CHAPTER II
LITERATURE REVIEW

A. Freedom of Learning – Independent Campus (MBKM)

1. Deskripsi MBKM

Free Learning Campus Merdeka (MBKM) is one of them loaded innovation several programs created by the Ministry of Education, Culture, Research and Technology. This innovation to use for build resource human beings in order to quality and have character, so students and lecturers can have various extensive experience and insight. (Kemendikbud, 2020:2) "Independence Campus is learning in higher education that is autonomous and flexible so as to create a learning culture that is innovative, unfettered, and in accordance with student needs". MBKM is a program so that students are better prepared to face the world of work according to current needs, for this reason MBKM gives students the freedom to choose courses that are in accordance with what is needed.

MBKM is an innovation which has 8 programs, as for the 8 programs is: Exchange Student, Apprentice/Practice Work, Research, Projects Independent, Activity Entrepreneur, Project Humanity, Teaching At school, and projects in the village/work Social Apprentice. Although the MBKM programs are implemented outside the university, however the program still acknowledged become a semester credit system (SKS) for relevant courses at each university follow it. MBKM also formed Work The same between students, lecturers and parties outside campus , expected Work The same the can form good relationship. (Kemendikbud, 2020:3) " Purpose Free Learning Policy Independent Campus, rights program Study three semesters outside the study program is for increase competence graduates, both soft skills and hard skills, so that more ready and relevant with needs of the times, set up graduate of as future leader superior nation and personality".

Success college tall in MBKM implementation can prove with exists change in pattern think from curriculum previously going to to curriculum independent, so adaptive and flexible in make adult and independent students. (Kemendikbud, 2020:3) "The learning process in Merdeka Campus is one of them embodiment student centered learning (student centered learning) which is very essential". At university That itself, each study program demanded for develop adaptive and capable Merdeka curriculum adapt with development of the times.

2. Types of MBKM Activities

The types of learning activities in the implementation of the MBKM curriculum under Article 15(1), Regulation No.3 of the Minister of Education and Culture 2020 can be carried out inside and outside the study programme. These include:

a. Student Exchange

Student exchanges as we usually know them are student exchanges between countries, cooperation with overseas university partners. Student exchanges in such MBKM implementation activities are student exchanges including domestic and international student exchanges in collaboration with domestic and international university partners. According to the Minister of Education and Culture Regulation No. 3 (2020), student exchange should respect the different attitudes of students, the diversity of cultures, views, religions and beliefs, as well as the unique opinions and opinions of others. It is held for the purpose of respecting opinions. recognition. We are cooperative, socially considerate, and socially and environmentally concerned.

b. Internship/work practice

Internship is the process of learning from experts through hands on activities (Sumardiono, 2014:116). When conducting internships at companies, it makes sense to give students the opportunity to do long term internships. Companies that accept internships say the same thing, short term internship programs only hinder workers' activities in the

industry and do not do much for students. For this reason, MBKM's curriculum includes a 1-2 semester internship program that allows students to gain sufficient experience and learn directly in the field. During the internship, the student can work as an agency/company employee and gain a variety of real world work experience (Rusidi, 2006:3).

c. Teaching Assistance Program

Educational Support Program Educational activities in the form of learning support by students are carried out in educational units such as elementary schools, junior high schools, and high schools. Schools where the teaching practice is urban or remote. Learning activities in the form of educational support are carried out by students in educational units such as elementary, middle and high schools. Schools where the teaching practice is urban or remote. The main purpose of this program is to provide students with the opportunity to educate and deepen their knowledge through their direct role as teachers in the school.

d. Research

Many students have a passion for research. For this reason, MBKM offers students who wish to gain practical experience in their research field the opportunity to participate in the realization of their passion by completing an internship in a lab at a dream research center. In this research program, students acquire research skills under the direct guidance of researchers at research institutions. In addition, the provision of research resources and regeneration from a young age will improve the laboratory ecosystem and the quality of research in our country.

e. Humanitarian Project

This humanitarian project is aimed at students with young souls and scientific abilities who are interested in becoming infantrymen in humanitarian and other development projects in Indonesia and abroad. So far, universities have made significant contributions to disaster preparedness through humanitarian programs, but student participation is

voluntary and short-lived. Therefore, the MBKM curriculum has made new progress with the implementation of this humanitarian project. In implementing this programme, the university enters into agreements and cooperation with domestic (government, (*Palang Merah Indonesia)* PMI, (*Badan Nasional Penanggulangan Bencana)* BNPD, etc.) and international (United Nations Educational, Scientific and Cultural Organization UNESCO, United Nations Children's Fund UNICEF, (World Health Organization) WHO, etc.) partners.

