condition of PJJ students who come from private universities around Andalas University requires a slightly different treatment from the Andalas University students themselves. So far, the course team has uniformed learning methods, media and teaching methods between regular study program students and students from private universities.

The learning media used are quite diverse, for the virtual synchronous method, zoom meeting and whatsapp group platforms are used, while for the virtual asynchronous method, the iLearn platform is used. To support students' understanding of learning materials, the lecturers prepare lecture materials in the form of power points, apart from providing videos and related reading materials.

3.4. Evaluation of PJJ Lecture activities and program sustainability

To evaluate PJJ's lecture activities, the study program distributes questionnaires to students and lecturers of the course team. There are several questions posed to students in the questionnaire related to the implementation of PJJ lectures, including: the learning process, learning methods, information systems used in lectures, clarity of information, competencies obtained after attending PJJ, benefits of attending PJJ lectures, and sustainability of the PJJ program.

The number of students who filled out the questionnaire was still small, because there were still many students who had not read the link in the WA group. Students who take PJJ courses are semester 3 and semester 5 students. The results of the evaluation can be seen in the diagram below.

In general, the learning process of PJJ lectures is easy to follow, as stated by about 80 percent of students and 10 percent answered normal and the remaining 10 percent answered that it was difficult to follow.

Then related to the learning methods used by the team of lecturers in PJJ lectures are Project Based Learning and Small Group Discussions. Around 45.5 percent of students answered that the PJJ learning method was Project Based Learning and another 45.5 percent answered Small group discussion. This can be used as an evaluation for the next course teaching team, in order to develop more varied learning methods.
In general, students answered that the learning methods used by PJJ lectures were slightly different from their original universities.

Furthermore, the information system and clarity of information in PJJ lectures were assessed by students as being in a good category.

Then related to the additional knowledge/competence felt by students, around 90.9 percent of students stated that there was additional competence and knowledge from attending PJJ lectures. In addition, students stated that they had additional experiences and network interactions with students from different universities.

For the sustainability of the PJJ lecture program, 54.5% of participants stated that the program could be continued.

In addition to students, evaluations are also carried out on course lecturers to assess participants in the PJJ program. The questions asked to the course lecturers were in the form of student activity, student mastery of the material provided, accuracy of students in collecting assignments, student responses to assignments and materials given, learning methods and learning media used as well as problems and improvements for the continuation of PJJ lectures. The results obtained are as follows: (1) For activity, students' mastery of lectures is still low, because 50 percent of lecturers answered less well.
However, this PJJ lecture program needs to be continued with several improvements, including: (1) Improved coordination between home universities, study programs, and course lecturers. (2) It is necessary for each course to socialize the rules of lectures and RPS to PJJ students, (3) PJJ lectures are better done not only with private universities around West Sumatra but also with other equal state universities.

For the sustainability of the PJJ lecture program with several partner universities, the Agribusiness study program is in the process of drafting a cooperation draft and several cooperation agreements already exist. The Agribusiness Study Program which is under the faculty of agriculture in making a cooperation agreement (PKS) must be under the faculty of agriculture. The agriculture faculty of Unand already has a PKS with Taman Siswa University, Eka Sakti University, and Muhammadiyah University which are listed in the MoA of the Unand faculty of agriculture with the faculty of agriculture in the Communication Forum for Indonesian Agricultural Colleges (FKP-TPJ). Meanwhile, Nahdatul Ulama University is still in the drafting stage of the PKS.

**REFERENCES**

[1] Wospakrik F, Sundari Sri, and Musharyanti Lisa, The effect of Implementation of Learning Method Of Case Based Learning On Motivation And Learning Outcomes Of Student. Journal of Health of Studies Vol 4, 2020. pp. 30-37.

[2] Indrawan E, Jalinus N and Syahril, Review of Project Based Learning. International Journal of Science and Research (IJSR). Volume 8 Issue 4, 2019.

[3] Setemen K, Development of Online Learning Evaluation Journal of Education and Teaching, Volume 43, Number 3, 2010, pp.207-214