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THE INFLUENCE OF THE IMPLEMENTATION OF THE INDEPENDENT CAMPUS, FREEDOM TO LEARN (MBKM) CURRICULUM ON THE IMPLEMENTATION OF KEY PERFORMANCE INDICATORS IN ORDER TO REALIZE COLLABORATIVE LEARNING AT UNIVERSITAS SURYAKANCANA

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ABSTRACT: The learning process in the Independent Campus is one of the essential manifestations of student-centered learning. The problems studied are the implementation of independent education on a separate campus at Universitas Suryakancana (abbreviated as UNSUR) and the impact of the independent campus freedom to learn (abbreviated MBKM) curriculum on the implementation of key performance indicators. The research method used is a normative juridical method with descriptive-analytical research specifications, and the data used are primary and secondary. The results of the research are that the MBKM policy provides opportunities for students to get a more comprehensive learning experience and new competencies. Various MBKM regulations and policies support this. One of the impacts of implementing the MBKM curriculum is the fulfillment of 7 leading performance indicators, namely collaborative learning using the case method and team base project.
Keywords: Key Performance Indicators, MBKM, Collaborative Learning

I.   INTRODUCTION

Article 1 of Law Number 20 of 2003 concerning the National Education System explains that what is meant by education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation, and state (Tim Citra Umbara, 2003).

The higher education curriculum is a program to produce graduates, so it should ensure that its graduates have qualifications equivalent to the qualifications agreed in the KKNI (Indonesian National Qualifications Framework). Based on Law Number 12 of 2012 concerning Higher Education, it is stated that curriculum preparation is the right of universities. Still, it is said that it must refer to national standards (Article 35 paragraph (1)). The curriculum, as a design, consists of four elements, namely learning outcomes, study materials, learning processes to achieve, and assessment (Directorate General of Learning and Student Affairs, 2018).

The MBKM curriculum is one of the Minister of Education and Culture policies, Nadiem Makariem. One of the MBKM Curriculum policy programs is the Right to Learn 3 (Three) Semesters Outside the Study Program. The program mandates various regulations or legal foundations for higher education to improve the quality of learning and higher education graduates. Multiple forms of learning activities outside of Higher

Education. All of the above activities must be carried out with the guidance of the Lecturer. Independent campuses are expected to provide contextual field experiences to improve student competence, be ready to work or create new job opportunities.

To realize the ideals of higher education, changes must be made in the evaluation of higher education performance, which will be assessed based on the Main Performance Indicators. The Main Performance Indicators issued by the Minister of Education and Culture through the Decree of the Minister of Education and Culture Number 754/P/2020 are new performance measures for higher education institutions to realize adaptive higher education based on more concrete outputs. The policy is also a measuring tool to accelerate the implementation of the MBKM Curriculum. Decree of the Minister of Education and Culture Number 754/P/2020 as amended by Decree of the Minister of Education and Culture Number 3/M/2021.

Learning in Independent Campuses 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 realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, demands performance, targets, and achievements. Through an independent learning program that is well designed and implemented, students' hard and soft skills will be formed strongly.

Suryakancana University (abbreviated as UNSUR) responded positively to the MBKM policy. To support the success of the MBKM policy, UNSUR seeks to facilitate the implementation of the fulfillment and learning rights of students by making policies for the performance of the MBKM program, namely by making the Rector's Decree No. 31/SK/REK/UNSUR/IX/2018 concerning Guidelines for the Implementation of the MBKM Curriculum at Universitas Suryakancana. Based on the description above, the author will conduct research related to implementing the MBKM curriculum at Universitas Suryakancana and the impact of the MBKM curriculum on the implementation of the Main Performance Indicators.

II.   METHOD

This study uses a normative juridical approach with descriptive-analytical research specifications. The primary and secondary research data are then analyzed using qualitative juridical research methods, namely research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, and others holistically. Description in the form of words and language, in a particular context that is natural and by utilizing various natural methods (Moleong. J Lexy, 2011).

III.   RESULTS AND DISCUSSIONS

Freedom means choosing alternative policies between continuing the existing study program curriculum design or offering new curriculum designs that provide innovation and unique experiences for students. The implementation of the MBKM curriculum is based on the demands of the development of knowledge, competencies, and skills of the 21st century, to the importance of changes in lecture activities.

Following the regulations, the MBKM curriculum is carried out by preparing the curriculum to recognize independent student learning/activities/activities. Freedom of learning or activities will be arranged following the promised learning outcomes. Regarding this policy, Regulation of the Minister of Education and Culture No. 3 of 2020 states that universities are obliged to give students the right to voluntarily (can be taken or not), in the form of providing opportunities to take part in activities outside of tertiary institutions, plus one-semester lecture activities outside the study program on the same campus.

