STUDENT PERSPECTIVES OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION STUDY PROGRAM ON THE IMPLEMENTATION OF MBKM

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Abstract

The purpose of this study was to analyze student perspectives on MBKM activities, the impact of MBKM on 21st century student competencies, and the relevance of MBKM to the SDGs. The focus of this research is to describe and analyze students' perspectives on MBKM activities through questionnaires that have been given to students online. This research method is a survey method. The research instrument is a closed 21st century skills questionnaire, SDGs closed questionnaire, student perspective questionnaire related to MBKM. The results of the analysis 1) the perspective of students of the Indonesian Language and Literature Education Study Program (PBSI) on MBKM, which is enough to know MBKM policies, 2) the impact of MBKM on 21st century competence of students, namely in the high category are critical thinking skills and collaboration skills, while communication skills and creativity skills and innovation is in the sufficient category, 3) the relevance of MBKM to the SDGs is very relevant. This is indicated by the overall indicators in the high category. Additional data (MBKM activities in each study program/Faculty) are teaching campuses, Indonesian Student Micro Credentials (KMMI), Thematic Real Work Lectures (KKNT), youth entrepreneurship courses, and collaboration. The conclusion from the perspective of students of the Indonesian Language and Literature Education Study Program (PBSI) on MBKM can be said to be quite good.

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

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I. INTRODUCTION

Sustainable development goals (SDGs) are an action plan for humanity, the planet and prosperity. Its goal of strengthening universal peace in broad freedom in addition to overcoming extreme poverty is the greatest global challenge and an unsustainable prerequisite for sustainable development. (Bappenas, 2015)

This program is a policy guide for countries in the world for sustainable development in 2030 which consists of 17 goals (SDGs) to balance the three dimensions of sustainable development (environmental, social, and economic). The implementation of the achievement of the SDGs in Indonesia is regulated in Presidential Regulation No.59/2017 and is a national development agenda listed in the 2015-2019 RPJMN.

The preparation of the SDGs itself has several challenges because there are still several items of the MDGs target that cannot be achieved and are continued in the SDGs. All goals, targets and indicators in the SDGs document also need to take into account the changing global situation today. The SDGs have 5 foundations, namely people, planet, prosperity, peace, and partnership which are divided into 17 global goals.

According to UNESCO's annual report, the quality of education in Indonesia is ranked 64th out of 120 countries around the world. Meanwhile, based on the Education Development Index for all, Indonesia was ranked 57th out of 115 countries in 2015. According to the latest report from the United Nations development program in 2015, Indonesia was ranked 110th out of 187 countries. Based on this, education goals will become the focus of the government as an effort to achieve sustainable development goals and targets in the SDGs era until 2030. (Annur et al.)

The objectives of the Sustainable Development Goals (SDGs) are development that maintains sustainable improvement in the economic welfare of the community, development that maintains the sustainability of community social life, development that maintains environmental quality and development that ensures justice and the implementation of governance that is able to maintain the improvement of the quality of life from one generation to the next. to the next generation. This is also a concern to face the industrial revolution 4.0.

In order to prepare the younger generation, including students, to face changes in social, cultural, world of work and rapid technological advances, student competencies must be prepared according to the needs of the times (Destiana, Suchyadi, & Anjaswuri, 2020; Karmila & Suchyadi, 2020; Purnamasari et al., 2020; Windiyani & Suchyadi, 2020) As in point 4 of one of the goals of the Sustainable Development Goals (SDGs), namely quality education. (Bappenas. 2017)

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The success of a country in facing the industrial revolution 4.0 is also determined by the quality of education. One aspect is the quality of educators (teachers). Teachers are required to master the skills, the ability to adapt to new technologies and global challenges (Suchyadi, 2017; Suchyadi et al., 2019, 2020) In this situation, every educational institution must prepare a new orientation and literacy in the field of education. 21st Century Skills is a direction in developing programs to improve the quality of education.

The government through its ministry has an Independent Campus program. This idea was launched with the demands of competencies that must be mastered by 21st Century educational outputs. According to UNESCO, there are three important skills that must be mastered in the 21st century, namely learning skills (critical thinking, creative, collaboration, and communication), literacy skills (information, media , and technology), and life skills (flexibility, leadership, initiative, productivity, and socializing).

