

CONTEXTUALIZATION OF SDGS IN SOCIALIZING MBKM ACTIVITIES TO INCREASE STUDENT PARTICIPATION IN THE FACULTY OF SOCIAL AND CULTURAL SCIENCES, PAKUAN UNIVERSITY

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Abstract

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In 2020, the Independent Learning-Independent Campus (MBKM) policy was socialized and implemented in various universities to achieve the Sustainable Development Goals (SDGs). This study aims to analyze the knowledge of sources of information and the implementation of MBKM and SDGS policies towards the Faculty of Social and Cultural Sciences (FISIB) of Pakuan University. This study uses quantitative methods with descriptive analysis, based on a survey. The instrument used was a questionnaire with a total sample of 1,053 students from FISIB, Pakuan University. The results of this study indicate that education in Indonesia is still oriented towards producing labor so that things that are socialized in the MBKM program so that MBKM accommodates more pragmatic educational perspectives. Students of FISIB Pakuan University have the perception that MBKM activities can improve technical and non-technical abilities that can be used in the workplace. However, this perception makes FISIB students at Pakuan University tend to choose internships/work practices and student exchanges. Meanwhile, other activities, especially philanthropic activities (building villages, humanitarian projects, independent studies, teaching assistance in education units) are less attractive. Thus, the MBKM program must be able to create a generation that has social awareness. Then, the government and universities can contextualize the SDGs in the socialization of MBKM so that students are oriented towards solving social problems, especially to achieve the SDGs.

Keywords: Generation Z, Free to Learn; Independent Campus, SDGs

I. INTRODUCTION

Education is related to the Sustainable Development Goals (SDGs). In fact, education, as the fourth goal of the SDGs, is a link to other goals (Castellanos et al., 2021; Gonz et al., 2021). This shows that education has a significant role in achieving the SDGs (Sharma et al., 2020). One of the points in the SDGs is to create quality education. In creating quality education, educational institutions (schools, universities, and government) have an important role. Educational institutions can make policies to achieve quality education goals in accordance with the achievements of the SDGs (Décamps et al., 2021). This is pursued by the Ministry of Education, Culture, Research, Technology (Kemendikbudristek).

Since 2020, the Ministry of Education and Technology has implemented the Independent Learning Campus (MBKM) policy. The policy is based on Permendikbud No. 3 of 2020 concerning National Higher Education Standards. The regulation describes the implementation of the Merdeka Learning program—Independence Campus. This program aims to improve students' technical and non-technical abilities that are useful in the world of work ((Kemendikbudristek), 2020; Minister

of Education and Culture Regulation Number 03 of 2020 concerning National Higher Education Standards, 2020).

Improving technical and non-technical abilities is the main goal of higher education (Mart et al., 2021)(Destiana, Suchyadi, & Anjaswuri, 2020; Suchyadi et al., 2019, 2020) Various countries invest their budgets in the education sector to improve the competence of human resources (Suwandaru et al., 2021). Improvement of technical and non-technical capabilities is carried out so that university graduates are able to be absorbed by employment (Karmila & Suchyadi, 2020; Nurjanah & Suchyadi, 2020; Purnamasari et al., 2020) Technical and non-technical abilities are also important in education in the era of the industrial revolution 4.0 (Abraham et al., 2021; Hirudayaraj et al., 2021). Thus, in socializing MBKM policies, the Ministry of Education and Culture and universities often emphasize that MBKM can improve technical and non-technical capabilities which have implications for employment. Basically, this is an effort by the Ministry of Education and Culture in preparing the demographic bonus that will occur in 2030. By 2030, Indonesia will have a workforce of 58 million people. If they are not equipped with adequate technical and non-technical capabilities, the 58 million workers will not be

absorbed by the industry. This will lead to a high increase in the number of unemployed.

However, the socialization of the MBKM policy carried out by the Ministry of Education and Culture resulted in certain perceptions among students. Emphasis on increasing technical and non-technical capabilities that have implications for employment can generate certain perceptions. Students can perceive that education is a means to create a skilled workforce. If so, MBKM can only achieve the fourth SDGs, namely quality education. In fact, MBKM has the potential to achieve other SDGs.

The socialization carried out has not contextualized educational achievements to other SDGs points. This can affect students' perceptions of educational goals and MBKM. In fact, MBKM activities have the potential to solve social problems that exist in the community, for example Teaching Assistance activities in Education Units, Humanitarian Projects, Independent Studies/Projects, and Building Villages/Thematic Real Work Lectures. This study aims to determine knowledge of MBKM sources of information and perceptions physical students on MBKM and SDGS as well as implementation of MBKM on physical education students at Pakuan University.

