

IMPLEMENTATION OF MBKM ACTIVITIES IN JAPANESE LITERATURE STUDY PROGRAM

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Abstract

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in 2020, the policy of the Independent Independent Learning Campus (MBKM) was socialized and implemented in various fields of higher education to achieve the Sustainable Development Goals (SDGs). This study aims to analyze the level of student understanding regarding MBKM activities, 21st Century Skills and SDGs. This study uses a quantitative analysis method with a descriptive method based on surveys and interviews conducted on students who take part in the MBKM program. The results of this study indicate that the MBKM program can improve students' soft skills for 21st century skills, and support the goals of the SDGs. Of the 6 skills of adab 21, seen from the students' perspective, the highest is collaboration skills, followed by critical thinking skills.

Keywords: SDGs, 21st Century Skills, Freedom to Learn

I. INTRODUCTION

The Central Statistics Agency (BPS) predicts that in 2030 Indonesia will experience a demographic bonus. However, this situation does not necessarily increase economic growth. This condition occurs because the workers who enter the labor market are unskilled workers (Central Bureau of Statistics, 2012). To become a country with economic growth ranked seventh in the world by 2030, 113.7 million skilled workers are needed. In fact, in 2015 Indonesia only had a skilled workforce of 57 million people, meaning that an additional 3.8 million additional skilled workers are needed each year (Central Bureau of Statistics, 2012). Therefore, Indonesia needs to prepare human resources who have 21st century skills to face future job challenges.

Wagner (2010) and the Change Leadership Group from Harvard University identified the competencies and survival skills needed by students to face life, the world of work, and citizenship in the 21st century, emphasizing the following seven (7) skills: (1) critical thinking skills and problem solving, (2) collaboration and leadership, (3) agility and adaptability, (4) initiative and entrepreneurial spirit, (5) able to communicate effectively both orally and in writing, (6) able to access and analyze information, and (7) have curiosity and imagination [1], [2](Munawwarah et al., 2020).

The skills of the 21st century are more relevant to today's economic and social developments than the last century which was characterized as an industrial mode of production. The Educational Process in Higher Education needs to be aligned with the sustainable development goals (SDGs) which cover the complex social, economic and environmental aspects of formal and informal curricula[3], [4].

This kind of academic approach allows students to express their knowledge, talents and experiences to play a more responsible role in society[5]–[7]. Education in the context of the concept of sustainable development sets new targets for the implementation of professional activities, searches for new educational content, innovative learning technologies, and engages students to learn to solve problems, as well as critically analyze various points of view. This educational transformation can be packaged in the Independent Learning Program and Independent Campus (MBKM).

MBKM is a policy of the Minister of Education and Culture, which aims to encourage students to master various sciences that are useful for entering the world of work. In order to prepare students to face changes in social, cultural, world of work and rapid technological advances, student competencies must be prepared to be more adaptive to the needs of the times. 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 realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements.

Based on this description, this article aims to analyze the level of student knowledge about the MBKM program, SDGs and 21st century skills. Furthermore, how to implement MBKM activities in the Japanese Literature Study program.

II. RESEARCH METHODS

In analyzing the problem, the method used in this research is a survey related to MBKM given to students, by

identifying the concept of MBKM, 21st century skills and SDGs as the basis of the research instrument. 21st century skills are more international, multicultural and interconnected. In the last century there has been a significant shift from manufacturing services to services that emphasize information and knowledge. Knowledge itself grows and expands exponentially (Zubaidah, 2016). Researchers used quantitative analysis with descriptive methods based on surveys and interviews conducted on students who took part in the MBKM program. The population in this study were students who were respondents from the 2018-2021 class as many as 185 participants. The sample is part of the number and characteristics possessed by the population (Umiyati, 2021), which is expected to represent the population, namely students of the Japanese Literature Study Program class 2018-2021. The data collected using google form is 185 respondents, of the total number of students as many as 197 student.

III. RESULTS AND DISCUSSION

The Independent Learning Program – Merdeka Campus (MBKM) was officially launched by the Minister of Education and Culture in early 2020. The MBKM program is expected to be able to answer the challenges of higher education to produce graduates who are in accordance with the times, advances in science and technology, the demands of the business world and the industrial world, as well as the dynamics of society. . Within one year of this program running, it is necessary to know about student knowledge about this program.

Learning at 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 realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements.

Based on the data collected, it is known that most of the students in the Japanese Literature Study Program are familiar with the MBKM program with a percentage of 81%, while 19% of students who do not know about the MBKM program. This shows that most students are aware of the off-campus learning program (MBKM). This is in line with the readiness of students to prepare themselves to take part in the MBKM program.

