IMPLEMENTATION OF MBKM TO BOOST STUDENTS' 6C COMPETENCY

Alfi Syahrin[1], Marwan[2], M. Taufiq[3]

[1][2][3]Universitas Almuslim, Aceh, Indonesia
E-mail: alfisyahrin@umuslim.ac.id
marwan@umuslim.ac.id
m.taufiq@umuslim.ac.id

ABSTRACT

This study aims to describe the application of MBKM to boost students' 6C competencies. This research emphasizes that the application of MBKM can improve students' 6C competencies. This is because MBKM encourages students to be actively involved in various learning activities that can develop their competencies. This research method uses a descriptive qualitative approach, which produces descriptive data in the form of written or spoken words from students. This research procedure applies simple steps to collect data, namely interview studies, documentation, and questionnaires to students. The results of this study indicate that the presence of MBKM raises a new paradigm in the world of education including higher education. The policy of the minister of Education and Culture in 2020 with the concept of MBKM is considered relevant and appropriate to be implemented in the current democratic era. Based on the facts in the field, the application of this concept provides flexibility to the academic world, ranging from freedom in learning to freedom to partner with institutions that have relevance to their specialists. Therefore, with the MBKM innovation, it can contribute to increasing student competence in developing their competencies (communication, collaboration, critical thinking, creative thinking, problem-solving thinking, and compassion).

Keywords: MBKM, 6C competency.

1. INTRODUCTION

The Ministry of Education and Culture has issued four policies regarding Higher Education in early 2020. The four policies that were initiated in the form of Merdeka Belajar and Kampus Merdeka; opening new study programs, university accreditation systems, legal entity state universities, and getting the right to study three semesters outside the study program. In supporting the implementation of the Independent Campus program, specifically on fulfilling students' rights to be able to study outside the study program or college. The implementation of the Merdeka Student Exchange is open to Indonesian students to have the opportunity to take part in the learning process at any university in Indonesia as an effort to strengthen and expand student competencies. The background of the Merdeka Student Exchange program is to realize a pattern of cooperation between universities in Indonesia in order to develop and increase competitiveness nationally and globally. This cooperation is expected to improve and equalize the quality of higher education in Indonesia. In this cooperation between universities in providing each other with each other to improve quality, expand access, and expand relations between universities nationally. One of the objectives of this program is to improve or change the form of learning.

The learning process in the Merdeka Campus is one of the manifestations of student-centered learning which is very essential. Learning in the Merdeka Campus provides challenges and opportunities for the development of innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through the realities and dynamics of the field such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements. Through the Merdeka Belajar program, which is well designed and implemented, students' hard skills and soft skills will be formed strongly (Director General of Higher Education, Ministry of Education and Culture, 2020). It is hoped that the implementation of an independent campus can change the learning paradigm that continues to innovate.

Rapid innovation in the world of higher education requires universities to be able to change

the mindset, attitude and behavior and new ways of doing things of the academic community, so as to produce graduates who are adaptive and resilient in the face of change and uncertainty. Therefore, the curriculum policy must elaborate the ability of students in the pedagogical dimension, life skills, the ability to live together (collaboration), think critically, and creatively. Learners must have soft skills, transversal skills, life skills, and skills that are not visibly related to specific occupational and academic fields. The curriculum must pay attention to the development of vocational-based education with a variety of skills that not only prioritize the concept of link and match between universities and the industrial world, but also emphasize the capacity of graduates who are agile, adaptive, and sensitive to changes in the industrial and economic environment (Latifah, et al. 2021). This proves that curriculum formation is one of the determinants of increasing educational innovation, curriculum changes are a form of evaluation of the previous learning process.

Learning is a complex aspect of human activity, which cannot be fully explained (Trianto, 2016). It can be interpreted more easily that learning is a product of continuous interaction between development and life experience. Learning in a complex meaning is the self-conscious effort of an educator to provide lessons to his students, namely directing student interactions with other learning resources in order to achieve the expected goals.

The emergence of MBKM in the learning process has several obstacles. One of the problems is about culture and environment, there are several findings that question culture and environment, such as in research (Mufidah: 2022) found that the phenomenon of culture shock in students who take part in independent student exchange programs is an obstacle for them. Therefore, self-adjustment efforts are needed in order to adapt and communicate effectively. Referring to the results of previous research, this research has similarities with the cultural category, namely the adaptation and cultural influence of independent campus exchange students. More specifically, this study focuses on the effect of MBKM on 6C competence, which describes how the MBKM program can increase competence in the fields of communication, collaboration, critical thinking, creative thinking, character, and culture.