II. RESEARCH METHODS

This study was designed using a quantitative approach by using survey research sourced from Spada Dikti and Unpak surveys. The population in this study were students of the 2018-2021 class with a total of 3,468, the determination of the number of samples used the Morgan Krejcie formula and obtained a minimum sample of 346. The sample used was used in this study as many as 1053 students. The sampling technique used is non-probability sampling using convenience sampling and snowball sampling

III. RESULTS AND DISCUSSION

In 2020, the Ministry of Education, Culture, Research and Technology, and Technology (Kemendikbudristek) launched the Independent Learning policy—Independent Campus. During that time, the Ministry of Education and Culture and universities conducted various socializations, both direct (offline/online) socialization and through social media and mass media (websites, social media, and mass media). This section describes the relationship between outreach activities and students' knowledge of MBKM policies. Students of the Faculty of Social and Cultural Sciences (FISIB) of Pakuan University are not fully aware of the MBKM policy. As many as 43% of respondents know little about MBKM policies. However, as many as 32% of respondents know most of the MBKM policies. Then, there are 12% of respondents who only know the overall MBKM policy. This means that there are still many students who are FISIB who do not know the MBKM policy. The level of student knowledge about MBKM policies is still not optimal when looking at respondents' answers about the

number of semesters that can be used for MBKM activities. Here is the graph.

A total of 22% of respondents answered four semesters. Then, as many as 20% of respondents answered two semesters. Furthermore, as much as 5% of respondents answered one semester. That is, a total of 47% of respondents answered the wrong answer. Meanwhile, as many as 53% of respondents answered correctly, which is three semesters. This shows that although many students answered correctly, there were still many students who did not fully understand the MBKM policy. The data in Figure 2 can confirm the data in Figure 1 that the majority of FISIB students still know little about MBKM policies. As many as 51% of respondents answered "Yes". That is, as many as 51% of respondents know that there is an MBKM program that is in accordance with the program in the previous study program. However, as many as 49% of respondents answered "No". This means that the respondent does not know that there is an MBKM program that is in accordance with the program in the previous study program. This again confirms that students' knowledge of MBKM policies is not maximized. Basically, there are previous programs in study programs that are in line with the MBKM program, such as internships and research. As many as 52% of respondents already know the curriculum documents, guidelines, and operational procedures for participating in MBKM activities. Meanwhile, there are 16% of respondents who do not know the document and as many as 32% of respondents answered that they do not know the document. This shows two things. First, through the website and media channels, FISIB Universitas Pakuan has carried out a good socialization regarding curriculum documents, guidelines, and operational procedures. Second, although these documents have been listed on websites and channels, there are still many students who have not accessed them. This means that websites and social media are not enough to increase student knowledge related to MBKM policies.

The level of student knowledge about MBKM policies and the sources of information used have a close relationship. As many as 22% of respondents know information about MBKM policies through offline/online socialization activities organized by the Ministry of Education and Culture. Then, as many as 22% of respondents received information on MBKM policies through online college channels (websites and social media). However, as many as 7% of students received information through offline/online socialization activities organized by universities. That is, universities carry out socialization of MBKM policies through websites and social media. If you look at the level of student knowledge about MBKM policies, socialization through higher education online channels tends to be low in effectiveness. As a party that interacts directly with students, universities can increase offline/online socialization activities because communication that occurs between universities and students can be well established. Students can ask about various activities that can be carried out in MBKM activities through the socialization activities. Meanwhile,

the information disseminated on online college channels is not comprehensive.

Student Interest in the MBKM Program

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. Those eight activities are in scope

tridharma college. The eight activities attracted students to participate in MBKM activities. The following is data showing student interest in the MBKM program. As many as 61% of respondents have prepared themselves to participate in the MBKM program. Meanwhile, 36% of respondents stated that they had not prepared themselves to participate in the MBKM program. These two variables indicate that, basically, 97% of respondents have an interest in participating in the MBKM program even though there are respondents who have not prepared themselves. This is different from the other 3% of respondents. As many as 3% of respondents stated that they were not interested in participating in MBKM activities.

The high level of interest shows that students believe the MBKM program activities are able to improve student competence. MBKM is able to open various opportunities to improve competence, experience, and network. As many as 44% of respondents chose internship/work practice as an activity for the MBKM program. Then, as many as 22% of respondents chose student exchange. This shows that FISIB students at Pakuan University consider that internships/work practices are able to improve their competence. In addition, this also shows that the academic activities that FISIB students do at Pakuan University are work-oriented. Therefore, students prefer internships as an activity that can improve competence, experience, and networking. In addition, at FISIB Pakuan University, not all study programs hold field work practice courses. English Literature and Japanese Literature Study Programs are study programs that do not provide practical field work courses. Thus, the MBKM program can be used by FISIB Pakuan University students to do work practices so that their competence, experience, and network increase.