The MBKM policy provides opportunities for students to gain broader learning experiences and new competencies through several learning activities. In addition, students are also given the freedom to participate in learning activities outside their study program in the same university with a particular credit weight. Students can carry out all these activities with the guidance of lecturers. The implementation of MBKM in Higher Education only starts with two major activities: first, providing 20 credits of lectures outside study programs that are still in the institution, and second, providing programs or activities equivalent to 40 credits.

The Ministry of Education and Culture has encouraged universities to develop activity programs oriented towards the achievement of Key Performance Indicators, which also includes the performance of universities in implementing the MBKM curriculum. The key to the successful implementation of the MBKM policy in a university lies in the courage to change the mindset from a rigid content-based curriculum approach to a curriculum based on adaptive and flexible learning outcomes, preparing students to become adults who are capable of being independent in line with the demands of the global community.

Several steps need to be considered in preparing the MBKM curriculum, namely: first, each university and curriculum development team prepares technical guidelines and guidelines for implementing MBKM policies, especially regarding rules, ethics, procedures, implementation mechanisms, systems to be used, and program choices. Second, every higher education institution needs to conduct socialization and assessments to parties who are partners in activities, including schools/madrasahs, industry, banking, other universities, and

other parties who are still related to the MBKM program; and third, the study program identifies, classifies courses that have conformity (recognition) with the MBKM program that is the student's choice. Through changes to the MBKM-based Higher Education curriculum policy, it is hoped that all graduates of the study program can answer the challenges and problems in the global community.

The development of higher education has been mandated through the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for the Year 2020-2024. There are three development targets, namely: 1) Increasing the quality of learning and the relevance of higher education; 2) Increasing the quality of lecturers and education staff, and 3) The realization of quality management of the Directorate General of Higher Education. Universities are expected to manifest these three goals by increasing the capacity and quality of the process and management of education for which they are responsible. Main Performance Indicators-State Universities that are set must focus on the three development mandates. Every State Universities and Higher Education Service Institutions within the Ministry of Education and Culture must be guided by the leading performance indicators in a. set targets for Key Performance Indicators; b. compiling contract documents or performance agreements; c. implement Key Performance Indicators; d. monitor Key Performance Indicators; e. evaluate Key Performance Indicators; f. carry out continuous improvement of Key Performance Indicators; and g. report the results of the achievement of the Key Performance Indicators.

Paristiyanti stated that in the Government's efforts to advance the education system in the country, the Ministry of Education and Culture had imposed several new policies. They are starting from the MBKM curriculum, followed by other related policies. Currently, the size of a state-of-the-art campus is these eight criteria or Key Performance Indicators, namely: 1. Graduates Get Decent Jobs 2. Students Get Experience Outside Campus 3. Lecturers Have Activities Outside Campus 4. Teaching Practitioners On Campus 5. Lecturer Work Outcomes Used by the Community 6. Study Programs in Collaboration with World-Class Partners 7. Collaborative and Participatory Learning 8. International Standard Study Programs.

Universitas Suryakancana, in the condition of the covid-19 pandemic, can carry out the MBKM program by choosing various forms of learning activities. Henny Nuraeny said that the law study program carries out student exchanges, internships, village building, and humanitarian projects. This aligns with the Agribusiness study program, Agrotechnology study program, International Business Administration study program, which carries out student exchanges, teaching assistance, industrial internships, entrepreneurship, and independent studies/projects. Meanwhile, the English Language Education and Informatics Engineering study program carries out student exchange programs, teaching assistance, and internships. Furthermore, each study program can still carry out a collaborative learning model, with innovative learning strategies that utilize advances in technology and communication through zoom meetings, google classroom, and student exchanges between Universitas Suryakancana and Universitas Djuanda using a learning management system (LMS). LMS is a website-based application that supports learning (Novi Sofia Fitriasari et al., 2020).

Collaborative learning is one of the standards for organizing learning activities at various levels of education, ranging from elementary, secondary to higher education (Yosep Dwi Kristanto, 2021). To build synergies and improve the quality of the implementation of the Performance Accountability System for Government Agencies to encourage the realization of results-oriented governance in the Ministry of Education and Culture, it is necessary to develop Key Performance Indicators at State Universities and Higher Education Service institutions in 2020. In connection with the implementation of MBKM, which aims to realize collaborative learning, one of the achievements achieved is Key Performance Indicator 7, namely collaborative and participatory classes. The related data attributes in the Collaborative and participatory Class Key Performance Indicators consist of courses and standards. Data for these Key Performance Indicators will later be obtained from the PDDikti Feeder application routinely recorded by universities.

Collaborative classroom learning in the Percentage of S1 and D4/D3/D2 courses that use case-solving learning methods or project-based group teaching as part of the evaluation weights, namely:

1. Criteria for learning methods in the classroom must use one or a combination of case-solving learning methods (case method or project-based group learning). Case-solving (case method): a) students act as "protagonists" who trying to solve a case; b) students conduct case analysis to build solution recommendations, assisted by group discussions to test and develop solution designs; and c) the class discusses actively, with the majority of the conversations carried out by students, while the lecturer only facilitates by directing the discussion, asking questions, and observing. Project-based group learning (team-based project): a) the class is divided into groups of more than 1 (one) student to work on a task together during the specified period; b) groups are given real problems that occur in the community or complex questions, then given space to make work plans and collaboration models; c) each group prepares a presentation/final work that is displayed in front of the lecturer, class or other audience who can provide constructive feedback; and d) the lecturer fosters each group during the project work period and encourages students to think critically and creatively in collaboration.