f. Entrepreneurship Program

According to IDN (Integrated Digital Network) Research Institute (2019), up to 69.1% of Indonesian millennials are interested in entrepreneurship. Unfortunately, not much attention has been paid to the entrepreneurial potential of millennials. Considering this opportunity, MBKM Curriculum has formulated a policy to promote the development of Indonesian millennials who are eligible students to participate in this entrepreneurship program. The implementation of this program gives students the opportunity to develop their company at an early stage and guides them through the process. The student unemployment problem will be solved automatically and gradually.

g. *Studi independen* projects

Studi independen projects are programs within the MBKM curriculum that aim to encourage student development through extracurricular activities. This activity can be carried out in the form of interdisciplinary group work. The aim of the program is to turn students' ideas into reality to develop innovative products that improve student performance on a national and international level.

h. Village Project/Thematic Social Work Internship (KKNT)

The KKNT (*Kuliah Kerja Nyata Tematik*) program is implemented in collaboration with the PDDT *(Pangkalan Data Pendidikan Tinggi)* of the Village Ministry. The program is implemented in very underdeveloped, underdeveloped and underdeveloped villages. This

program aims to improve students' soft and leadership skills in managing development programs in rural areas. The presence of students is also expected to accelerate local development by receiving ideas from students and the support of trained staff.

3. **Aspects of Teaching**

Here are the aspects of teaching that the researcher adopted from Form Aunurrahman in (Dharmawan, 2021).

a. Implement teaching practice in a classroom

Before conducting classroom exercises, students first create lesson plans and prepare learning media. After conducting teaching practice, students evaluate student learning outcomes, analyze student learning outcomes, and report student learning outcomes.

b. Use learning media

In adjusting to the times where learning must be accompanied by media, so that students can easily understand the material being taught. the media used can adjust students according to their level of education.

c. Assist in the management of curricular and extracurricular activities such as fostering student activities outside the classroom.

Students help manage the curriculum and extracurricular activities at the school. Provide knowledge to support students outside the classroom. Coaching comes in the form of scouts, British clubs, etc.

d. Conducting an internship in Physical Social Work (*Kuliah Kerja Mahasiswa)* KKM in a school setting appropriate to the service theme.

Based on the service themes related to the *(Program Kreativitas Mahasiswa)* PKM Strategic Plan, the KKM physical activities that can be carried out in the school environment help students to maintain personal hygiene and maintain cleanliness within the school.

e. Carry out non-physical social work internships (KKM) in the school environment according to the topic on the service theme.

Non-physical KKM activities conducted by students themselves can help schools meet the needs of students through the use of

(Information and Communication Technology) ICT and support teachers who have difficulty using ICT in their learning.

In this study only used several aspects. The aspects used are Carrying out teaching practices in the classroom, using learning media, and carrying out internships in Real Work Lectures *(Kuliah Kerja Nyata)* KKN. This study did not use aspects of assisting the management of curricular and extracurricular activities such as fostering student activities outside the classroom, because teaching in *studi independen* programs is only done in the classroom. This study also did not use the aspect of carrying out non-physical social work internships (KKM), because this study only carried out physical social work internships, namely teaching.

B. *Studi independen* **Program**

    1. Definition of *Studi independen* **Program**

Studi independen program is one from eight original programs from Freedom Campus. *Studi independen* program is program organized by the Ministry of Education and Culture, which uses curriculum Campus Independent Learning (MBKM). (Ode and Tambun, 2022:40) Say "Study Independent is one part from campus programs purposeful independence for give chance to student For Study as well as increase self-past outside activities class lectures, however still acknowledged as part from lectures". *Studi independen* program own policy form prepares student face progress cultural, social, world of work, and fast technology, so later student can prepare self-face the world accordingly with world of work needs today.