In addition to internships, FISIB students at Pakuan University are interested in student exchange activities. In MBKM activities, student exchanges open opportunities for FISIB students to study outside the study program. For students, this is a good opportunity to gain knowledge outside of their course of study. At FISIB, Pakuan University, most of the students who have participated in the MBKM program have participated in student exchange activities. They participated in three activities, namely the International Student e-Exchange Program, Story Telling Workshop, and BIPA Training.

MBKM ANALYSIS OF 21st CENTURY COMPETENCE and SDGS

Based on the results of data analysis that has been collected related to 21st century competencies, the majority of students need 21st century skills consisting of critical thinking formulations (3.68), collaboration skills (3.54), communication skills 3.24, and creativity and creativity

skills. innovation (3.35). If you refer to the data above regarding 21st century competencies, the data shows that FISIB students have the advantage of critical thinking skills, getting a score of 3.68 from a maximum value of 3.8. This figure is the highest compared to other competencies. This is supported by their ability to compare information, understand data polarization, interpret data with the aim of finding and solving problems independently. In addition, collaboration skills have a ratio of numbers belonging to the high category with a value of 3.54, students are currently more comfortable working together to combine ideas and ideas as a team. The two abilities tend to be superior, but the potential to produce creativity and innovation skills is only 3.35. In the data section, the potential strength is at the idea level, but the potential and strategy development to execute ideas is not yet clear. This of course has a relationship with the communication skills possessed by students with the lowest ratio number among other competencies with a value of 3.24. There are allegations of weak verbal communication skills because they prioritize visual communication. Students are more comfortable communicating through social media and virtual rather than interacting face-to-face (offline). This is in line with research by Zis et.al 2021, communication behavior from active to passive is caused by the device, after using the device the communication process becomes passive, so there is no effective communication.

In addition, the results of the analysis related to SDGs for students of the social science faculty show a very high level of understanding related to SDGs issues which include: Reducing inequality (3.41), quality education (3.37), revitalizing global partnerships (3.35).), Access to affordable energy (3.30), Maintaining terrestrial ecosystems (3.25), and climate change (3.22) the level of concern about SDGS issues for students who take part in MBKM the findings are fantastic. 5 out of 6 indicators show very high and 1 indicator shows high. Not found enough or less indicator. This shows that physical education students have good literacy potential towards 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, this 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 3.37 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 have literacy on the importance of revitalizing global partnerships with a ratio value of 3.35 which is very high. 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 students to want to be involved in MBKM activities such as PHP2D activities at Ciasmara and campus teaching at SDN 1 Karang Malang, Cirebon, where issues Those appointed include helping stakeholders in the village develop nature tourism-based villages and providing teaching with a creative approach to elementary school children (mention SD).

The results of research on students who take part in MBKM activities show that the affordable Energy parameter has a value ratio of 3.30 and is still very 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 problems faced by the higher energy needs of course this also has an impact on the cost of obtaining energy access. Students are aware of the importance of affordable energy issues and seek solutions to get low energy costs. Because at this time energy comes from carbon sources or from fossil materials. 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 with a ratio of 3.25 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. The only parameter that has a high category is on the issue of climate change with a value of 3.22, students know the issue of climate change, but this number can be interpreted at the level of knowing and not understanding. The issue of climate change is the increasing temperature of the earth, but for physics students who live in a tropical climate, it is certainly not too felt because they are used to receiving warm and hot weather and climate throughout the year.

IV. CONCLUSION

MBKM socialization has not been carried out in depth and massively so that student knowledge about MBKM is still low. In addition, MBKM socialization is still oriented towards improving technical and non-technical abilities so that students are more interested in activities that can directly improve their competence, namely internships/work practices and student exchanges. Meanwhile, philanthropic activities are not yet in demand. This is also caused by the characteristics of students at this time. The current students are students who are in Generation Z. Individual and pragmatic are characteristics of Generation Z. These characteristics of Generation Z students affect their interest in MBKM activities. The government and universities can improve the quality and quantity of socialization. The socialization carried out was not only oriented to MBKM achievements related to competency improvement, but also to socialize MBKM activities oriented to solving social problems. The SDGs

will soon be achieved if the level of student participation in philanthropic MBKM activities increases.

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