2. Evaluation criteria: 50% (fifty percent) of the final score must be based on the quality of class discussion participation (case method or final presentation of project-based group learning).

Wiersema (2000) said that collaboration is more than cooperation. According to him: ... that cooperation is a technique to finish a particular product together: the faster, the better, the less work for each, the better. Collaboration refers to the whole process of learning, to students teaching each other, students preparing the teacher (why not?), and of course, the teacher leading the students too.

The concept of collaborative learning is often identified with cooperative learning, but there is a clear distinction between the two. In the Big Indonesian Dictionary (1994), collaboration and cooperation mean the same thing: cooperation. However, because the words collaborative and cooperative are taken from English, their meanings must be looked at in the dictionary of English terms. In the English dictionary, cooperative is defined as involving the joint activity of two or more; done with or working with others for a common purpose or benefit, while collaborative means accomplished by collaboration, while the definition of collaboration means an act of working jointly: "they worked either in collaboration or independently." Collaboration is synonymous with coaction (n), quislingism (n). In terms of language, it appears that both of them have similarities from the group side. The difference is that collaboration emphasizes the initiative as one's formation, not an engineered product of other people to work together (Amirrudin, 2019). Using a suitable model or method to manage learning education will provide good social skills and high motivation (Nunuk Suryani, 2015).

The rapid development of information and communication technology (ICT), coupled with pandemic conditions requiring learning from home, is currently very possible to carry out collaborative learning. Collaboration is a human need, where naturally, humans as social beings are always in contact with other humans, cooperate, and help each other to help each other. Likewise, in learning activities, collaboration is a necessity. In conventional learning activities, collaboration is usually carried out between students or lecturers in the same school or the same class. However, with internet communication networks, collaboration is possible between universities, regions, even beyond national borders.

The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials. The methods are used as guidelines for implementing learning activities to achieve the goals of Higher Education (Susetyo, 2020). Implementing the MBKM curriculum at Universitas Suryakancana provides many benefits for lecturers, students, and partners, namely lecturers and students can carry out activities outside the campus that provide a lot of experience in non-academic academic fields especially realizing collaborative learning. Collaborative learning offers a lot of added value, both for students and lecturers. These advantages include: 1) Students gain experience in collaborating not only with their classmates but with other students they did not know before; 2) In collaborative learning, the interaction between students they just met becomes focused because they follow the program that the lecturer has planned; 3) Collaborative activities will usually encourage motivation and competitive spirit in a positive sense for students; 4) Students also get a lot of learning resources. In addition to these advantages, of course, there are many other advantages, both direct and indirect. Collaboration skills are one of the four 21st century skills formulated by UNESCO, known as the 4Cs, including critical thinking, communication, creativity, and collaboration.

For Universitas Suryakancana students, the MKBM program is indeed very beneficial, including increasing competence and new experiences according to their needs. The number of distributions of selected courses is much simpler because certain subjects may no longer be taught because they have changed. MBKM activities recognize them. The eight MBKM programs offered can bring about change for students and lecturers in a more independent pattern of activities, still within the framework of strengthening students' competence.

MBKM is an advanced design of implementing a study program curriculum based on the Indonesian National Qualifications Framework (KKNI), oriented towards the integrity of learning competency achievements, including elements of attitudes/values, knowledge, and general and special skills. Of course, the main principle in the IQF is not how many classes are offered but how much competence appears in the systems (Fauzan, 2021).

Study programs are challenged in developing an adaptive curriculum and adapting to the increasingly rapid developments of the times without leaving the goal of producing graduates following predetermined learning outcomes. In addition, the implementation of the MBKM policy requires collaboration and cooperation with partners or other parties related to their scientific fields and participating in supporting the desired learning outcomes..

IV.   CONCLUSIONS

The MBKM policy provides opportunities for students to gain a more comprehensive learning experience and new competencies. The MBKM program can improve students' quality of education and competence in tertiary institutions, which is marked by enhancing the quality of academic teaching through curriculum development, collaboration with partners/stakeholders/universities, and quality assurance that supports MBKM. The existence of the MBKM policy was responded to positively by Universitas Suryakancana

by facilitating the implementation of fulfillment and student learning rights, including making policies for the performance of the MBKM program, academic regulations, guidelines for the Internal Quality Assurance System, and various MBKM operational standards. The impact of the MBKM curriculum on implementing the Key Performance Indicators is the realization of collaborative learning. This is beneficial in increasing competence and new experiences according to student needs.

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V. ACKNOWLADGEMENTS

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