2. METHODS

This research method is a needs analysis in developing MBKM Innovation to improve 6C skills in the learning process. As a research step that uses Reflective, Recursive, Design, Development, this research is included in the analysis step through the define stage. The define stage in the research method is the initial stage carried out by researchers to determine the scope of research and the focus of analysis. This stage is important to do so that the research can run effectively and efficiently, and produce valid and accountable results. In the define stage, researchers need to do several things, namely (1) Determine the research problem. Research problems are questions or statements that researchers want to answer or prove. Research problems must be clear, specific, and testable. (2) Determine research objectives. Research objectives are what researchers want to achieve through their research. Research objectives must be specific, measurable, achievable, relevant, and timed. (3) Determining the research population and sample. The population is the entire unit that is the object of research, while the sample is part of the population taken to represent the population. Researchers need to determine the population and research sample appropriately so that the research results can be generalized. (4) Determine research variables. Research variables are objects or attributes that will be measured or observed in research. Researchers need to determine research variables clearly and precisely so that data analysis can be carried out appropriately. (5) Determine the research hypothesis. Research hypotheses are conjectures or temporary answers to research problems. The research hypothesis needs to be formulated clearly and specifically so that it can be tested. (6) Determine data collection methods. Data collection methods are techniques or methods used to collect research data.

Researchers need to determine the right data collection method so that the data obtained can fulfill

the research objectives. (7) Determine the data analysis method. Data analysis methods are techniques or methods used to analyze research data. Researchers need to determine the right data analysis method so that the data obtained can be interpreted correctly. The define stage is a very important stage in the research method. This stage is the basis for the next stages of research. Therefore, researchers need to carry out the define stage carefully and carefully so that the research can run smoothly and produce optimal results.

This research method uses a descriptive qualitative approach that conducts mixed data collection from qualitative and quantitative data. This research procedure applies simple steps to collect data, namely interview studies, documentation, and questionnaires to students and FGDs as data deepening.

3. RESULTS AND DISCUSSION

Education is all efforts and all planned efforts, to develop potential in order to have religious spiritual strength, self-control, personality, have intelligence, noble character and have skills. Education is able to shape personality through environmental education that can be learned either intentionally or not. Education is also able to shape humans to be disciplined, unyielding, not arrogant, can respect others, creative, independent, and responsible.

To get proper education is inseparable from the efforts made by the government and people who play a role in education itself. Various efforts have been made to improve education and various education systems have been launched in order to create education as expected. Of the various education systems that have been implemented, there is a system called MBKM (Merdeka Belajar Kampus Merdeka), which was launched by the minister of education and culture which aims to encourage students to master various sciences to prepare for entering the world of work.

As we know, Kampus Merdeka is one of the policies of the Minister of Education and Culture Nadiem Makarim, which provides a policy for universities to provide the right to study for three semesters outside the study program. MBKM is basically a new concept that allows students to gain learning independence in higher education (Leuewol et al., 2020; Muhsin, 2021; Wijayanto, 2021). This concept is a continuation of the previous concept, namely Merdeka Belajar. The planning of the Independent Campus concept is basically a learning innovation to get quality learning quality.

The purpose of this MBKM is to encourage students to master various fields of science in accordance with their fields of expertise, so that later they will be ready to compete in the global world (Baharuddin, 2021; Fatmawati 2020; Tohir, 2020). Then this policy provides opportunities for students to choose the courses they will take based on their own wishes.

In this MBKM learning process, it is one of the manifestations of student centered learning which is very essential. Learning in this MBKM provides challenges and opportunities for the development of innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through reality and field dynamics. Besides being a new learning system that is very effective to implement, here MBKM can Culture, and Character.

MBKM Improving Competence in Collaborations

The success in the learning process is inseparable from the cooperation carried out both between lecturers and students and students with students. Here in this MBKM Program, it can improve good cooperation (Collaborations), this can be seen when students in the learning process work together to solve a problem or create a product according to the learning theme. This MBKM program is very good for increasing the sense of care, responsibility, and cooperation that is embedded in students.

MBKM Improve Communication

As social beings, of course, we need each other between one human being and another, in order to live well and harmoniously, of course, we must communicate well. Here in the MBKM Program can improve communication, because when students communicate with other students it will train themselves how to speak politely and politely then use good and correct language because they have seen people when communicating while studying on other campuses. Therefore this MBKM Program can improve Communication.