This MBKM policy provides an opportunity for students to gain wider learning experiences and acquire new competencies through several learning activities, including student exchanges, internships/work practices, research, independent projects, entrepreneurial activities, humanitarian projects, teaching assistance in educational units. , and thematic real work village/college projects. In addition, students are given the freedom to study outside their study program in the same university, or at different universities (Suchyadi & Karmila, 2019). This activity will later receive intensive guidance from lecturers, and on the basis of cooperation between study programs in one university or study programs with different universities.

The MBKM program participated in by the Indonesian Language and Literature Education Study Program (PBSI) of Pakuan University, namely the teaching campus, Indonesian Student Micro Credentials (KMMI), Thematic Real Work Lectures (KKNT), youth entrepreneurship courses, and collaboration. Based on this description, this article aims to analyze students' perspectives on MBKM, the impact of MBKM on students' 21st century skills, and the relevance of the MBKM program to the SDGs.

II. RESEARCH METHODS

This research was conducted at the Indonesian Language and Literature Education Study Program (PBSI) at Pakuan University. This research was conducted for one month. The research method used is a survey, with several stages as follows.
a. Identification of MBKM concepts, 21st century skills, and SDGs as the basis for making research instruments.
b. The making of research instruments includes: closed 21st century skills questionnaire, SDGs closed questionnaire, student perspective questionnaire related to MBKM.
c. Identification of research subjects
d. Dissemination of online questionnaires via google form.
e. Processing and data analysis
f. Report generation

The data sources used in this study were 56 respondents from the results of filling out the questionnaire. The data collection method in this study was carried out using a questionnaire or online questionnaire. The instruments used in this study consisted of two types, namely: the 2021 MBKM Implementation Survey Instrument in PTS which was accessed through SPADA DIKTI and also a questionnaire from the Pakuan University research team in the form of a closed 21st century skills questionnaire, a closed SDGs questionnaire, a student perspective questionnaire related to MBKM. The statement scale used is nominal and ordinal. The nominal scale is related to the characteristics of the respondents, while the ordinal scale related to the variables used consists of 2 types, namely 5 scales from never, rarely, sometimes, often and always and 4 Likert scales from strongly disagree, disagree, agree and strongly agree. .

The data collected in this study will be processed and analyzed by descriptive statistical analysis procedures. This procedure is used to analyze data by describing the data that has been collected which aims to provide an overview or describe the data in the variables seen from the average (mean), minimum, maximum and standard deviation values (Ghozali, 2012). In this study, descriptive analysis was used to analyze student respondents' answers from the SPADA DIKTI instrument and also a questionnaire from the Pakuan University research team in the form of a closed 21st century skills questionnaire, a closed SDGs questionnaire, a student perspective questionnaire related to MBKM.

III. RESULTS AND DISCUSSION

Based on the SPADA questionnaire which was filled out by 121 students, there were 121 respondents. It can be concluded that 96% of PBSI Study Program students know about the MBKM policy even though with a low level of understanding. This is due to the lack of socialization carried out by the government and universities regarding MBKM that is obtained by students, so that they do not know much information. Based on the graph above, the results of the SPADA questionnaire show that the most accessible sources of MBKM policy information for students are offline/online socialization activities organized by the Ministry of Education and Culture by 41%, university online channels 16%, community communication channels 12%, offline socialization activities. 6% of online channels organized by universities, 4% of the Ministry of Education and Culture's online channels, 2% of mass media, and 19% of others. This is because the information provided by the Ministry of Education and Culture is more practical and varied, making it easy to access. The forms of learning activities outside the study program that are most chosen by students are Village Building or Thematic Real Work Lectures (KKNT) and Internships/Work Practices by 26%; Student Exchange by 17%; Humanitarian Projects, Entrepreneurial Activities, and Teaching Assistance in Education Units by 9%; Research/Research 2%; 1% Independent Study/Project.

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Based on data from 56 respondents, the ability of PBSI students in 21st century competencies that fall into the high category are critical thinking skills and collaboration skills, while communication skills as well as creativity and innovation skills fall into the sufficient category. Overall, the 21st century competence of PBSI students is in the high category. The percentage of PBSI students' answers who always apply 21st century competence in the aspect of critical thinking skills is 100%, 97.5% always apply collaboration skills, 98.2% always apply communication skills, and 97.1% always apply creativity and creativity skills. innovation.