Students who take part in the MBKM program are given the freedom to take credits outside the study program. Based on the data collected, it is known that only 44% of students know that the number of semesters that can be taken is 3 semesters, while the remaining 36% answered 4 semesters, 17% answered 3 semesters and 3% answered 1 semester. This needs to be a concern, because the information received by students is not in accordance with the policy of the Minister of Education and Culture No. 3 2020.

The MBKM program provides various activities, namely internships, student exchanges, research, teaching assistance in education units, humanitarian projects, entrepreneurial activities, independent studies/projects, and village development. The eight activities attracted students to participate in MBKM activities. As many as 48% of respondents have an interest in participating in the MBKM program, indicating that students believe the MBKM program is able to improve student competence, open networks and gain experience. Meanwhile, 48% are not interested in participating in the MBKM program, and 3% are not interested in participating in the MBKM program.

From the results of interviews conducted with students who have not prepared themselves because their language skills to be involved in MBKM activities are still not qualified, and they become less confident to take part in the MBKM program. As stated in the MBKM guidebook, there are 8 forms of MBKM activities that students can participate in, namely student exchanges, internships/work practices, teaching assistance in education units, research/research, humanitarian projects, entrepreneurial activities, independent studies/projects, and village building. Thematic real work lectures (KKNT). Of the eight forms of learning activities outside the study program.

In the MBKM curriculum there is a student exchange program that gives students the opportunity to deepen their scientific fields that are not found in their study program (Faiz, 2021).

In addition to student exchange, MBKM activities that are of interest to students are internships/work practices. From the data obtained, 29% of students chose the program. Internships are now an option for learning activities outside the study program launched by the Ministry of Education and Culture, known as the Independent Campus Learning Program. Sun in Amir Fatah stated, Internship is a program that provides students with professional work experience in a structured manner with the help of experts in their fields. Internships will also teach students new skills in the industry as well as teach how to work. Through internships, students will also realize that what they have learned so far on campus will help prepare their future (Fatah et al., 2021)

The number of students who choose the internship program shows that students, assess that internships/work practices are able to improve their competence. Thus, the MBKM program can be used by students of the Japanese Literature Study Program to exchange students and internships/practices so that their competence, experience, and network increase. The competence of Japanese Literature Study Program students currently still lacks language skills, where in semesters 4 and 5, many students choose MBKM activities in the form of student exchanges both nationally and internationally and internships/work practices. However, it has not been accompanied by certified language skills. Most of the students are aware of the MBKM document in the Japanese Literature Study Program, but it has not met the needs of MBKM and SDGs.

the level of concern about SDGS issues among students who take part in the MBKM is relatively high. If you refer to Figure 4, there is no sufficient or insufficient

indicator. This shows that students of the Japanese Literature Study Program have good literacy potential towards the SDGs, they are more appreciative of the quality of life. The issue of reducing inequality has become a priority issue related to economic and social problems, it is closely related to equal access regardless of age, gender, disability, nation, ethnicity, origin, ethnic group, religion, or other status.

Quality education is the desire of all students, they want inclusive and equitable education that can encourage learning opportunities for everyone. Respondents are academics who are aware that education is a fundamental right that they must obtain because they are in the intellectual climate of campus. The ratio figure of 3.30 indicates that the participation of students to be actively involved in educational activities, they realize that education is a bridge to gain wider access and overcome problems that occur. Students are aware that quality education can be an alternative for soft skills development in today's world of work.

Students who take part in MBKM are literate about the importance of revitalizing global partnerships with a very high ratio value of 3.27. This can be interpreted that their activities and contributions to want to be involved in solving problems and finding solutions, this can be seen from the activeness of physical education students to want to be involved in MBKM activities such as Story Telling activities held at Media Nusantara University.

The results of research on students who participated in MBKM activities showed that in the affordable Energy parameter the ratio value reached 3.24 and was still relatively high. The students realize that the availability of energy is the most important part of their lives, this is because their daily activities are fully supported by energy.

The world trend that leads to efforts to reduce fossil carbon energy and switch to renewable energy is a topic of interest to students, because this is closely related to the mobile needs of students who get a lot of help from the energy supply. This is in line with research shown by the parameter of maintaining terrestrial ecosystems at a ratio of 3.15 by bringing a conservation agenda which is a central issue. Students realize that most of their life activities are carried out on land, so it is important to pay attention to the ecosystem they inhabit.

IV. CONCLUSION

Japanese Literature Study Program Students Most of them already know about MBKM activities, but not all students are ready to take part in the MBKM program. This is because when students want to take the MKKN program, which is usually taken in semesters 4 and 5, they have not been supported by sufficient linguistic skills. For students who have participated in the MBKM program, they have a significant improvement in soft skills, and they are able to collaborate and think critically. To support the MBKM program, which on average is taken by semester 4 and 5 students, it is recommended that courses connected to the MBKM program are given since the first semester of

college, so that when students take MBKM activities in semester 4 or 5, they already have qualified abilities.

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