(Mutiara and Widyani, 2021:61) "Studies Independent is challenge based learning real problems faced by the industry, as form projection student in produce product For industry certain (furniture, exhibition booth, design lighting, design decorative, etc.)". *Studi independen* program can too implemented in the education sector. Basically, a course of study independent emphasizes the learning process that is based on development

creativity, capacity, personality, needs students, and development independent attitude in knowledge. level categorized education is no formal education. And the implementation Can Where course, location implementation maybe in the village or city. No There is limitation in implementation of this program. (Ode and Tambun, 2022:40–41) "Expected competencies from the study program independent is learn specific and practical competencies as well as required in Management Future Regional Government and Autonomy, interact with experts For understand implementation, as well demonstrate competence the in something project real".

2. Procedure of *Studi independen* Program

The following is the procedure for the researcher apply (Kemendikbudristek, 2020:21):

a. Campus

1) Provision team lecturer companion for project independently submitted by the team student in accordance with skill topic submitted project in a manner independent.

2) Facilitate formation team project independent consisting from student interdisciplinary.

3) Assess appropriateness project proposed independent.

4) Organizing guidance, mentoring, and training in the project process independently run by a team student.

5) Organizing evaluation and assessment project student independent for equalized become eye relevant credits.

b. Student

1) Getting agreement from Advisor Academic (DPA).

2) Make activity proposals Studies Independent cross discipline.

3) Improve activity Study Independent.

4) Generate product or participate in competition level national or international.

5) Prepare reports activities and deliver report in form presentation.

3. Objectives of the *Studi independen* Program

In general, the *Studi independen* program provides an opportunity for students to be able to get the opportunity to develop an ability to deal with various things that happen in the world of work, and must master skills in accordance with today's wholeness. (Kemendikbudristek, 2022:1–2) says that the objectives of the *Studi independen* Program are as follows:

a. Improving the readiness and absorption of university graduates in the world of work by increasing competency and preparing student soft skills.

b. Students will be equipped with experience dealing with real problems in the world of work with guidance from qualified mentors.

c. Develop knowledge, strengthen thinking skills, soft skills, ability to work together and positive character for students.

d. Helping the world of work and organizations in finding people who have quality talents according to the needs of the times.

e. Increasing the company's positive image to young people in Indonesia, so that it can generate high value for companies and organizations.

f. Building networks and collaboration between universities by coordinating and consolidating through university coordinators such as PT coordinators and field supervisor coordinators.

4. Characteristics of *Studi independen* Programs

Partners who carry out independent studies are obliged to design quality programs that have the following characteristics according to (Kemendikbudristek, 2022:2–3):

a. Have activities in the form of learning activities in the form of practicum, design research and development outside the study program.

b. Provide independent learning that helps student participants master expertise or skills in the field of digital technology, expertise or skills in other fields that are in accordance with the needs of the world of work.

c. There is a synchronous learning process, where students interact directly with teachers, mentors and other students.

d. Implement a curriculum that has at least 5 learning modules.

e. Students are guided by professional mentors.

f. The *studi independen* program process is carried out for 16-24 hours per week or it can be called 900 hours in 1 semester.

g. Students are given a certificate after the *studi independen* program is completed. The certificate lists the student's graduation in a *studi independen* program.

5. **Duties and Obligations in the *Studi independen* Program**

Duties and obligations are something that must be done to play a role and fulfill the criteria in running a *studi independen* program. The following are the duties and responsibilities of the *Studi independen* Program according to (Kemendikbudristek, 2022:17–19)

a. College

1) Make adjustments to the curriculum that supports the independent campus program, so that it can facilitate students in participating in *studi independen* programs.

2) Support, facilitate, and provide opportunities for various parties, such as students and supervisors to contribute to *studi independen* programs.

3) Give credit recognition of 20 credits to students who take part in the *Studi independen* program.

4) Recommended one person as PT coordinator, whose job is to monitor and supervise students participating in *studi independen* studies.

b. Field Supervisor

1) Assist partners as academic consultants in *Studi independen* programs.

2) Validate and verify the tutor's assessment.

3) Prepare student assessment rubric.

4) Conduct a review of the initial and final assessments set by the mentor.

5) Make monthly reports regarding the progress of the *studi independen* program implementation from start to finish.

6) Carry out gradual evaluations related to learning in general in each partner and provide recommendations for learning / activity designs.

7) Make recommendations to be submitted to the PT coordinator regarding the conversion of credits which can be carried out in the Dimitra-certified *studi independen* he is accompanying.

8) Coordinate with PT mentors and coordinators, at least once a month.

c. Student Participants

1) Follow the process that has been determined by the *studi independen* program properly and correctly.