These data show that the impact of MBKM on the 21st century competence of PBSI students is very influential. Evidence of the impact of MBKM on 21st century competence, on the aspect of critical thinking skills can be seen from students always comparing information from different sources before completing assignments, drawing their own conclusions based on analysis of numbers, facts, or relevant information, summarizing, or making their own interpretations after completing assignments. read or obtain data, try to solve complex problems or answer questions that have open-ended solutions, and analyze competing arguments, perspectives, or solutions to a problem.

PBSI students who have applied collaboration skills can be seen from students always working in pairs or small groups to complete joint assignments, students always working with other students to set goals and make plans to solve problems/tasks, students always produce products/works in collaboration with other students , students always present the results of group work, and students always work as a team to include feedback on group assignments or products.

PBSI students who have applied communication skills can be seen from students always using data structures (for example, making charts, tables, or graphs) in written products or oral presentations; convey ideas using media other than written paper (eg posters, videos, blogs, etc.); prepare and deliver oral presentations to lecturers and or other students; and answer questions during presentations or discussions.

PBSI students who have applied creativity and communication innovation skills can be seen from students always using idea creation techniques such as brainstorming or concept mapping; generate ideas when faced with problems or questions; analyze different ideas and work to improve them; find solutions to complex and open-ended questions or problems; and create original products or performances to express the ideas students have.

The MBKM activity which was attended by 56 students of the Indonesian Language and Literature Education Study Program was very relevant to the SDGs. This is shown by indicators of 95% quality education, 92% access to affordable energy, 92% reducing inequality, 95% climate change, 97% protecting terrestrial ecosystems, and 95% revitalization of global partnerships. All of these indicators fall into the high category.

The data shows that the MBKM program provides students with the opportunity to discuss issues of improving the quality of learning in schools; make students aware of the importance of improving the quality of learning in schools; make students involved in handling problems that occur at school; provide opportunities for students to discuss issues of affordable energy; make students aware of the importance of handling problems regarding affordable energy; facilitating students to express their opinions regarding solutions to energy problems; provide opportunities to discuss issues of improving the welfare of rural communities; make students aware of the importance of handling problems in improving the welfare of rural communities; facilitate students to express their opinions regarding the improvement of community welfare; provide opportunities to discuss climate change issues; raise awareness about the importance of tackling the problem of climate change; facilitate students to express their opinions related to climate change solutions; provide opportunities to discuss issues of terrestrial ecosystem conservation; make students aware of the importance of handling problems regarding the conservation of terrestrial ecosystems; facilitate students to express their opinions regarding solutions to problems in the conservation of terrestrial ecosystems; provide opportunities for work practices with partners in accordance with the scientific field; make students aware of the importance of soft skills in working in an agency; make students involved in handling problems experienced by partners.

The relevance between MBKM and SDGs is shown by the calculation of the mean of each aspect, namely quality education 3.13; affordable energy access 3.05; reduce inequality 3.11; climate change 3.03; maintaining terrestrial ecosystems 3.00; and revitalization of global partnerships 3.15

IV. CONCLUSION

Based on the results of the student questionnaire analysis of the MBKM and SDGS, it can be concluded as follows.

1. The perspective of Pakuan University's Indonesian Language and Literature Education Study Program (PBSI) students towards MBKM, which is enough to know MBKM policies and the most accessible sources of MBKM policy information for students are offline/online socialization activities organized by the Ministry of Education and Culture, as well as forms of outside learning activities The study programs most chosen by students are Village Development or Thematic Real Work Lectures (KKNT) and internships/work practices.

2. The impact of MBKM on students' 21st century competencies, namely in the high category are critical thinking skills and collaboration skills, while communication skills as well as creativity and innovation skills are in the sufficient category.

3. The relevance of MBKM with SDGS is very relevant. This is indicated by indicators of quality education,

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access to affordable energy, reducing inequality, climate change, preserving terrestrial ecosystems, and revitalizing global partnerships. All of these indicators fall into the high category.

4. Additional data (MBKM activities in each study program/Faculty) namely teaching campuses, Indonesian Student Micro Credentials (KMMI), Thematic Real Work Lectures (KKNT), youth entrepreneurship courses, and cooperation.

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