MBKM Improving Creative Thinking Competency

As students who are creative and have integrity, of course, they already have the ability to think creatively in learning, but with this MBKM program, it can increase Creative Thinking in students. Because when students study on other campuses, of course, students will see other students who are more creative, thus encouraging these students to find and develop ideas, ideas and thoughts to create new things. In addition, students with creative thinking will easily face problems and find solutions to these problems, therefore this MBKM Program can improve and encourage students to think creatively (Creative Thinking).

By improving creative thinking competencies, students will be better prepared to face future challenges that are increasingly complex and dynamic. Students will be able to generate new ideas or ways of solving problems, so that they can contribute positively to the progress of the nation.

MBKM Improves Critical Thinking Competency

In the learning process, of course, students have different abilities both in thinking skills and other abilities. Here with this MBKM Program, students when in learning seem motivated to think critically (Critical Thinking), this can be seen when students provide an argument about the topic discussed they provide opinions that are logical and easy to understand and will find solutions to existing problems. So that this MBKM Program can improve the ability of critical thinking in students.

MBKM Improving Character Competency

In this MBKM Program can improve character competence (Caracter), in students, why is that, because when students study on other campuses they will find and see various characters that exist in other students, there are those with good character, sociable, optimistic, ambitious, active, and others. Therefore, students who take part in this MBKM Program will be motivated by these people so that they will also instill good character in themselves.

MBKM Improving Cultural Competence

Basically, each region has a different culture, this culture has its own values in each region. In this MBKM Program, students when conducting studies on other campuses, they will see various cultures owned by the regions they visit, which is very helpful for other students to know about foreign cultures. So he will be motivated to maintain and preserve his culture and can even promote the beauty of his culture to outsiders. Therefore, this MBKM program can improve culture.

4. CONCLUSION

Education always strives to create students who always innovate. Not only able to be highly educated but able to become agents of change in small and large scopes. The resulting innovation is able to make a maximum contribution to the progress of a nation that has quality human resources. That is why universities are expected to be able to make innovations in every learning process, namely student-centered learning in order to support the achievement of quality graduates who are

ready to face the situation of a developing and changing era. The results showed that the MBKM

innovation can contribute to increasing student competence in developing their competencies (communication, collaboration, critical thinking, creative thinking, problem-solving thinking, and compassion). This is the foundation for students to prepare themselves before going down to the world of work.

5. REFERENCES

Dirjen Dikti Kemendikbud. (2020). Buku Panduan Pelayanan Merdeka Belajar dan Kampus Merdeka.

Latifah, S., dkk. (2021). Pertukaran Pelajar Unram-UPM: Inovasi Pembelajaran Mbkm Dalam Menumbuhkan Ketangguhan Lulusan Sarjana Kehutanan. Jurmal Pepadu, Vol. 2 No. 1, Januari 2021.

Baharuddin, M. R. (2021) Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus: Model MBKM Program Studi. Jurnal Studi Guru dan Pembelajaran, 4(1), 105-205. https//e-journal.my.id/jsgp/article/view/591

Fatmawati, E. (2020) Dukungan Perpustakaan Dalam Implementasi "Kampus Merdeka dan Merdeka Belajar". Jurnal Pustaka Ilmiah, 6(2), 1076-1087. https://.doi.org/10.20961/jpi.v6i.46682

Leuwol, N. V., Wula, P., Purba, B., Marzuki, I., Brata, D. P. N., Efendi, N. Y., Masrul, M.,

Muhsin, H. (2021). Kampus Merdeka di Era New Normal. Dalam: A. Muslihat dkk. Masa Depan Kampus Merdeka &Merdeka Belajar: Sebuah Bunga Rampai Dosen. 143. Bintang Visitama Publishers.

Mufidah, Vika Nurul. "Adaptasi Dan Culture Shock: Studi Kasus Pada Peserta Pertukaran Mahasiswa Merdeka". Jurnal Pemikiran Dan Riset Sosiologi 3 (1), 2022: 61-70.

Tohir, M. (2020). Buku Panduan Merdeka Belajar-Kampus Merdeka.

Wijayanto, A. (2021). Implementasi dan Problematika Merdeka Belajar. OSF Preprints. https://doi.org/10.31219/osf.io/yshk6