2) Follow the debriefing process properly and correctly

3) Carry out the process of running a *studi independen* program from start to finish.

4) Provide documents that support and are valid in the implementation of *studi independen* programs Follow the regulations that apply.

d. Mentors

1) Provide guidance to participating students according to predetermined achievements.

2) Receive and validate weekly reports that have been made by participating students.

3) Monitor and pay attention to the process of running a *studi independen* program played by students by making monthly reports, providing an assessment from the beginning to the end of the activity with predetermined assessment standards.

4) Coordinate with PT at least 2 times in 1 week.

5) Coordinate with field supervisors at least 2 times in 1 semester.

6) Make a monthly report that contains the progress of the companion and the development of skills taught to students.

6. Implementation Stage of *Studi independen* Program

The implementation stage is the process of activities carried out by each individual or group in the implementation of a *studi independen*

program. According to (Diktiristek, 2022) the following are the stages of implementing a *studi independen* program:

1) Field Supervisor Activities

Field Supervisors observe student learning processes at partners, conduct reviews with assessments from mentors, make monthly reports on *studi independen* program processes, recommend credit conversions, periodically evaluate the learning process implemented by mentors, and coordinate with mentors and coordinators of PT.

2) Participant student activities

Participating students will carry out *studi independen* programs using learning designs for each of the specified partners. In each activity students will document learning progress and prepare reports in the form of daily activities, weekly activities, mid-semester reports, and preparation of final reports.

3) Mentoring activities

At the beginning of the activity, mentors accompany students to adapt and introduce them to related parties. Mentors give assignments that must be carried out by students during the *studi independen* program process, and explain the urgency of these assignments so that the expected targets are achieved. During the *studi independen* program the mentor will visit and provide feedback to students.

C. Perevious Related Studies

Several studies have been conducted related to this research. The previous studies that became a reference in writing this research was as follow:

The first research came from Ode and Tambun (2022) with the title "Implementasi Program Merdeka Belajar Kampus Merdeka Tahun 2021 (Implementasi Program *Studi independen* Bersertifikat Sekolah ekspor)". The method in this study used a qualitative approach, the purpose of this research is to provide opportunities for students to have practical and specific competencies, in which these competencies are still recognized even outside of

lectures. the result of this research is that students can develop products locally and globally using online platforms.

Subsequent research comes from (Suryanto and Insana, 2022) with the title "Dampak Program MBKM Magang *Studi independen* Besertifikat Dalam Meningkatkan Minat Wirausaha Global Mahasiswa Sebagai Eksportir Baru 4.0". This research used a descriptive qualitative method, the purpose of this research is to restore the economy due to the impact of Covid 19 through increasing Indonesia's exports. the results of this study, students form groups in *studi independen* programs so as to increase the interest in export-oriented entrepreneurs, especially in the field of international trade.

The third study came from (Arisandi, *et al* 2022) with the title "Dampak Kegiatan Merdeka Belajar Kampus Merdeka (MBKM) Magang dan *Studi independen* Dalam Meningkatkan Kompetensi Mahasiswa". This study aims to determine the impact of the *Studi independen* program in increasing student competency. The result of this research is that *studi independen* internships can help students get hands on experience in improving hard and soft skills because they do internships in the workplace/industry which can give them experience and equip them to enter the world of work after graduating from college.

The latest research comes from a similar study comes from (Sari, *et al* 2021) with the title "Analisis Dampak Kegiatan Magang dan *Studi independen* Besertifikat (MSIB) Dalam Peningkatan Keterampilan dan Keahlian Lulusan Program Studi Akutansi". The method used in this research is descriptive quantitative, the purpose of this study is to analyze the impact of *studi independen* internships in companies. The results of this study are that students can build a good image for the campus to the industry where students' intern.

In previous research and current research there are some differences. The difference that is the previous research used universities and students as research subjects, but in this study the subjects are tutors who are members of the *Studi independen* program in Parit Baru Village. Another difference is aimed at previous research discussing *studi independen* in the field of companies, in this study the researcher focuses on *studi independen* programs

in the field of education in non-formal schools. The importance of this research is carried out because in this study it will look for from the description above, this research aims to find out the challanges that occur in the *studi independen* program. This research is expected to be useful as an evaluation material to improve the quality of *studi independen* programs in the field of non formal school education.